

# Inspection of an outstanding school: Hordle CofE (VA) Primary School

Hordle Lane, Hordle, Lymington, Hampshire SO41 0FB

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Inspection dates:

8 and 9 February 2022

## **Outcome**

Hordle CofE (VA) Primary School continues to be an outstanding school.

## **What is it like to attend this school?**

This is a happy school where everyone smiles. Adults and pupils alike are proud to belong to 'Team Hordle'. Pupils know that teamwork means that everyone pulls together, and they do. Children learn to cooperate right from their start in Nursery. Pupils know each other well and care about everyone's well-being. They feel safe and reports of bullying are very rare. Pupils told the inspector that they could not recall it ever happening in their school. They behave extremely well in their lessons and at breaktimes. Pupils like and trust the adults who work there.

The school's 'learning superheroes' help pupils to build positive attitudes. Pupils said that teachers bring these to life to make lessons fun. Pupils find new knowledge fascinating and eagerly discuss their ideas. The buzz of excitement in classrooms was summed up by one pupil as 'a happy energy'. Parents said that their children thrive at school and cannot wait for the school day to start.

Pupils enjoy a huge range of sporting clubs. Some clubs help pupils to find new hobbies. They go on interesting visits and take an active role in community events. Pupils think deeply about current world issues. They show an exemplary consideration for people in difficult circumstances. Pupils decide which charities to support with the money they raise.

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

Leaders, governors and staff provide an exceptional quality of education for all pupils. The curriculum is crafted so that every pupil is equipped extremely well for their future. Provision in the early years is excellent. Here, children become confident and well-motivated learners. These characteristics deepen as pupils progress through the school.

Leaders at all levels of the school have expert skills. Governors visit the school often and know it well. They have a very strong understanding of their strategic role, and maintain a firm steer on the school's continuing drive for excellence. Leaders and staff work with

extraordinary collaboration. This secures consistent approaches across the school that help pupils to be successful.

Leaders have the highest expectations for all pupils to be fluent readers who love books. Their positive attitudes to reading start in the Nursery. Children join in with rhymes, songs and stories, learning many by heart. Children are already learning sounds before they begin in Reception. Teachers check pupils' learning during phonics and early reading lessons. They expertly shape the next steps. Pupils who need extra support get it without delay. Motivating rewards encourage pupils to read often, and to choose books that inspire them.

Teachers' very strong subject understanding helps to make learning clear. They break down learning into small steps that enable pupils to achieve very well. Teachers' precise use of assessment enables them to quickly address any misunderstandings. Leaders make sure that learning builds on what has gone before. In geography, key stage 1 pupils learn how to direct themselves around the school grounds, using a map with compass points. By Year 4, pupils have secured skills to enable them to use world maps showing the location of tectonic plates. Pupils revise learning as their topics progress. This helps them to remember the most important knowledge. As a result, pupils learn very well.

Pupils achieve well in mathematics. This begins in the early years, where play is full of intriguing opportunities. Children think hard when matching objects with numbers, creating patterns and comparing sizes. By Year 6, pupils tackle challenging multi-step mathematical problems with confidence. They apply mathematical knowledge in other subjects. For example, in science pupils develop their understanding by measuring, recording and analysing data.

Teachers and other adults have a detailed understanding of individual pupils' needs. In the early years they do all they can to meet the needs of children with special educational needs and/or disabilities (SEND). As pupils move through the school, skilled support helps pupils with SEND to develop independence. They reach high standards and become confident learners.

Pupils' personal development is very well catered for. Through the school council, pupils contribute to the way their school is run. They learn how to be healthy in mind and body. Their handwritten leaflets, designed for the local surgery, proved popular with patients. Leaders ensure that the curriculum supports pupils to think about diversity. They learn about the contributions made by women, people of colour and disabled people. Pupils in Years 5 and 6 have learned about racial hate and the impact of slavery. They have written prayers to express feelings about homelessness.

Staff teamwork is deeply embedded. Staff said that curriculum leaders are 'amazing' and give constructive support. Teachers value their many opportunities for training to extend their skills. Staff with particular responsibilities appreciate the time they are given to carry out their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a well-established culture of safeguarding. All staff know how to identify concerns and report them quickly. Leaders follow up any concerns and make timely, well-judged decisions. They work cooperatively with partner agencies, and supportively with parents and carers. Staff know the risks to children's safeguarding, including online risks. Leaders update staff regularly.

The curriculum includes sensitively designed lessons to teach pupils about safeguarding. From an early age, pupils learn how to report any worries about feeling safe. They learn where they can go for help. Pupils said that they always feel safe in school because there are trustworthy adults who support them very well.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in March 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	116486
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10211929
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	395
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Karen Richards
<b>Headteacher</b>	Fiona Adams
<b>Website</b>	<a href="http://www.hordle.hants.sch.uk/">www.hordle.hants.sch.uk/</a>
<b>Date of previous inspection</b>	15 and 16 March 2016

## Information about this school

- The school has nursery provision for two- and three-year-old children. In January 2020, the school expanded the number of nursery places available in the 'Nest' by opening its outdoor setting, 'Wild'. This provision is available mornings only. Most children attend Nursery part-time.
- The school does not currently use any alternative provision.
- The school's most recent section 48 inspection was in November 2015. Its next inspection is due no later than November 2023.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- To inspect safeguarding, the inspector reviewed the school's single central record of recruitment checks, and met with the designated safeguarding lead and members of the safeguarding team. The inspector spoke to pupils, staff and parents.

- The inspector met with four members of the governing body, including the chair of governors.
- The inspector spoke to representatives from the local authority.
- The inspector considered the views of staff during meetings with them, and took account of the 41 responses to Ofsted’s online staff survey. The inspector also considered pupils’ views during discussions with them, and took account of 34 responses to Ofsted’s pupil survey.
- The inspector took account of the 55 responses to Ofsted’s online survey for parents, Parent View, and parents’ free-text comments. The inspector met with several parents during the inspection, and received a letter from one of them.
- The inspector carried out deep dives in these subjects: early reading, science and geography. The inspector discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils’ work and spoke to pupils and teachers from the lessons visited.
- The inspector met with pupils to discuss their work across a wide range of subjects, and to listen to their views about school. Informal conversations with pupils took place during lunchtime.

## **Inspection team**

Linda Jacobs, lead inspector

Ofsted Inspector

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