

Inspection of Hythe Primary School

School Road, Hythe, Southampton, Hampshire SO45 6BL

Inspection dates: 18 and 19 October 2022

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	Requires improvement

What is it like to attend this school?

Hythe is a caring, inclusive school and pupils enjoy coming here. They are proud that their school ensures that everyone is welcomed and made to feel like they belong. Leaders have high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). One parent said, 'My child glows and has been able to shine.'

Staff have high expectations of how well pupils behave. Pupils follow the 'golden rules' which encourage them to 'always do their best'. As a result, pupils are very kind and courteous to each other. They behave well in class and around school. Older pupils set a good example for younger ones. All pupils play well with one another. Pupils feel safe and trust that adults will help them resolve any issues that arise.

Pupils enjoy celebrating each other's success and achievements. They take part in weekly class votes to nominate someone for an assembly award. Additionally, pupils are enthusiastic about the many leadership opportunities afforded to them. Pupils relish the responsibility to help make Hythe a better place for all. Eco-councillors encourage conservative use of electricity and monitor how well each class is doing.

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

Leaders have ensured that a broad curriculum is in place to provide all pupils with opportunities to learn through a thematic approach. The curriculum is organised to take place across the mixed-year groups and connect subjects. Some subject leaders have developed plans that detail how pupils' knowledge and skills develop from early years through to key stage 1 and key stage 2.

Where subjects are well established, teachers plan learning which builds on what pupils already know. They check that pupils have secured their understanding before moving on to new knowledge. As a result, pupils articulate their learning well. For instance, pupils were able to discuss their understanding of musical notation to support composition, critiquing the music they were listening to. However, the curriculum is less well organised in some subjects, and checks on what pupils know are not well developed. This means that teachers do not know how well pupils develop their knowledge and ideas over time.

Leaders have developed a love of reading. The library is used well to motivate and encourage pupils to read. Leaders ensure that books reflect a diverse range of communities. Staff use their knowledge of authors to share quality texts in class. They regularly read aloud to pupils. Children in the early years can retell a range of stories.

Children learn phonics right from the start of Reception. They receive valuable opportunities to revise the sounds they know and learn new ones. Teachers identify and support pupils who need extra help to read. However, the teaching of phonics in

key stage 1 is inconsistent and some adults do not teach the programme accurately. Pupils are not always given books carefully matched to the sounds they know. Therefore, they do not read as fluently as they should.

Staff feel well supported by leaders. This helps to create an environment where everyone can learn. Pupils with SEND quickly have their needs identified. Staff use this information to provide a variety of resources and support so that all pupils can access the curriculum and learn well. In the early years, staff know the children well and skilfully support them. For example, when making shape pictures, adults asked careful questions which helped children describe the properties of the shapes they chose.

The ethos of the school is underpinned by the school's motto of 'be inspired'. Pupils can explore their interests in many ways. One child spoke positively about how instrumental lessons helped them to settle into Hythe after arriving as a refugee. Pupils' wider development is promoted well across the curriculum. Well-being is a priority. Pupils appreciate the support from local mental health charities and activities in clubs to develop their mindfulness and resilience. Leaders provide disadvantaged pupils with 'resource bags' containing items and activities to take home. Pupils say these help them to learn at home. 'Forest Week' encourages pupils to learn new skills, such as outdoor cooking.

Governors know the school well. They have a clear understanding of their roles and hold leaders to account effectively. Governors continue to develop their understanding of how the curriculum is structured in all subjects.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff are fully trained and alert to any potential risk. Staff know pupils well and work effectively to care for them. Consequently, leaders offer help and support to families when they become aware of any potential worries or concerns about a pupil. Leaders refer to external agencies if needed. They challenge decisions which they feel do not protect pupils well enough.

Staff teach pupils how to keep themselves safe online. Pupils are confident that they can speak to a trusted adult if they are worried or upset.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not learn to read fluently. This is because the curriculum is not structured carefully enough to make sure that reading books and resources match the sounds that pupils need to learn and practise. Leaders need to ensure that staff are fully trained in the phonics programme and use it with fidelity.

- In some subjects, the curriculum does not clearly identify the small steps of subject-specific knowledge that pupils need to learn. Consequently, gaps in pupils' learning cannot be easily identified. Leaders need to sequence the specific knowledge they want pupils to know and remember.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115916
Local authority	Hampshire
Inspection number	10241210
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	273
Appropriate authority	The governing body
Chair of governing body	Richard Joyce
Headteacher	Charlotte Peppard
Website	www.hytheprimaryschool.co.uk
Date of previous inspection	3 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- Inspectors met with the headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the local authority and the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art, music and science. For each deep dive, inspectors discussed curriculum thinking with leaders, visited a sample of lessons, spoke to teachers,

spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read aloud.

- Inspectors looked at curriculum plans and spoke to leaders about other curriculum subjects.
- To inspect safeguarding, inspectors met with the designated safeguarding leader and considered a wide range of safeguarding documents and records. This included the school's records and plans for supporting pupils who have been referred to outside agencies.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school, improvement plans and governing body minutes.
- Inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted through the inspection.

Inspection team

Tracey Bowen, lead inspector Ofsted Inspector

Paul Shaughnessy Ofsted Inspector

Gareth Morris Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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