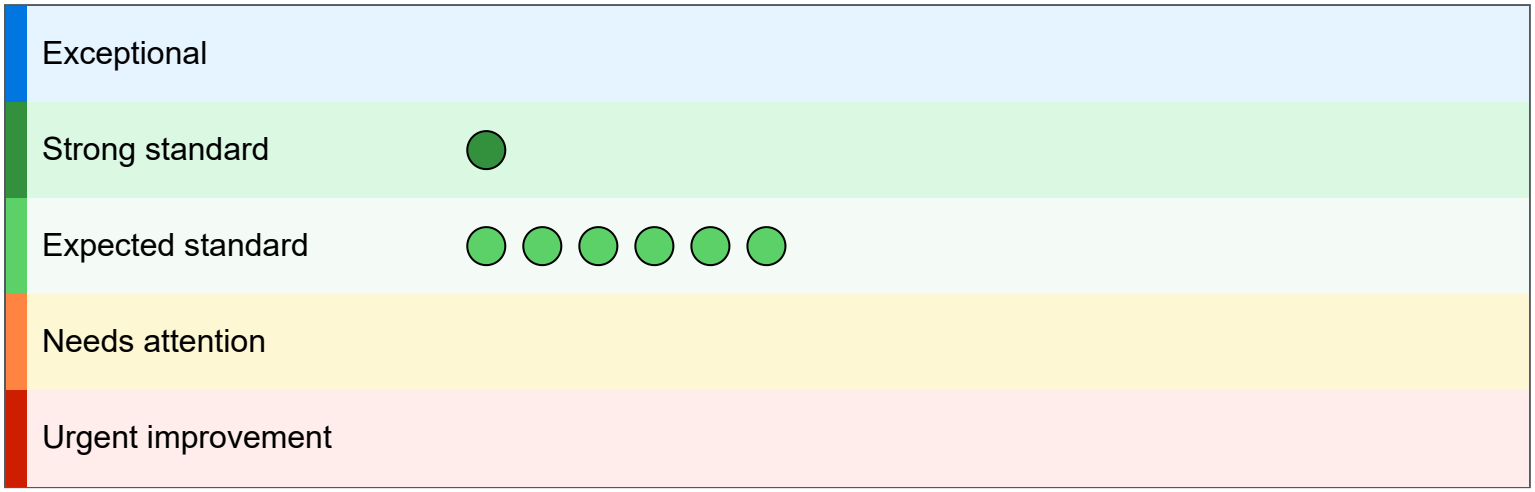
Hythe Primary School

Address: School Road, Hythe, Southampton, Hampshire, SO45 6BL

Unique reference number (URN): 115916

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Leaders ensure children have a first-class start to their education. The early years curriculum is carefully designed and precisely sequenced so children secure the key knowledge they need. It is adapted expertly to meet the needs of cohorts and individuals. Staff help children practise and refine their learning so that they develop increasing fluency and confidence. Staff check understanding regularly and use this insight to shape teaching as required. Staff know children extremely well. They identify those who may have special educational needs and/or disabilities (SEND) early and adjust support skilfully. Targeted teaching enables children with SEND and disadvantaged children to make rapid and sustained progress across all areas of learning.

Staff engage children in high-quality purposeful interactions throughout the day. These interactions, alongside well-designed activities, promote children's thinking, language and communication. Secure phonics knowledge builds children's confidence and helps them articulate sounds accurately.

Leaders have a knowledgeable and insightful understanding of early years. They refine organisation, staffing and practice so children receive a highly successful start to school. Assessment is precise. Phonics teaching is systematic and effective. Children achieve consistently well, developing detailed knowledge across all 7 areas of learning. Transition onwards from the early years provision is meticulous and ensures that children are exceptionally well prepared for Year 1.

Expected standard

Achievement

Expected standard

Pupils generally achieve well and learn the intended curriculum securely. Published outcomes have been variable, over time, and do not reflect the secure learning evident across the school. Across year groups, achievement is improving. Leaders' firm focus on disadvantaged pupils is helping gaps close rapidly. Pupils with special educational needs and/or disabilities make appropriate progress from their starting points and access the full curriculum successfully.

Pupils' work shows secure learning over time, especially in reading, writing and mathematics. Pupils build confidently on prior knowledge. Pupils talk clearly about what they know and apply their learning across subjects. Younger pupils use phonics accurately to decode unfamiliar words.

Leaders have prioritised foundational knowledge effectively. Phonics outcomes are secure and the focused work in mathematics is rapidly improving multiplication fluency. A refined curriculum and strengthened teaching are improving pupils' overall achievement. Pupils are increasingly well prepared for the next stage of their education.

