

Inspection of Cadland Primary School

Whitefield Road, Holbury, Hampshire SO45 2HW

Inspection dates: 13 and 14 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils enjoy their time at Cadland Primary. They are happy and feel safe here. They speak with great pride of the things that they do and learn here. They live up to the high aspirations their staff have of and for them. There is a buzz of achievement wherever you go.

Pupils thrive here. Leaders have put this school at the centre of its community. Expectations of pupils and their families are high and a range of care and support is provided.

Pupils behave well. Those who find this tricky receive effective support quickly. There is little bullying, and when it does occur staff deal with it well.

Pupils understand that everyone is different and welcome these differences. They know that every pupil is important here and that the school community continually reflects on what it does and how it might improve things even further. Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff work hard to make sure pupils' academic, pastoral and extra-curricular experiences are meaningful and will help them as they progress to their next steps. They also broaden pupils' understanding of their world. Staff ensure that pupils develop pastorally, as well as academically.

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

Leaders understand the need of all pupils very well. They have established an ambitious curriculum for all. This provides very well for pupils with SEND because staff have the expertise to use the range of resources available from the very beginning of pupils' time at school. As a result, pupils with SEND, along with their peers, achieve well, including in national tests, and make good progress from their starting points through the planned curriculum.

Leaders have thought carefully about the whole curriculum. The vast majority of the curriculum is planned and taught carefully, with reading being a particular strength. Due to the early reading approach that is followed consistently well, pupils read fluently and are developing a love of stories and reading. However, in a minority of subjects, leaders are still refining their thinking about how knowledge will be learned over time. Consequently, in these subjects, pupils do not build securely on their prior knowledge.

Teachers use assessment well in core subjects. For example, in reading staff check carefully that pupils are keeping up. When any pupil falls behind there is swift and effective support that helps them to become a confident and fluent reader. However, in some foundation subjects this checking is not used consistently as planned. This means teachers do not always know whether key prior learning is secure. Consequently, pupils are sometimes asked to do work that they do not have the

knowledge to do or work that is too easy. This is a particular issue for some pupils with SEND who tend to miss the same foundation subject if they need extra help with reading or mathematics. This hinders the learning of these pupils across the wider curriculum.

Staff are passionate about raising aspirations for all. They have provided a wide range of opportunities for pupils to broaden their experiences through a range of extra-curricular clubs, trips and learning from visitors. Pupils are excited by these opportunities and hold them in high regard. They relay their learning with careful thought and sensitivity. For example, a pupil described art as being a calming activity. Pupils are proud to take on leadership roles in school, such as tree team captain or as a school councillor. Pupils talk confidently about equalities and diversity within their inclusive school culture. The pupils care deeply about one another, and express support for all their peers.

Through the whole school, pupils behave well. They are clear about what is right and what is wrong, and respond well to the high expectations from staff. The carefully designed systems motivate most pupils right from early years. There is an effective approach to supporting behaviour for those who need it. Lessons are calm and orderly and there is no disruption that affects pupils' learning.

School leaders have high ambitions for all pupils and for all staff. There is a comprehensive package of training and development for staff whatever their career point. Leaders have taken steps to ensure teachers' workload is manageable, and all staff take well-being seriously both for themselves and each other. Staff morale is high. Governors share the vision of leaders and approach their work with rigour to ensure this vision is realised. They recognise that work will always need refining. Leaders have fostered good relationships with parents and carers, the vast majority of whom would recommend the school. One commented that leaders 'strive to get the best outcomes for children'.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding and leaders drive this with determination. They are relentless in their efforts to ensure that everyone knows their responsibility, and has the skills and knowledge to fulfil their role in keeping every pupil here safe. Staff have secure knowledge and pick up on the smallest changes that might be a worry. Leaders respond quickly to any concern, contacting external agencies as needed. Leaders ensure that pupils can identify risk and understand when to report concerns, particularly when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' work to review the curriculum is not quite complete. This means that pupils are not always able to link prior learning to new concepts, Leaders should ensure that they complete their work to set out the component knowledge that pupils need to learn as they progress from early years to Year 6.
- Across the wider curriculum, teachers' use of assessment is not yet consistent in all subjects. As a result, pupils can be introduced to new ideas before they have secured prior learning. This can cause confusion or misconceptions. Leaders should ensure that teachers have the knowledge and confidence to check what pupils know and to adapt their planned activities to this information.

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	134734
Local authority	Hampshire
Inspection number	10242052
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair of governing body	Phil Ingram
Headteacher	James Nutbeam
Website	www.cadland.hants.sch.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher is new to their role since the last inspection.
- Leaders do not currently make use of any alternative provision.

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 held meetings with the headteacher and other senior leaders. The lead inspector met with a group of governors, including the chair of governors. She also spoke with the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, art and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers

and teaching assistants, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector also heard pupils read.

- Samples of pupils' work in English and history were also considered.
- Inspectors also visited breakfast club and spent time in the playground at playtime and lunchtime.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff.
- Inspectors took account of parents' responses to Ofsted's survey, Ofsted Parent View, and parents' written comments. An inspector also spoke to groups of parents.
- Inspectors gathered pupils' views throughout the day, including during lesson visits and at breaktimes. They also took into account responses to the pupil survey.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.

Inspection team

Kate Owbridge, lead inspector	Ofsted Inspector
Carla Laney	Ofsted Inspector
Debra Anderson	Ofsted Inspector

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