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Louisa Cambridge
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Dear Miss Louisa Cambridge

Requires improvement monitoring inspection of The Hamble School

This letter sets out the findings from the monitoring inspection that took place on 2 February 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received a judgement of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, we discussed with you and other senior leaders, governors and local authority representatives the actions that have been taken to improve the school since the most recent graded inspection. We visited lessons, talked to pupils, reviewed school safeguarding records and reviewed your school development documentation. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to become good.

The school should take further action to:

- assure themselves that all pupils receive their full key stage 3 national curriculum entitlement.

Main findings

Since the previous inspection, there have been changes to the make-up of the senior leadership team. You commenced your role as headteacher in January 2023. A new senior special educational needs and disabilities coordinator (SENDCo) has also been appointed during this time.

Since the last inspection, there has been a sharp focus on curriculum development. As a result, the curriculum has been extensively reviewed. Subject leaders talk knowledgeably about the changes they have made. In modern foreign languages, the curriculum has been completely re-written so that it builds the knowledge and skills that pupils need. Plans identify the specific aspects to be learnt and include consolidation along with knowledge to be re-visited by topic by term. The four core skills are embedded in this curriculum with a focus on explicitly teaching grammar. In art, there is now a focus on supporting pupils to develop the essential techniques they need.

Pupils take pathways in Year 9 where they choose 6 foundation subjects to study. In most subjects, leaders are clear about how the national curriculum is covered before pathways. However, there is still some work to be done for you to assure yourself that this applies to all subjects.

Since the previous inspection, you have reviewed the provision for pupils with SEND. You are committed to ensuring there is an inclusive culture through the school and this is being embedded effectively. The provision for pupils with SEND is improving rapidly following the implementation of a concise action plan. Effective actions have been taken to ensure that education, health and care plans are reviewed within statutory timings. Long term goals are broken down into smaller targets that are specific to each pupil. Teachers have been provided with toolkits which detail the range of approaches they can use to meet pupils' individual needs. The diagnostic monitoring process is used to track how well this is meeting pupils' needs. Your three bespoke classrooms, Engage, Step, Retrack, provide effective support for pupil with either social, emotional and mental health needs, broader SEND needs and behaviour needs. Pupils accessing this provision are carefully triaged, support plans agreed and their progress is tracked closely. Pupils who receive these interventions access the curriculum either being taught parallel the content from lessons or attend mainstream classes so there is no narrowing. There has been improved behaviour and increased attendance as a result of these actions. There is still some work to be done to ensure that all staff understand how to make appropriate adaptations for pupils with SEND in lessons.

You, along with the governing body, have been outward looking since the last inspection and have sought to build links with the community. This is helping you to bring about positive change for pupils. The senior leadership team provide support and challenge as you continue to address the areas for development. There are robust monitoring systems

which allow you to evaluate the impact of your actions effectively as well as formulate next steps. Governors have a strong oversight of this and undertake appropriate checks to ensure they have an accurate picture of the school.

Since commencing your role as headteacher, you have revised the school behaviour policy and prioritised ensuring that there is a calm and orderly environment through the school. As part of this work, you have liaised closely with parents, pupils and governors. There is clarity around the behaviour expectations for all pupils and a bespoke package helps those pupils who need further support. In addition, there is now a consistent response to dealing with incidents of prejudicial behaviour. Staff have been trained to challenge this behaviour and use shared language to swiftly address this. You are rightly proud of the reduction in suspensions. During the visit, pupils were observed speaking to each other and adults with courtesy. The behaviour systems are monitored with rigour by the senior team and staff have been trained to understand the high expectations for all. This robust monitoring is supporting the school to understand the areas where more support is needed. In some departments, there are inconsistencies in how well the behaviour policy is implemented.

You are working closely with the local authority to make the necessary improvements to the school. The local authority is providing effective support in order to help you address the weaknesses identified during the last inspection. They are also helping you to validate the outcomes of leaders' monitoring.

I am copying this letter to the chair of governors, the Department for Education's regional director and the director of children's services for Hampshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Sara Staggs
His Majesty's Inspector