

Inspection of Hangleton Primary School

Dale View, Hove, East Sussex BN3 8LF

Inspection dates: 30 and 31 January 2024

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 Good

What is it like to attend this school?

The school's ethos of 'Together we respect, we inspire, we achieve' is realised from Reception to Year 6. Pupils like school and enjoy learning. There are warm relationships between staff and pupils. Older pupils are positive role models for younger children. One pupil described it as 'a school where it is easy to make friends'. The school supports pupils to behave well. Pupils who need additional support with their behaviour get the help they require. They feel safe at school and know who their trusted adults are. Pupils understand what bullying is and how to report any concerns should they arise. They trust that staff will listen to any worries they have.

Leaders and staff are ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations. They are keen to learn and work hard. Leaders recognise that they are on a journey to ensure that all pupils consistently achieve securely across all subjects by the end of key stage 2.

The school prioritises providing a range of experiences for pupils, such as the residential trip to Hindleap Warren. Pupils talk about such events with excitement and enthusiasm. Pupils also enjoy leadership opportunities, such as being a school councillor or play leader.

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

The curriculum is coherently designed and ambitious. In most subjects, leaders have identified the precise knowledge and skills they want pupils to learn from Reception onwards. This is particularly precise in mathematics and science. Leaders are mindful of adapting the provision for the higher-than-average proportion of disadvantaged pupils in the school and providing the additional support they need to help them achieve well.

Staff have secure subject knowledge, especially in mathematics. Across different subjects, staff usually recap previous learning. This helps pupils to remember important content over time and to link new learning to what they have studied before. Some staff check pupils' understanding carefully and address gaps and misconceptions. However, this is not consistent, which can slow pupils' learning. The classroom environments and resources provided for pupils aid their learning. The school identifies pupils with SEND quickly and ensures that these pupils get the additional support they need. The school works with outside agencies to help staff understand how to support pupils' specific needs effectively. Pupils, including those who are disadvantaged, are generally achieving well. Current achievement does not reflect the lower published key stage 2 outcomes in 2023.

The school prioritises the teaching of reading. This begins as soon as children start in Reception. Early years staff promote the development of children's communication and language skills well. Children are introduced to a range of interesting stories, poems and rhymes that get them interested in books. This continues through the

school, so older pupils develop a deep love of reading. Well-trained staff deliver the school's phonics programme effectively. The books that pupils read are carefully matched to the sounds they have learned. From Reception onwards, pupils who struggle to read are given appropriate support, which helps them to keep up. Consequently, overall, pupils are supported to become fluent and confident readers.

The school's approach to developing pupils' character is successful. A range of carefully planned opportunities deepen pupils' understanding of the wider world. Pupils learn about different cultures through the school's inclusive approach. This helps pupils to value differences in the local community. Carefully developed leadership opportunities, such as working in the 'control room' for assembly, help pupils to work in teams and learn skills to lead others. Through school council elections and discussions, pupils learn how to voice their views, decide how to vote and contribute to democratic change.

Staff have consistently high expectations for pupils' behaviour. Children in Reception are taught to play cooperatively and take turns. In lessons, pupils are focused and engaged. Staff closely follow the school's procedures to manage behaviour positively. The school is determined for all pupils to experience success in a welcoming ethos. Leaders continue to work with pupils and families to improve attendance. If any pupils have barriers to their attendance, leaders work closely with families to address these in supportive and effective ways.

Leaders at all levels work diligently to improve the school further. Staff appreciate the considerations given to their workload and well-being when leaders make changes. Governors fully meet their statutory responsibilities. They provide effective support and challenge for leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in some foundation subjects needs refining. Consequently, staff do not have a precise understanding of the gaps in pupils' learning. The school should help staff to check pupils' understanding carefully and use this information to inform their future teaching so that pupils are supported to achieve highly across the 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](#)' 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	114399
Local authority	Brighton and Hove
Inspection number	10296180
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	412
Appropriate authority	The governing body
Chair of governing body	Mark Goodson
Headteacher	Emma Lake
Website	www.hangleton.brighton-hove.sch.uk
Dates of previous inspection	6 and 7 June 2018

Information about this school

- The school uses two registered alternative provisions.
- The school is federated with a local primary school.
- This is a larger-than-average primary 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.
- 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 the headteacher, other senior leaders, staff, and pupils. The lead inspector met with members of the local governing body and local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. 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, looked at samples of work and listened to pupils read.
- 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 reviewed a range of documents. These included the school improvement plan, the pupil premium statement, minutes from governing body meetings and attendance records.
- Inspectors observed behaviour at lunchtime and in lessons. Inspectors gathered pupils' views throughout the inspection, including during lesson visits and at lunchtime.
- The views of parents, staff and pupils were considered through Ofsted's surveys, including Ofsted Parent View, and from conversations during the inspection.

Inspection team

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