

Inspection of Hamble Primary School

Hamble Lane, Hamble, Southampton, Hampshire SO31 4ND

Inspection dates: 6 and 7 June 2023

Overall effectiveness **Good**

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

What is it like to attend this school?

The values of kindness and respect lie at the heart of this truly inclusive school. Leaders want all pupils to achieve their very best. They provide disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), every opportunity to succeed. Leaders ensure that families of pupils eligible for pupil premium know exactly what additional opportunities are available to their children.

Pupils' personal development is exemplary. Leaders ensure that pupils learn to live in a modern British society by promoting the importance of equalities and individuals' rights. Pupils' behaviour and attitudes are very strong. Pupils are calm and courteous throughout the day. They engage in their learning, working well both individually and with each other, including in the early years. These high standards of behaviour continue at playtimes, around the school and in assemblies.

The school provides many rich experiences, both within the curriculum and outside normal school hours. Outdoor learning is a real asset and gives all pupils many opportunities to build independence and broaden their experiences. For example, all pupils in Year 5 have the opportunity to have taster sessions in sailing. This promotes pupils' appreciation of their local area and the opportunities available to them.

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

Leaders are ambitious to ensure that all pupils achieve their best in all areas. The achievement of all pupils, but especially those with SEND, is carefully monitored to decide what the next steps in learning need to be.

Leaders prioritise reading and say that pupils 'will access a whole new world if they can access reading'. Pupils love getting into a good book, which might be one they are reading or having read to them. Staff have expert phonics knowledge and deliver phonics sessions with precision. All pupils have books that they can read. Some pupils find learning the early reading skills difficult. Leaders provide these pupils with additional opportunities to develop their reading skills. However, leaders recognise that these pupils would benefit from even more reading opportunities.

Children receive an excellent start to their school life in the early years. Staff aim to meet all pupils' needs and put no limits on the children's achievements. Children collaborate exceptionally well, are independent and tackle tasks with concentration and focus. For example, a small group of children role-played being in a classroom while in the outside area. The child in the role of 'teacher' organised the events of the day on the whiteboard with labels, then taught addition to two other children, who listened impeccably well.

Leaders ensure that every subject has a well-sequenced curriculum, including key knowledge, skills and vocabulary. Staff have strong subject knowledge and lessons build on pupils' previous learning. In mathematics, pupils practise and develop their

knowledge and skills daily. Teachers are alert to pick up on any misunderstandings in calculation quickly. In history, pupils make links between different eras through such concepts as 'invasion' and can explain the reliability of different pieces of evidence. In physical education (PE), teachers ensure that pupils are developing all the time. For example, in the early years, teachers encourage children to lift their knees to enable better running styles. However, in a very few areas of the curriculum, leaders are not checking the quality of provision effectively to ensure that pupils are achieving the very best that they could. For example, some science investigations in upper key stage 2 do not clearly focus on the key scientific knowledge that leaders want pupils to learn.

The behaviour and attitudes of pupils are a real strength of the school. Leaders expect pupils to demonstrate the school's values throughout the day. Staff positively reward pupils when they do. Some pupils need significant support for their behaviour. Leaders have a thorough understanding of the needs of pupils who struggle to always meet the high behaviour expectations, supporting them very effectively.

All school leaders have the pupils' welfare and personal development at the very heart of what they do. They want all pupils to feel nurtured but to also be independent. Pupils develop a mature understanding of the world around them and how they can help both themselves and others in life. Pupils' learning of equality and diversity is exceptional, with some pupils raising awareness as 'equality and rights advocates'. Pupils understand the protected characteristics and treat everyone the same, no matter their background or family circumstance.

Governors ensure that there is a clear and consistent vision for the school. They understand their roles and responsibilities and carry these out highly efficiently. All leaders create a genuine sense of collaborative working across the school. Leaders provide high-quality training for staff. This enables the quality of provision to never sit still as leaders aim to always improve provision further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have embedded a strong safeguarding culture. All staff and governors receive thorough training to understand their role in keeping children safe. They put this into action and all staff know exactly what to do if there is a concern. Leaders keep thorough records. They work closely with external agencies to ensure that pupils and their families get the help they need. Pupils know to report any worries to their trusted adults. They learn how to stay safe online and how to tackle cyberbullying. Pupils also learn the importance of consent before posting a photograph of someone else online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, pupils receive provision that is inconsistent with that outlined by leaders. As a result, some pupils do not achieve as well as they could in these areas. Leaders need to ensure all middle leaders have the skills and capacity to monitor their areas of responsibility effectively to enable all pupils, including those with SEND or who are disadvantaged, to achieve their very best.

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	115901
Local authority	Hampshire
Inspection number	10227482
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	375
Appropriate authority	The governing body
Chair of governing body	Lynn Whitaker
Headteacher	Claire Hewitt
Website	www.hamble-pri.hants.sch.uk
Date of previous inspection	5 June 2019, under section 8 of the Education Act 2005

Information about this school

- The current headteacher started in the substantive post in April 2022.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the two assistant headteachers and four members of the governing body, including the chair. Inspectors also met with a representative of the local authority and other leaders within the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, PE and history. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and holding discussions with pupils.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of local governing body meetings, minutes of board of trustees meetings, and behaviour incident logs.

Inspection team

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