

Inspection of Titchfield Primary School

Southampton Road, Titchfield, Fareham, Hampshire PO14 4AU

Inspection dates: 23 and 24 May 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and confident in this school. This is because of the highly positive relationships between staff and pupils. Pupils 'strive for success' in their learning. From the time they join, they learn about the school values that include self-motivation, resilience and independence. Pupils readily help each other to learn. This is evident in Reception, where the children work together to practise saying newly learned words during paired reading activities.

Pupils' behaviour is exemplary. Staff have exceptionally high expectations of pupils' conduct. Pupils follow the clearly defined rules set out in 'The Titchfield Way'. They move quickly between activities in the classroom. This maximises time spent learning. Pupils feel safe in the knowledge that they can report any concerns they have. They know that the very rare cases of bullying are dealt with quickly and effectively by their teachers. At social times, pupils and adults play harmoniously with each other. The climbing equipment and sandpit are particularly popular amongst pupils.

Pupils' learning extends beyond the classroom. They learn about the importance of being a global citizen through looking after their school environment. The school's young governors raise money for improvement projects. Pupils also enjoy sports day and the popular residential trips.

What does the school do well and what does it need to do better?

Leaders have rapidly improved the provision for pupils' reading since the last Ofsted inspection. Leaders have carefully selected a new phonics programme. They have ensured that it is taught effectively to children as soon as they join Reception. The books pupils read help them to practise the sounds and words that they have learned. Teachers quickly identify pupils who are not keeping up. They put in place additional support when needed. This includes extra intervention for pupils with special educational needs and/or disabilities (SEND). Consequently, pupils are now learning to read confidently and fluently.

Leaders have designed a curriculum that is ambitious, broad and interesting. They have clearly set out the key knowledge and skills that they want pupils to learn. This is sequenced from the early years up to Year 6. In many subjects, including English and mathematics, teachers implement the curriculum very well. They expertly plan activities that help pupils to learn and remember new information. This includes appropriately adapting activities and resources to help pupils with SEND fully access learning. If learning slows, teachers know this and tackle it quickly. Teachers are able to do this because leaders identify pupils with additional needs from an early age. The special educational needs coordinator (SENCo) is highly knowledgeable. This expertise is used to review the progress of pupils with SEND at regular points. Parents appreciate being involved in this process.

In the subjects that leaders have fully developed and embedded, teachers have strong subject knowledge. This means they can confidently check what pupils know and understand. When they identify pupils who are unsure of some previous content, teachers make thoughtful adaptations to learning. However, leaders are still refining the content taught in some subjects. In these subjects, teachers are less confident in their subject knowledge. This makes it more difficult to teach new content and check that it has been learned. Leaders have plans in place to remedy this.

In early years, leaders have set ambitious goals for children to achieve. They ensure that children learn the important knowledge that they need to make a successful transition to key stage 1. Teachers use books widely to enhance children's learning. Staff work closely together to plan a range of activities that interest and excite children. This includes catching and identifying different types of insects when learning about the natural world.

Leaders insist on excellent behaviour. Leaders model their expectations and ensure that all staff and pupils know the standards they set for them. Pupils learn to speak maturely in groups, taking it in turns to contribute their own ideas. Consequently, learning takes place in calm and purposeful classrooms.

Pupils' personal development is well considered as part of the school's curriculum. Pupils learn about healthy relationships in an age-appropriate manner. Pupils develop a clear sense of what is right and wrong. Pupils learn to celebrate diversity and to treat everyone with kindness. Pupils from service families benefit from the caring support they get in the 'Super Service Kids' club.

Several recently appointed governors have brought additional expertise to the governing body. Leaders and governors have a shared commitment to pupils' development, based on the school's values. Leaders positively engage with staff and are considerate of their workload. Consequently, staff are highly supportive of the headteacher's vision and the ongoing strengthening of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that everyone prioritises safeguarding. Staff receive high-quality training. Monthly safeguarding updates ensure that staff have the expertise they need to quickly identify pupils who may be at risk. The welfare team meets regularly to review support that may be required or in place for pupils and their families. Leaders also secure support from external agencies when this is needed. Safeguarding records evidence these detailed actions.

Pupils know how to keep themselves safe when online and when out in the local community. Road safety ambassadors provide information to pupils about how to stay safe when travelling to and from school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where the curriculum is still being developed, teachers do not always have a secure subject and teaching knowledge. Consequently, they do not always build pupils' knowledge systematically. Leaders need to ensure that teachers have the expertise and skills to maximise pupils' learning across all subjects.
- Assessment within some subjects is not yet consistently as precise as leaders intend. Teachers do not always carefully check what has been securely learned, meaning the next steps in learning are not always as precisely planned as they could be. Leaders should work carefully with teachers to implement and monitor how teachers check what pupils have securely learned across the school's full curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115953
Local authority	Hampshire
Inspection number	10256282
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair of governing body	Nathan Chart
Headteacher	Michelle Stephens
Website	www.titchfieldprimary.co.uk
Date of previous inspection	8 and 9 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, teachers and support staff.
- The lead inspector met with governors and with a school improvement adviser from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. To do this, they met with subject leaders, visited lessons and spoke to teachers. They looked at curriculum plans and pupils' work. They met with pupils to discuss their learning.

- Inspectors scrutinised safeguarding arrangements, including the school’s central record of recruitment checks. They sampled a range of safeguarding documentation. Inspectors also spoke to a variety of staff to check how well safeguarding referrals and systems work.
- Inspectors observed pupils around the school site during break times.
- Meetings were held with groups of pupils and staff to hear their views.
- Inspectors considered the responses to the confidential Ofsted survey for staff and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty’s Inspector

Matt Batchelor

Ofsted Inspector

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