Attendance and behaviour

Expected standard

Pupils attend well and overall attendance sits consistently at, or above, national averages. Leaders have a secure understanding of attendance and meet regularly to review any emerging concerns. A clear approach towards pupils' absence guides leaders' decisions so that support is timely and matched to each family's circumstances. Leaders work closely with parents to identify barriers and agree practical adjustments. These adjustments are having a positive impact. Staff know pupils well and spot concerns early, including links to wellbeing or health. As a result, attendance is improving, persistent absence has fallen significantly, and pupils increasingly engage fully in school life.

Pupils behave well and uphold the school's high expectations with confidence. Behaviour is calm and orderly in classrooms. This is supported by positive relationships and clear routines that pupils understand and follow. Pupils and parents say bullying is rare and pupils are certain staff deal with concerns quickly and effectively. Discrimination or harassment is not tolerated and is acted upon promptly by staff. Pupils cooperate well in lessons and social times, showing respect and positive attitudes to learning. Suitable adjustments help pupils, who find managing their emotions more challenging, to remain included, participate successfully and be ready to learn.

Curriculum and teaching

Expected standard

Leaders have designed a broad and well-sequenced curriculum. It sets out the knowledge and skills pupils will learn in each subject clearly. Leaders have reviewed and strengthened key areas, including English and mathematics. In writing, staff model language carefully and check pupils' understanding in small steps. This helps pupils secure the foundational knowledge they need. Teaching is inclusive, meaning that staff know pupils well and make effective adaptations for pupils with special educational needs and/or disabilities.

The curriculum is generally taught well. Pupils gain secure early knowledge in reading, writing and mathematics. Teachers explain new ideas clearly. They teach vocabulary precisely, helping pupils to use subject specific language confidently. Teachers check understanding effectively and often and respond quickly when pupils need help.

Leaders monitor curriculum quality closely. They know what is working well and where teaching practice needs to improve. Over the past year, leaders have improved mathematics teaching. They recognised that pupils were not securing number fluency, including multiplication facts. Leaders acted quickly and used training to strengthen teachers' subject knowledge in mathematics; also in writing. Teachers now adapt the curriculum more successfully to address misconceptions and gaps.

Leaders' changes are improving pupils' achievement, especially in mathematics and writing. Leaders know they should embed these developments consistently across the school so that all pupils benefit fully.

Inclusion

Expected standard

Leaders are rightly proud of the school's inclusive culture. They ensure that pupils with vulnerabilities, including those previously known to social care, are well supported. This breaks down barriers to learning and enables pupils to be fully included in school life. As a result, these pupils make effective progress from their starting points.

Leaders identify pupils' needs quickly and accurately, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and pupils known to social care. Staff know pupils well and use effective strategies and communication approaches to re-engage them in learning. Support plans give teachers the key information they need. Staff benefit from well-planned training that strengthens their understanding of pupils' specific needs.

Leaders with responsibility for pupils with SEND are highly skilled and support colleagues effectively. Support is matched appropriately to pupils' needs, with staff trained in speech and language, autism, communication and neurodiversity. This helps staff maintain high expectations and work closely with families, including supporting transitions into school. Pupils are included well in mainstream lessons and develop increasing independence.

Support for vulnerable pupils is reviewed regularly and adapted when needed. Leaders maintain secure oversight of vulnerable pupils and work constructively with families and external agencies. Pupil premium funding is used appropriately to strengthen reading and cultural capital.

Leadership and governance

Expected standard

Leaders and governors are ambitious for their school. They know what the school does well and where it needs to improve. For example, leaders have managed staffing changes and mixed-age classes thoughtfully, ensuring curriculum continuity and stability for pupils. Leaders have strengthened the curriculum and its delivery, planning changes carefully and implementing them at the right pace. They put pupils first and understand the school's context and challenges. Working constructively with the local community, they raise aspirations and ensure pupils have opportunities to achieve well.

Leaders have a clear and accurate understanding of the school's strengths and areas for development. They have created a united staff team with a strong sense of direction. Staff describe positive relationships and feel valued. Professional learning is evidence informed, high quality and aligned to improvement priorities. Leaders act quickly when provision falls short of the expected high standards and they maintain an open culture in which staff can raise concerns. Leaders make decisions in the best interests of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.

Governance is effective. Governors fulfil their statutory duties well and are increasingly confident in providing support and challenge to leaders. Governors understand the school's priorities, monitor pupil outcomes and receive regular safeguarding updates. They act in pupils' best interests, and are sharpening their focus on educational impact, including underlying issues, to strengthen their strategic influence further.

A strong sense of community and teamwork pervades the school. Staff are proud to work here. Leaders and governors give careful attention to workload and wellbeing, helping staff feel supported. Parents are largely positive and leaders work constructively with families to support pupils' experiences and outcomes more.

Personal development and wellbeing

Expected standard

Leaders have established a clear and effective approach to pupils' personal development. The programme reflects the school's context and values and helps pupils feel secure, confident and ready to learn. Targeted pastoral support enables pupils to manage their emotions, build resilience and engage positively with school life. Pupils say concerns are taken seriously and acted upon.

