

Inspection of Awbridge Primary School

Danes Road, Awbridge, Romsey, Hampshire SO51 0HL

Inspection dates: 7 and 8 November 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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jayne Fahey. This school is part of University of Winchester Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is led by an executive leadership team and overseen by a board of trustees, chaired by Tommy Geddes.

What is it like to attend this school?

Pupils are rightly proud of their school, accurately described by governors as 'small but mighty'. From a young age, pupils develop strong leadership skills. This contributes significantly to the aspirational and positive learning environment. Roles of responsibility, including house captains, sports leaders and bronze ambassadors, are cherished. Older pupils act as role models. They develop confidence by helping others with their learning and organising school events and activities.

Warm relationships exist between pupils that extend across year groups. Pupils are kind and helpful. Without prompt, they assist their teachers in keeping the school looking its best. Pupils behave exceptionally well. High expectations for pupils' conduct are held by all staff. Pupils consistently live up to the school value of respect. They are polite and courteous towards others. Pupils value diversity and recognise the uniqueness of each member of their community. They are cheerful and feel safe, knowing help is readily available from caring staff when needed.

Pupils, including those with special educational needs and/or disabilities (SEND), learn well across a rich and stimulating curriculum. Pupils delight at doing things well, confidently demonstrating what they have learned. Parents value the school. One described the 'wonderful, supportive environment, offering so many opportunities for children'.

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

The school's curriculum is ambitious and well-constructed. Careful thought has ensured that pupils in mixed-age classes learn progressively over time. Consequently, pupils learn well. In particular, both in reading and mathematics, they achieve highly in statutory assessments. The needs of pupils with SEND are well-known by all staff. Individualised plans identify the support they need to achieve success. Adaptations to learning are provided confidently by staff.

Children get off to a flying start in early years. Here, the school has ensured that children learn from an expertly designed curriculum. The key steps of knowledge to prepare children for key stage 1 have been precisely identified. The classroom and outdoor environment are a hive of focused play and learning. Highly trained staff constantly interact with children. They narrate the activities they have prepared for children, modelling high standards of communication and language.

In many subjects in key stages 1 and 2, the curriculum is implemented very effectively. Teachers introduce new learning clearly and provide activities that help pupils build their knowledge securely. Whether it is a piece of writing, or a creative task, pupils work diligently and to the best of their ability. Teachers check carefully on pupils' learning. They provide prompt help when pupils are unsure. However, in some subjects, the way the curriculum is taught is not as effective as in the strongest areas. On occasions the activities selected, or the way in which new learning is presented by teachers, does not help pupils learn as well as they might.

Reading is prioritised and is ingrained into the culture of the school. From the start of Reception, children are supported to learn to read by knowledgeable staff. The phonics programme that the school uses is taught well. Teachers accurately track how well pupils are doing, providing additional support to those who need it. The Year 5 librarians help pupils to change their books and to promote the high-quality texts that they regularly read.

The school is an oasis of calm. Pupils are confident that their teachers will provide a focused learning environment each day. The school rules are well known by all. Pupils are encouraged to think about the choices they make and enjoy being rewarded for doing the right thing. They move around the school building sensibly and maturely. Those who need extra guidance to manage their emotions get all the help they need.

The personal development opportunities provided by the school are exceptional. Pupils are highly tolerant and accepting of each other. Pupils understand about different protected characteristics and the importance of equality. Through focused discussion activities, they learn to appreciate the opinions of others. Occasions to help others who may be less fortunate are prized. Pupils value supporting the local food bank. The school prioritises pupils physical and mental health. Pupils develop their resilience through well-being initiatives. Sporting activities help pupils develop their teamwork skills. An exciting array of extra-curricular clubs, including the popular forest school, enrich pupils' school experience.

Leaders at all levels have a clear vision for what they want pupils to achieve. Governors and trustees are skilled, playing an active role in ensuring that the educational provision in the school is effective. Leaders place great emphasis on developing staff expertise through helpful training. Strong collaboration exists between the school and the trust to continue to improve standards further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not consistently use effective strategies to help pupils learn. Consequently, pupils do not always learn as well as they could. Leaders need to ensure that staff have the strong teaching knowledge in all areas of the curriculum to know how best to help pupils understand and remember what they are taught.

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	148213
Local authority	Hampshire
Inspection number	10288096
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	169
Appropriate authority	Board of trustees
Chair of trust	Tommy Geddes
CEO of the trust	Nicola Wells (interim)
Headteacher	Jayne Fahey
Website	www.awbridge.hants.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since the last inspection of the predecessor school, there have been a number of changes in leadership, including the appointment of the headteacher.
- The school became an academy in December 2020 and joined University of Winchester Academy Trust.
- 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 leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The lead inspector met with the chair of trustees, governors and the CEO of the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, and geography. 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 where appropriate.
- 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.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspectors considered the responses to the confidential Ofsted surveys for staff and pupils, and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

Judith O'Hare

Ofsted Inspector

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