

# Inspection of a good school: Curdridge Primary School

Church Lane, Curdridge, Near Botley, Southampton, Hampshire SO32 2DR

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Inspection dates:

12 July 2022

## **Outcome**

Curdridge Primary School continues to be a good school.

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

Pupils delight in Curdridge's friendly atmosphere. It is a small school with a big heart. Everyone knows each other and pupils go out of their way to make anyone new feel welcome. Pupils are cheerful. They know that adults will keep them safe, placing their trust in the caring staff.

The well-considered curriculum engages pupils. Leaders expect the very best from everyone. Teachers instil noble qualities in pupils. In return, pupils are motivated and work hard. The 'challenge board' in the hall is the pinnacle of pupils' efforts. They are proud of their work on show as well as their positive contributions to the annual village 'Curdridge Show'. Because pupils are friendly, nobody is worried about bullying. Pupils know that they must treat others respectfully. If not, adults are on hand to correct and educate.

Leaders really consider how to shape pupils' character. There is a focus on ensuring pupils are confident and articulate when they leave Year 6. The Southampton civic award supports this by teaching pupils about public service. Pupils show tremendous competitive spirit in playing against much bigger schools. The school's outdoor grounds capture pupils' interest. They love to play and explore.

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

Leaders have created a thoughtful and bespoke curriculum. It is taught in a unique way which motivates pupils. Subjects precisely outline what pupils need to know across all year groups. Because of the mixed-age classes, leaders have planned a two-year cycle to cover all the knowledge needed. This ensures older pupils in a class do not repeat content unnecessarily and can therefore continue to build their knowledge and skills.

Teachers offer a personalised approach to how pupils learn the curriculum. Commonly, they will teach pupils in small groups throughout the day. This works successfully because teachers can work one-to-one with pupils. This is of great benefit to pupils as teachers

can pick up any child's misconceptions there and then. Teachers' subject knowledge is strong. They think smartly about the questions they pose to pupils. Useful feedback is regularly given which helps pupils move forward in their learning.

When pupils are not working with the teacher, they learn independently. Teachers set a 'menu' of activities that span across subjects. These are not left to chance because teachers know what pupils need to practise. Pupils know what they must complete by the end of the day. However, they do not always learn successfully when engaged in independent choice. This is because some activities do not work as well as others. In addition, teachers sometimes do not check in enough to make sure pupils are learning the intended knowledge.

The school has introduced a new phonics programme. Reception children start learning to read at the outset. Staff know what to teach when and why. Staff revisit the different letters and sounds continually and ensure pupils only read the books that help them practise what they have already learned. Pupils who need extra help receive daily tutoring. This is effective because adults know to focus this time on pupils' fluency. As a result, most pupils learn to read quickly.

Older pupils read ambitious books. Pupils are enticed by the recommendations from the reading leader and cannot wait to devour their next book. They adore the 'book blets', where they spend time exploring with their peers what they are reading.

Pupils with special educational needs and/or disabilities get what they need to thrive. Leaders flag up early any possible needs. They liaise proactively with parents, and put in the right support without lessening ambition for these pupils. This means that all pupils learn the same curriculum and have the same opportunities as their peers.

The importance of behaving well is made clear to all pupils. Teachers set consistent routines from day one of Reception. These become habitual and most children show impressive independence. Across the school, most pupils listen well and do the right thing.

Pupils view everyone in the same way. They speak eloquently about the importance of respecting and understanding different family structures, races and faiths. Leaders' assemblies prepare pupils strongly for life in modern Britain. Pupils learn about diverse religious celebrations and key figures such as Martin Luther King and Rosa Parks.

Governors are keen and ambitious. They use their highly regarded professional skills to provide thoughtful support for leaders. Governors seek to 'trust but verify' what leaders tell them. They probe well on the right things. Staff love working at this school and feel that leaders support them well.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a safe place for pupils. Staff are vigilant. They communicate to leaders any worries they have about a pupil's well-being straight away. When leaders receive information, they act immediately to keep pupils safe. Leaders document information meticulously and store all safeguarding records securely. Leaders are tenacious and are resolute in ensuring external agencies know and clearly understand any safeguarding concerns.

Staff receive timely updates. All staff meetings begin with a safeguarding scenario that teaches staff what to look out for and what action to take if they are concerned about a child's safety.

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

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

- The implementation of the curriculum is not consistently strong across all subjects. This sometimes arises when pupils are learning independently. Some activity choices do not always help pupils to develop a depth of knowledge. Leaders need to continue supporting teachers to expertly deliver all aspects of the curriculum so that pupils know and remember more in every subject.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. 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 good in June 2017.

## 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>	115879
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10241785
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	110
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Baker
<b>Headteacher</b>	Sally Wood
<b>Website</b>	<a href="http://www.curdridge.hants.sch.uk">www.curdridge.hants.sch.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2017, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, several new governors have joined. The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, deputy headteacher, staff and pupils. The lead inspector met with four governors. He also met with a school improvement officer from the local authority.
- The inspection team carried out deep dives into these subjects: early reading, mathematics and religious education. To do this, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work.
- Pupils across the school were observed reading to a familiar adult by the lead inspector.

- Inspectors checked the arrangements for keeping pupils safe. The lead inspector met with the designated safeguarding lead to examine records and actions. This included sampling a range of safeguarding documentation. He reviewed checks on the safer recruitment of adults. Inspectors spoke to pupils, staff and governors.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documentation provided by the school. This included leaders' self-evaluation and school development priorities, policies, curriculum documents, published information about pupils' performance, external monitoring reports from the local authority and minutes of governors' meetings.

### **Inspection team**

James Broadbridge, lead inspector

Her Majesty's Inspector

Louise Walker

Her Majesty's Inspector

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