

Inspection of Hiltingbury Infant School

Hiltingbury Road, Chandler's Ford, Eastleigh, Hampshire SO53 5NP

Inspection dates: 12 and 13 September 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2016. The school received an ungraded inspection under section 8 of the Act on 29 and 30 September 2021.

What is it like to attend this school?

Pupils receive a truly excellent start to their education in every aspect of school life. The school focuses on building strong relationships with pupils and their families from the outset. Staff get to know pupils quickly and show pupils great warmth and care.

The school is extremely ambitious for what all pupils can achieve and learn. From the first day in the Reception Year, teachers build pupils' learning very carefully so that pupils achieve highly in all subjects.

Pupils' behaviour is exemplary. They clearly strive to fulfil the school's motto of 'Learning, Caring and Achieving Together'. Pupils of all ages are well mannered and show high levels of respect and self-control. Pupils learn how to be part of a caring community, which includes pupils from diverse backgrounds and pupils with complex needs.

All of this leads to an incredibly positive atmosphere in which pupils thrive both academically and pastorally. Parents are overwhelmingly happy with the school's provision. They know that their children are happy, safe and attend a school where they will really flourish.

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

The school has a relentless approach to giving its pupils a high-quality education. Staff build a comprehensive picture of each child, ensuring that the correct provision is in place from day one. This in turn ensures that highly effective learning starts immediately for all pupils. This learning continues through their time at school. As such, pupils achieve very highly by the time they leave at the end of key stage 1.

Determined staff ensure that pupils learn to read well and with great enthusiasm. The teaching of phonics is precise and accurate. If any pupils struggle to read with fluency, staff waste no time in giving them highly effective extra support. This enables these pupils to catch up rapidly when needed. Teachers make sure that the books pupils read are well matched to their reading ability. Story time is a cherished part of every day. Pupils listen eagerly to the very well-chosen texts.

All other subjects are equally very well delivered. The school constructs the curriculum in each subject carefully. The curriculum details the precise knowledge, skills and vocabulary for pupils to learn. Teachers check what pupils have learned meticulously and use this information to prepare future lessons. Pupils remember and build on prior learning effectively. Pupils learn early mathematics exceptionally well. In wider curriculum subjects, such as geography, art and religious education, the curriculum enhances pupils' knowledge and skills greatly. Pupils' strong engagement in lessons, the high-quality work they produce and their later recall of the knowledge they acquire demonstrate how deeply they learn. Pupils from

disadvantaged backgrounds and those with special educational needs and/or disabilities are given every opportunity to succeed, and their progress is excellent.

Pupils' attitudes to their work are superb. Teachers use the 'Hiltingbury Heroes' characters to encourage all pupils to live up to the school's values of, for example, being a team player, a creative thinker or a reflective learner. All pupils demonstrate a desire to achieve and celebrate these life skills. If pupils find it harder to control their behaviour, adults' effective care and support helps them to make long-term improvements. Pupils' attendance and punctuality are very strong. While persistent absence is very low overall, the school is rightly working effectively to improve the attendance of some pupils who could attend school more often than they currently do.

Equality, diversity and acceptance of others' needs and backgrounds are central aspects of pupils' positive attitudes towards all. The 'All About Me' project at the start of year gives every pupil the chance to celebrate the similarities and differences between each other. Pupils develop an excellent, age-appropriate understanding of how to keep themselves safe. Pupils have access to a wide range of clubs and curriculum trips to develop their experiences, from which disadvantaged pupils benefit greatly.

The school exudes teamwork. Everyone knows the part that they play. All staff receive excellent, well-considered opportunities to develop their careers as individuals and as a team. This develops a genuine drive to raise performance even further. This level of ambition does not go unnoticed by parents. For example, one parent, reflecting the views of many others, said: 'My son has excelled since he started here. The teachers have been absolutely amazing. He loves coming to school.'

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115980
Local authority	Hampshire
Inspection number	10240560
Type of school	Infant
School category	Maintained
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair of governing body	Amy Ingram
Headteacher	Phillippa Longman
Website	www.hiltingbury-inf.hants.sch.uk
Dates of previous inspection	29 and 30 September 2021, under section 8 of the Education Act 2005

Information about this school

- The school shares an additional resource provision with Hiltingbury Junior School for pupils with speech, language and communication difficulties.
- The school does not currently use any alternative provision.
- The school runs its own wraparound childcare both before and after school.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art and design. 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.

- Inspectors met with the headteacher, deputy headteacher and other leaders, members of the governing board and a representative of the local authority.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff, and through discussions with pupils.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of local governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View, and an inspector also talked with parents on the morning of the first day of inspection.
- The views of staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- Inspectors gathered pupils' views throughout the inspection, including during classroom visits, as well as at playtimes and lunchtime.

Inspection team

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