

Inspection of Haselworth Primary School

Stone Lane, Gosport, Hampshire PO12 1SQ

Inspection dates:	19 and 20 November 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a school full of happy pupils. Everyone is welcoming, which helps new pupils to settle in quickly. Across the school, pupils have strong relationships with the kind and caring school staff. Pupils know that if they have any worries, they can talk to a trusted adult who will help them.

The school has high ambition for all pupils and has prioritised making improvements to the quality of education pupils receive. Some of this work, including curriculum improvement, has only recently been introduced. This means pupils do not achieve as well as they should in all subjects.

The school has high expectations for pupils' behaviour which are clearly linked to the well-known values. Pupils live up to these expectations and show respect to others. They are enthusiastic in lessons and keen to learn. Over breaktimes and lunchtimes, pupils enjoy physical activities with balls and hoops or playing chess and card games with their friends.

Parents and carers receive regular and useful information about their child's learning through the school's online learning platform. This two-way process establishes strong lines of communication, where parents can also share and celebrate their children's achievements outside school.

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

This small school has experienced periods of instability in terms of its leadership and staffing. This has affected the capacity of the school to bring about improvement. As a result, pupils' academic achievements are variable and particularly low in mathematics and writing. There is now a settled staff team demonstrating the knowledge and determination to drive necessary improvement. Recent changes show a positive impact.

Children in the early years benefit from familiar routines and, as a result, are happy and settled. There is a strong focus on supporting children to develop their language and communication skills. Teaching staff model and encourage appropriate grammar and sentence structure. Children show high levels of independence and resilience with their learning and linked activities. They choose their resources carefully and help with tidying up. Teaching staff skilfully and subtly support children so they are successful when working as a team and when problem-solving.

The school has a clear focus on teaching reading. As a result, pupils' reading is strengthening. Staff are trained to teach pupils how to read using a phonics-based approach. This begins in early years, where children have an increasing understanding of letter sounds and formations. They use this knowledge to write simple signs and labels in their environment. As pupils move through the school, they have opportunities to develop their comprehension skills. However, some older pupils who need extra help do not always have access to reading books at the right level.

There have been recent improvements made to the content of the English and mathematics curriculum. However, the impact of these changes is not fully realised. This is because pupils have gaps and misconceptions in their learning which are not identified and addressed. Sometimes, pupils struggle with their new learning as they do not have a secure knowledge and skill base to build on. The school is in the process of establishing systems to review the impact of recent improvements, but this work is not complete.

There are clear and accurate processes in place to identify pupils with special educational needs and/or disabilities (SEND). Pupils are well supported with their emotional regulation and well-being. However, across the curriculum, pupils are sometimes expected to complete tasks and activities which do not contribute clearly to their learning. This lack of precision negatively affects pupils' learning, including those with SEND.

Pupils behave well. They contribute to the creation of class charters. This means they know the expected learning behaviours. The school's values are well understood by all. Pupils know the benefits of showing self-belief and resilience in their learning. Those pupils who need additional support in managing their emotions receive it.

The school carefully considers pupils' personal development. They benefit from their interactions with local groups and services. These include the nearby church, local secondary schools, lifeboat and fire services. There are many sporting opportunities for pupils to participate in, including fencing and family bike-riding sessions. Pupils take pride in their achievements at a recent cricket festival.

Members of the governing body are well informed. They understand the school's strengths and what needs to improve with urgency. They have provided stability during unsettled times. The school staff appreciate their training opportunities, including targeted support and development provided by the local authority.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff are not identifying or addressing pupils' errors and misconceptions well enough. This makes it difficult for pupils to build on what they know when new subject content is introduced. The school should develop teachers' expertise in spotting gaps in knowledge and then making appropriate adaptations so that pupils move on with their learning.
- The delivery of the intended curriculum often includes weak task design. This means pupils cannot achieve the learning intention. The school should continue to develop teachers' expertise in delivering the curriculum as intended.
- The impact of recent changes to curriculum content has not been evaluated. This

means leaders do not know how well pupils are learning. Leaders should continue to embed their monitoring and assessment procedures so they can check pupils are prepared for their next educational steps.

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	116165
Local authority	Hampshire
Inspection number	10341415
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair of governing body	Christopher Roast
Headteacher	Natasha Jones
Website	www.haselworth.hants.sch.uk
Dates of previous inspection	20 and 21 March 2019, under section 5 of the Education Act 2005.

Information about this school

- The school does not currently use any registered alternative provisions.
- At this school, the number of pupils who qualify for pupil premium funding is well above the national average.
- The school has an above average number of pupils with SEND, including those with education, health and care plans.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the 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.
- 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.
- The lead inspector had meetings with senior school leaders and representatives from the governing body and the local authority.
- The inspectors analysed responses to the staff survey and spoke to staff about their views of the school.
- The inspectors took account of the responses to the Ofsted online parent survey, Ofsted Parent View, and the additional free-text responses. The lead inspector also spoke with parents on the morning of the second day of the inspection.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Debra Anderson

Ofsted Inspector

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