The school's relationships and health education programme meets statutory requirements. For example, it teaches pupils how to stay safe, including online. Pupils can explain how to maintain healthy relationships, support their wellbeing and recognise risks in different contexts. They use wellbeing toolkits to distinguish between comfortable and uncomfortable feelings and know how to seek help when needed.

The school's bespoke personal, social and health education (PSHE) programme includes an appropriate range of subjects and themes, including relationships, sex and health education. The PSHE curriculum is well sequenced, comprehensive and adapted to meet pupils' needs. For example, it helps pupils understand fundamental British values such as democracy, respect and individual liberty. Pupils learn about different cultures and beliefs through the curriculum and visiting speakers. Pupils' understanding of diversity and discrimination continues to strengthen.

Pupils benefit from a broad range of wider opportunities. Clubs such as choir, football, gardening and athletics help pupils discover new interests and develop talents. Leadership roles, including play leaders, sports leaders and school council, are meaningful and help pupils take responsibility and serve others. Educational visits, residentials and the annual forest week build independence, confidence and character.

Leaders ensure disadvantaged pupils and those with special educational needs and/or disabilities participate fully in the life of the school. Leaders act purposefully to make reasonable adjustments happen and to remove any barriers to pupils' involvement. Pupils are thoughtful, reflective and respectful. They value difference and contribute positively to the school community. As a result, pupils are well prepared for the next stage of their education.

What it's like to be a pupil at this school

Pupils experience a warm and welcoming school where they feel safe, valued and included. Staff know families well and build trusting relationships, which helps pupils settle quickly and feel secure. From the early years, children establish positive routines and form strong relationships with staff. Pupils say that staff know them well and that they can talk to anyone

if they have any worries. Pupils are confident that concerns will be listened to and addressed effectively.

Behaviour across the school is calm and respectful. Pupils understand the school's expectations and follow routines consistently. They show consideration for others and contribute positively to the school community. Bullying is rare and pupils have a clear understanding of what bullying is. Breaktimes and lunchtimes are harmonious, with pupils mixing positively across year groups.

Pupils enjoy their learning and speak positively about their experiences in lessons. They are engaged, enthusiastic and demonstrate positive attitudes towards learning. Pupils particularly value music, sport and reading. They enjoy trips, forest week and opportunities that connect learning to real experiences.

Teaching helps pupils understand new learning and build securely on what they already know. Staff model well, use questioning effectively and check understanding in the moment. As a result, pupils make secure progress from their starting points, including those who face barriers to learning.

Pupils with special educational needs and/or disabilities are fully included in school life. They receive carefully matched and effective support that helps them access the curriculum, participate alongside their peers and achieve well.

Pupils benefit from a rich range of experiences beyond the classroom, including clubs, trips, visiting speakers and leadership roles such as house captains or on the eco council. These, and other, opportunities help pupils develop confidence, independence and wider aspirations. They enable pupils to build leadership skills and act as ambassadors for the school, contributing positively to the school community.

Next steps

- Leaders should continue to embed recent teaching and curriculum developments so that pupils consistently benefit from the intended curriculum and make further progress.
- Leaders should continue their work to improve how well pupils achieve in key stage 2, so that all pupils have the knowledge and skills they need across the curriculum to be ready for their next steps in education.
- Governors should strengthen their evaluation of leaders' actions so that challenge is focused sharply on the impact of school improvement work.

About this inspection

The chair of the board of governors in this school is Richard Joyce.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place on 29 and 30 September 2026.

Inspection activities:

Inspectors met with the headteacher, deputy headteacher, special educational needs and/or disabilities coordinator and a range of school staff throughout the inspection. Inspectors spoke with a representative from the local authority and to members of the governing body. Inspectors also considered the views of staff, pupils and parents and carers.

Inspectors visited lessons and looked at pupils' work. They spoke with pupils at different times across the school day and observed behaviour in lessons and around the school site.

To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspectors considered the responses to Ofsted's staff survey. They considered the responses to the online survey, Ofsted Parent View, including parents' free-text comments.

The inspectors confirmed the following information about the school:

The current headteacher was in post at the last inspection.

The school currently does not use any alternative provision.

Headteacher : Charlotte Peppard

Lead inspector:
Gareth Flemington, His Majesty's Inspector

Team inspectors:
Andrew Foster, Ofsted Inspector
Marcella Dobson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

238
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

315
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.41%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.20%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

18.07%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	39%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	55%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	50%	72%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	59%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	47%	47%	Close to average
2023/24 (final)	18%	46%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	45%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	27%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	59%	61%	Close to average
2023/24 (final)	36%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	47%	69%	-22 pp
2023/24 (final)	18%	67%	-49 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	45%	80%	-34 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	27%	78%	-50 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	36%	79%	-43 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	4.7%	5.1%	Close to average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	12.9%	14.4%	Close to average
2024/25 (3 term)	11.4%	13.0%	Close to average
2023/24 (3 term)	14.5%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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