

Inspection of Hambledon Primary School

Church Lane, Hambledon, Waterlooville, Hampshire PO7 4RT

Inspection dates:	18 and 19 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 October 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils bubble over with enthusiasm about the warm welcome everyone receives at this school. Pupils enjoy school and feel safe. They overwhelmingly trust staff to help them with worries or concerns. The school aspires for all pupils to achieve their very best. Pupils enjoy learning, work hard and generally achieve well.

Pupils behave well. They are polite and respectful to adults and to their peers. Pupils are highly tolerant of difference. They value diversity, stating confidently that the world would not work if everyone was the same. Pupils appreciate the wide range of activities available to them at breaktimes. However, they also enjoy days when they have no equipment out. On these days, pupils are proud that they must 'just use imagination' in their play.

Contributing to the community is important to pupils at this school. Pupils relish chances to enrich others' lives, such as through teaching sign language to the church choir and by providing entertainment for a village lunch club. Pupils enjoy the wide variety of trips and visits that enhance the curriculum, such as to museums, to the theatre and to London. In addition, clubs such as cooking and football and residential visits enrich pupils' education further.

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

The school has designed a broad curriculum in all subjects. It identifies the important knowledge that pupils must learn in all year groups. For most subjects, this important knowledge is sequenced to build pupils' understanding in a sensible order over time, although this is something that needs to be finished for the early years. The school carefully identifies exactly what pupils with special educational needs and/or disabilities (SEND) need to learn to achieve their individual targets. Teachers use this information expertly. It helps them to ensure that pupils with SEND receive the support they need to access the curriculum and achieve well.

In many subjects, most pupils achieve well. Generally, teachers use a range of well-considered strategies to deliver the curriculum effectively. For example, in mathematics, staff follow a carefully structured approach to deliver new content and to check pupils' understanding. This has improved pupils' achievement in this subject over the past year. Furthermore, in art, pupils enjoy time to practise new skills before applying these creatively in their own work. However, on occasion, pupils are given work that does not develop their understanding effectively. In addition, sometimes, teachers do not ensure that all pupils focus fully on what they are learning. When this happens, pupils do not achieve as well as they could.

The school wants all pupils to love reading and to read well. From the start of Reception, children develop a love of literature through listening to high-quality stories and rhymes. Visits from authors and storytellers enthuse pupils, motivating them to read widely. The school's chosen phonics programme enables pupils to learn the knowledge they need to read and spell with confidence and fluency. Regular checks of what pupils know and can

do quickly identify those at risk of falling behind. The school ensures that these pupils receive carefully targeted support to catch up with their peers.

Most pupils attend school regularly. The school works hard to promote positive attitudes to attendance. This includes raising awareness of the negative impact low attendance has on pupils' achievement. However, there are still too many pupils who are persistently absent from school. The school provides bespoke support and challenge where pupils' absence from school is too high. This is beginning to improve the attendance of many pupils. However, some pupils' attendance is still not improving quickly enough.

The school supports pupils' personal development well. Right from the start of Reception, children learn positive character traits such as resilience and resourcefulness. This builds confidence and develops children's independence well. Pupils are prepared well for life in modern Britain. They learn age-appropriate knowledge about respectful and healthy relationships and have a strong understanding of inclusion and the protected characteristics. Pupils also appreciate the importance of healthy eating and of keeping fit. In addition, pupils demonstrate mature attitudes to online safety. They know that they should not say anything online that they would not say to someone in person.

All leaders, including governors, are determined to continue to improve the school. Governors know the school very well. They have a clear understanding of their role and employ a range of carefully thought through strategies to hold the school to account effectively. The school makes sure that all staff receive the training and support they need to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' pedagogical knowledge is not consistently strong. Sometimes, the strategies used to support pupils' learning and the work pupils complete does not enable pupils to learn as well as they could. The school should improve teachers' subject and pedagogical knowledge to enable all pupils to achieve well across the curriculum.
- Some pupils, including some of the most vulnerable, do not attend school regularly enough and are persistently absent. This means that they develop gaps in their understanding and fall behind their peers. The school needs to reduce persistent absence for all pupils, particularly the most disadvantaged.

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	115902
Local authority	Hampshire
Inspection number	10341365
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	105
Appropriate authority	The governing body
Chair of governing body	Jana Murray
Headteacher	Adrienne Corr
Website	www.hambledon.hants.sch.uk
Dates of previous inspection	2 and 3 October 2014, under section 5 of the Education Act 2005

Information about this school

- This is a smaller than the average primary school.
- Since the previous inspection, the age range of the pupils in the school has increased. At the time of the previous inspection, the school only had pupils from Reception to Year 4. The school now caters for pupils from Reception Year to Year 6.
- There is a breakfast club, which is managed by the school.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with representatives from the governing body, including the chair of governors and had a telephone call with a representative from the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics and art and design. For each deep dive, the 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 also considered the curriculum in some other subjects.
- 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 considered the views of parents and carers through their responses to the online survey for parents, Ofsted Parent View. Inspectors gathered the views of pupils and staff through the online staff and pupil surveys, as well as discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

Linda Appleby

Ofsted Inspector

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