

Inspection of Halterworth Primary School

Halterworth Lane, Romsey, Hampshire SO51 9AD

Inspection dates: 31 October and 1 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Julie Bray. This school is part of the University of Winchester Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the co-executive leaders Julie Bray and Nicola Wells, and overseen by a board of trustees, chaired by Tommy Geddes.

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are excited to attend this school each day. They are encouraged to be curious and creative, expressing their learning in different ways. Pupils know that their teachers expect a lot from them and they are keen to rise to this challenge. They achieve especially well in core subjects and those which are prioritised in the school's curriculum.

Pupils work hard in lessons, and learning is rarely disrupted by poor behaviour. The well-being of pupils is a top priority at this school. Pupils feel safe and well supported. They appreciate opportunities to talk with adults in school if they need to, sometimes while walking the school dog, Paddy.

The school provides a huge range of opportunities for pupils to develop their talents and interests. These range from football and forest school to choir, dance and drama. Through their 'three pledges' they aim for every pupil to have the chance to learn an instrument, perform on stage and represent the school in a sports team.

Parents and carers are very positive about the school. In responding to our survey, one parent told us, 'Halterworth is a fantastic school and my children are thriving there. Their individual talents are nurtured and celebrated.'

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

Pupils learn very well in the vast majority of subjects. This is because the curriculum has been designed and sequenced coherently so that pupils develop their understanding over time. Pupils are excited by opportunities to apply their learning when solving challenging problems or producing creative outcomes. In designing the curriculum, leaders have thought carefully about what pupils learn in the early years so that pupils develop a strong foundation of skills and knowledge to build on over time.

Teachers check for understanding at every stage and adapt what they are teaching to correct pupils' misconceptions or build on what they already know. Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Teachers consider pupils' needs and design lessons to make sure that all can achieve and succeed.

Pupils learn to read well here because the curriculum is very well planned and delivered. Those who struggle with reading are helped to keep up with their peers. Pupils talk enthusiastically about the books they are reading and their favourite authors. This work begins straight away when children join Reception.

In a small number of foundation subjects, the curriculum is not fully developed. The planning and delivery of these subjects lacks the rigour and coherence evident in other areas. This makes it challenging for pupils to develop their skills and knowledge in these subjects in the same depth.

Wherever possible, the school aims to create links between what pupils learn in the classroom and the wider world. Pupils benefit from opportunities to deepen and enrich their learning through educational visits. They also enjoy learning outdoors in their forest school, whether this is making Stone Age tools in history or applying their scientific knowledge to the study of plants and trees. Pupils look forward to participating in residential trips, where they take part in adventurous outdoor activities. Extra-curricular opportunities also provide pupils with opportunities to celebrate their talents by taking part in competitions or performing on stage.

There is variability in the effectiveness of the school's personal, social, health and economic (PSHE) education. Pupils are taught about a wide range of topics, including relationships, diversity and staying safe online. However, some pupils find it difficult to recall their learning in this subject in very much detail. They sometimes struggle to understand how their learning applies to their everyday lives and relationships with others. The school has recently refreshed its values of curiosity, innovation, excellence and respect. Pupils are developing their understanding of these values quickly and learning what they look like in practice.

Pupils behave well at this school. Staff are quick to resolve any unkindness between pupils. Behaviour in lessons is focused and productive. Teachers address any low-level disruption effectively. Strong routines for learning are developed from the beginning of early years, where pupils learn to work well with each other.

Trustees, governors and leaders have an ambitious vision for this school and what it should provide for all pupils. They have an accurate and realistic understanding of the quality of education provided here, and those areas which they intend to develop further. When making changes and improvements, leaders are considerate of teachers' workload. They understand the importance of training and development, which helps to ensure that all staff feel valued as part of one team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The planning and delivery of the curriculum in a small number of foundation subjects are in need of further development. Where this is the case, pupils do not make as much progress as they could. Leaders should continue with their work to set out precisely what they want pupils to know and remember in these subjects.
- There is variability in the effectiveness of the school's PSHE curriculum. Some pupils struggle to remember what they have learned in this subject and apply it to their everyday lives, including the way they interact with each other. Leaders

should review and improve the delivery of this subject to ensure that pupils remember their learning with greater confidence.

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	148216
Local authority	Hampshire
Inspection number	10267866
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	Board of trustees
Chair of trust	Tommy Geddes
CEO of the trust	Julie Bray and Nicola Wells (Interim CEO)
Headteacher	Julie Bray
Website	www.halterworth.hants.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of the University of Winchester Academy Trust. At the time of this inspection, the trust was in the process of recruiting for a permanent chief executive officer.
- The school has recently appointed a new headteacher, who has been in post since September.
- 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.

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior staff, including the headteacher. The lead inspector met with the chair of trustees, representatives of the local governing body and an executive leader from the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, physical education and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, staff and parents, including through the use of surveys.

Inspection team

Chris Ellison, lead inspector

His Majesty's Inspector

Baljit Bhabra

His Majesty's Inspector

Ian Howie

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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