Improvements Since the Last Ofsted

In 2025, Ofsted recognised that The Hamble School was a **good** school in all areas and identified for following areas for further improvement:

1. *The school's high expectations for behaviour and attendance are not consistently understood and followed by a small group of pupils. As a result, these pupils miss too much time in school and are less well prepared for life in modern Britain than they could be. The school should continue to strengthen support for these pupils so that suspensions decrease and attendance improves further.*
2. *Some pupils, especially some pupils with SEND and some who are disadvantaged, have gaps in their knowledge. This means that they are not achieving as highly as they should. Leaders should embed improvements to the curriculum and teaching so that pupils' gaps in learning are filled and more pupils achieve the ambition of the curriculum.*

Since then, we have continued to strengthen our provision across all areas of school life. Our current self-evaluation indicates that we are operating at either *Strong Standard* or *Expected Standard* in all areas of the new Ofsted framework, with safeguarding continuing to meet all statutory requirements. We have reduced suspensions, strengthened attendance systems, improved outcomes for students with SEND, enhanced our curriculum offer and expanded opportunities for personal development.

Ofsted Category	Improvements Since the 2025 Ofsted	Impact on Students
Safeguarding	• Strengthened safeguarding training through weekly updates, briefing materials and accountability checks for staff. • Developed a strong culture of vigilance, supported by robust reporting systems and regular quality assurance of safeguarding records. • Improved multi-agency working with external professionals to ensure that vulnerable students and families receive timely support. • Strengthened online safety education, including work around artificial intelligence, misinformation and digital safety. • Enhanced PSHRE planning to ensure students are better educated about mental health, self-harm prevention and accessing support.	• Students report feeling safe. • Staff have a strong understanding of their safeguarding responsibilities. • Safeguarding concerns are identified and responded to quickly and effectively.

Inclusion	• Improved attendance for students with Education, Health and Care Plans, placing the school above national averages for this group. • Reduced the SEND Progress 8 gap • Become one of the highest-performing schools in Hampshire for SEND progress. • Embedded adaptive teaching strategies in all lessons. • Expanded the use of assistive technology to support independence. • Strengthened transition arrangements with primary schools. • Reduced suspensions for students with SEND over a three-year period. • Achieved the National SEND Inclusion Award and Arc Silver Award. • Developed specialist provision including the Autism Resource Provision	• Students with additional needs are making stronger academic progress. • More students access enrichment opportunities regardless of background or need. • Parents/ Carers are increasingly involved in planning and reviewing support.
Curriculum and Teaching	• Strengthened curriculum review and monitoring processes. • Embedded evidence-informed teaching strategies across the school. • Increased opportunities for students to learn collaboratively and think independently. • Embedded opportunities for Oracy in lessons. • Improved the quality and consistency of homework provision. • Strengthened support for students with knowledge gaps through targeted interventions. • Developed the Achieving Excellence Programme to promote independent learning. • Enhanced curriculum-linked enrichment opportunities, trips, speakers and wider experiences.	• Teaching is consistently strong across subjects. • Students are becoming more effective independent learners. • Curriculum planning is increasingly responsive to national developments and the needs of The Hamble School students.
Achievement	• Student outcomes continue to compare favourably with national averages, Hampshire averages and similar schools. Key achievements include: • 69% of students achieved Grade 4+ in English and Mathematics in 2026. • 83% achieved Grade 4+ in English. • 72% achieved Grade 4+ in Mathematics. • Attainment 8 reached 48.05.	• Students leave school well prepared for further education, employment and training. • Vulnerable students are supported to achieve their potential.

	• Outcomes for disadvantaged students continue to compare favourably with similar schools and we have been asked to 'showcase' our provision across Hampshire. • Gaps in attainment for vulnerable groups continue to narrow through targeted intervention and support.	
Attendance and Behaviour	• Reduced suspensions overtime; significant decrease compared to other Hampshire schools and national trends. • Strengthened behaviour tracking and intervention systems. • Introduced a Student Belonging and Engagement Coach. • Improved early identification and support for students at risk of persistent absence. • Strengthened attendance monitoring and communication with families. • Improved multi-agency support for students experiencing attendance difficulties. • Maintained high expectations while reducing serious behaviour incidents.	• Fewer learning days are lost through suspension. • Stronger systems are in place to help students attend school regularly. • Students are increasingly supported to feel connected and engaged with school life.
Personal Development and Wellbeing	• The school has continued to develop a broad and ambitious personal development offer. • Expanded leadership opportunities for students. • Continued to strengthen our PSHCRE curriculum in response to local and national issues. • Increased participation in extra-curricular activities. • Developed wellbeing and mental health support. • Introduced plans for the AQA Unit Award Scheme to recognise wider achievements. • Established a Young Carers programme. • Expanded careers education in line with updated Gatsby Benchmarks. • Developed opportunities through the Combined Cadet Force (CCF), enrichment activities, House competitions, trips and visits.	• Students have more opportunities to develop leadership, resilience, confidence and sense of belonging. • Personal development is recognised and celebrated. • Students are increasingly prepared for adult life and future careers.

	• Worked with Hampshire to 'showcase' our Transition Programme and launched a Summer School for all Year 6s. • Strengthened community engagement and events beyond the classroom such as Productions, Festival, Community activities.	
Leadership and Governance	• Leaders and governors have continued to strengthen the strategic direction of the school. • Improved communication with Parents/ Carers and the wider community. • Increased investment in staff development and wellbeing. • Strengthened middle leadership development programmes. • Enhanced oversight of SEND provision and vulnerable students. • Developed long-term curriculum review processes. • Expanded governance training and quality assurance. • Continued investment in site development and future facilities.	• A clearer and more ambitious strategic vision. • Greater consistency across departments. • Improved support structures for students and staff.