

# Inspection of a school judged good for overall effectiveness before September 2024: Purbrook Infant School

Aldermoor Road East, Purbrook, Waterlooville, Hampshire PO7 5NQ

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Inspection dates:

7 and 8 January 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

At the start of each day, pupils hurry happily into this ambitious and inclusive school. The warm and nurturing relationships between staff and pupils sit at the heart of the school's success. Pupils understand they can seek help from an adult if they have a concern. This gives them a deep sense of belonging and helps pupils to feel safe.

The school is highly ambitious for what pupils can achieve. Pupils demonstrate a real thirst for knowledge. The school's 'DARE' values and the 'golden rules' are woven into every aspect of daily life. For instance, pupils have the resilience to keep trying as they 'learn and grow together'. They participate enthusiastically in their lessons. In Reception, children practise their counting and letter formation diligently. Consequently, pupils achieve highly across the curriculum.

Pupils behave extremely well. They are proud to be trusted with leadership responsibilities. Pupils go about their duties as prefects and librarians with pride and confidence. Their interests and talents are enhanced through the rich range of extra-curricular activities offered. From cooking to football and Lego to board games, there is something for everyone to enjoy.

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

The school provides an excellent education for pupils. It has created an exceptional curriculum that is resolutely focused on all pupils achieving the very best they can. There is a sharp focus on the key knowledge and skills that pupils need to learn well. New learning builds on what has come previously. Developing pupils' vocabulary is a priority, so that they can describe and explain their ideas securely. This starts in the early years,

where important foundational knowledge is embedded particularly well. This enables children to build a strong learning foundation in readiness for Year 1.

Staff use their excellent subject knowledge to skilfully bring learning to life. They model learning with great expertise. Regular 'buzzing back' activities help pupils to revisit and practise their learning so that, over time, they develop a deep body of knowledge. Teachers check carefully for gaps in learning and any misunderstandings. When these are present, they quickly intervene. Pupils who are disadvantaged, including those with special educational needs and/or disabilities (SEND), benefit exceptionally well. This is because staff identify pupils' additional needs accurately and make suitable adaptations. Consequently, pupils build their understanding step by step and achieve highly.

Reading sits right at the heart of the school's curriculum. Children get off to a swift start in learning to read and write as soon as they start in Reception. Teachers identify quickly any pupils who begin to struggle and work determinedly to help them keep up. Consequently, pupils become fluent, enthusiastic and prolific readers.

Pupils are highly motivated and show excellent attitudes to their work. In lessons, they are captivated by their learning and are eager to reply to their teachers' questions. This includes children in early years, who share and collaborate well. Pupils' commitment to their education is reflected in their very high levels of attendance and punctuality.

The school caters exceptionally well for pupils' wider development. It has considered carefully what experiences all pupils, including the most vulnerable, need to broaden their horizons effectively. Pupils are highly positive, considerate and responsible citizens. For instance, they go over and above to make donations to the food and clothes banks and raise funds for the charities they support. Pupils understand fairness, and they know that everyone is equal, regardless of any differences. They hold thoughtful debates on topics such as the importance of healthy lifestyles and mutual respect. As one pupil said, 'We are all different but equal.'

Leaders and governors have an accurate view of the school's performance. They are united in their vision to provide the very best opportunities for pupils and their families. Parents and carers rightfully endorse the quality of education their children receive. Staff appreciate the training they receive to become even better teachers. They find their workload reasonable.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include

an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2015.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115937
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10341369
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Merefield
<b>Headteacher</b>	Lisa de Carteret
<b>Website</b>	<a href="http://www.purbrook-inf.hants.sch.uk">www.purbrook-inf.hants.sch.uk</a>
<b>Date of previous inspection</b>	19 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school currently uses one unregistered alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, members of the senior leadership team, staff and pupils. She met with representatives of the governing body, including the chair of governors. The inspector also spoke on the telephone with a representative from Hampshire local authority. She also spoke on the telephone with staff from the unregistered alternative provision.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to the Ofsted Parent View questionnaire, including the free-text responses.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

### **Inspection team**

Louise Walker, lead inspector

His Majesty's Inspector

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