

# Inspection of Itchen Abbas Primary School

School Lane, Itchen Abbas, Winchester, Hampshire SO21 1BE

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Inspection dates: 5 and 6 December 2023

**Overall effectiveness** **Good**

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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?**

Itchen Abbas is an inclusive school that cares deeply about its pupils. The school's ambition of 'growing hearts and minds' is reflected in the high-quality support that pupils receive from all staff. Pupils enjoy attending this warm, friendly and caring school. The staff know all of the pupils well. Pupils are secure in the knowledge that any concerns or worries are listened and responded to. This helps them to feel safe.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Nurturing staff make learning engaging and memorable. Pupils work hard and this enables them to usually achieve well across the curriculum.

Older pupils proudly act as role models, supporting others by leading games, serving lunch, and walking younger children to church. Pupils are familiar with the school rules of 'Be Ready, Be Respectful, Be Safe'. The school rules are well known by all pupils, and they understand why they are important. From the moment pupils start school in Reception, staff establish clear rules and routines and model their high expectations constantly. Pupils benefit from opportunities to enjoy a variety of clubs, such as Lego, tennis and dance.

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

The school has designed an ambitious and interesting curriculum. It sets out what staff intend pupils to learn and in what order. This supports pupils, including those with SEND, to usually build learning over time well. Staff use the well-structured curriculum to support pupils to connect new learning to what they have learned before. Pupils take their learning seriously. For example, in science lessons, pupils see themselves as scientists who complete important investigations. The school encourages pupils to work independently to practise what they have learned. There are occasions when the work that pupils complete is not sharply focused on the most important learning.

Staff closely check pupils' understanding across the curriculum. They use this information to inform their teaching and provide extra help for those who need to catch up, including disadvantaged pupils. Teachers place high priority on developing pupils' language. They teach pupils specific vocabulary in each subject, and, consequently, pupils talk with confidence about their learning. For example, children in early years learn about hibernation and accurately link this to the features of cold weather. Staff deftly adapt their teaching for pupils with SEND. Staff swiftly identify their needs and support pupils effectively, which enables them to achieve well across the curriculum.

Reading is prioritised at the school. The teaching of phonics is effective. Pupils read books that closely match the sounds they have learned to help them develop confidence and fluency. Children quickly gain the reading skills they need in Reception and build on this throughout the school to become confident, articulate

readers. The school develops pupils' love of reading through promoting the importance of reading widely.

Pupils behave well. The school uses well-established systems to promote positive behaviour and kindness. Pupils respond well to the behaviour expectations, and this helps to develop aspects of their character such as consideration for others. As a result, pupils learn to manage their emotions and conduct effectively. Pupils, including children in Reception, develop positive attitudes to learning and they work well together.

The school has developed a personal development curriculum which teaches pupils how to navigate through life safely, happily and healthily. Pupils are supported to develop a secure understanding of different religions and cultures. This has been further developed through the school's participation in the 'Equality and Rights Advocates' groups. The group focuses on respecting the rights of all. In addition, the school has supported pupils to develop a secure understanding of democracy through running school elections, voting for books to be read and recent visits to the Houses of Parliament and 10 Downing Street. The school enriches learning by providing a range of educational visits and visitors in school. These additional activities provide opportunities for pupils to develop skills such as perseverance, teamwork and independence.

The new leadership team has brought a refreshed enthusiasm to the school. They have been quick to make improvements to the curriculum. The governing body are effective and support and challenge the school well. They offer useful guidance and expertise. Staff are positive about the support they receive and feel valued and respected. They appreciate the careful consideration that leaders give to their workload and well-being in this small school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasion, the tasks that pupils complete do not sharply support them to learn the curriculum. As a result, pupils' learning in a few subjects is variable. The school should ensure that staff design tasks that precisely focus on the important knowledge and skills they intend pupils to learn and remember over time.

## **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 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

<b>Unique reference number</b>	115920
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10287878
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachael Cowling & Sharon Priest (co-chairs)
<b>Headteacher</b>	Robert Bogan
<b>Website</b>	<a href="http://www.itchenabbasprimary.co.uk">www.itchenabbasprimary.co.uk</a>
<b>Date of previous inspection</b>	24 April 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher started in his role in April 2023. Over half of the staff are new to the school since the last inspection.
- This is a school with four classes of Reception, Year 1 and 2, Year 3 and 4, and Year 5 and 6.
- 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.

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. 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, science and physical education. 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 explore the wider curriculum, the lead inspector also reviewed geography planning and examples 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 inspectors 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 Parent View survey and the additional free-text responses. An inspector also spoke with parents on the morning of the first day of the inspection.
- The inspectors evaluated responses to Ofsted's pupil survey.

### **Inspection team**

Baljit Bhabra, lead inspector

His Majesty's Inspector

Susan Kelly

Ofsted Inspector

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