

# Owslebury Primary School

**Address:** Beech Grove, Owslebury, Winchester, Hampshire, SO21 1LS

**Unique reference number (URN):** 115934

## Inspection report: 21 April 2026

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Exceptional        |                                                                                    |
| Strong standard    |                                                                                    |
| Expected standard  |   |
| Needs attention    |  |
| Urgent improvement |                                                                                    |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Curriculum and teaching

Expected standard 

Leaders have established an ambitious and well-sequenced curriculum. It clearly sets out the key knowledge and skills that pupils should learn, taking into account mixed-age classes. Leaders identify ways to help pupils remember what they learn, such as linking or revisiting learning in different subjects where this is relevant.

There is a sharp focus on ensuring that pupils learn the basics in English and mathematics as early as possible. Staff teach the school's chosen phonics scheme with fidelity, model sounds accurately and revisit vocabulary. They check pupils' sounds carefully, re-teach when needed and use questions to strengthen pupils' comprehension. Across the wider curriculum, pupils use subject-specific vocabulary with confidence.

Leaders have prioritised high-quality teaching across the school. They regularly check the quality of teaching and provide teachers with effective support to develop their expertise. Leaders are continuing to refine their approaches to support staff in delivering the curriculum consistently well across all subjects. As a result, pupils typically benefit from secure teaching. The school's agreed approach to checking pupils' learning allows teachers to identify any gaps and address them swiftly. This is usually implemented effectively. However, the activities that teachers set are occasionally too hard for some older pupils, while too easy for others.

### Early years

Expected standard 

Leaders have established consistent and predictable routines that enable children to settle quickly into school life. Staff work closely with parents and carers to ensure that all children have a happy and successful start to their early education. This helps to build trust and supports children's learning effectively.

Staff focus on securing children's knowledge in communication and language, early reading and number. They deliver the phonics programme well and provide children with a range of high-quality stories. Early writing is well considered and children get a wide range of opportunities to practise forming letters correctly. Children learn early number skills well and develop their understanding of mathematical concepts.

Staff prioritise children's language development through everyday conversations and targeted support. They interact warmly and purposefully with children to extend their vocabulary and thinking skills. For example, staff typically use effective questioning and explain new learning clearly. They provide well-thought-out activities that help children learn well, checking and addressing any gaps in children's knowledge. During their time in early years, children make steady progress across the areas of learning. Occasionally, staff's individual interactions could be even sharper to take every opportunity to develop children's learning.

## **Inclusion**

**Expected standard** 

Leaders and staff accurately identify pupils' additional needs at an early stage. Staff begin this process by developing close working partnerships with families and external partners to improve outcomes for pupils. They draw on evidence-informed practice to help maximise its impact. Staff reduce barriers effectively through reasonable adjustments and timely specialist input. This includes the use of appropriate alternative provision.

Staff generally provide effective support to help pupils with special educational needs and/or disabilities, as well as other disadvantage or vulnerability. This helps these pupils to make progress and participate fully in school life. At times, staff could tailor learning experiences more precisely to meet pupils' needs and help them to make even greater gains in their learning.

Leaders have a suitably targeted strategy in place to support disadvantaged pupils. Staff provide high-quality social and emotional support to enable pupils to feel safe and ready to learn. Skilled staff work with pupils and their parents and carers to provide additional support when this is needed. As a result, the school is increasingly calmer as more and more pupils' needs are met.

## **Leadership and governance**

**Expected standard** 

Leaders and those responsible for governance know the school and its community very well. They are effective and increasingly influential in bringing about positive change and improvements for pupils. The school is led with high levels of openness and integrity. There is a clear vision, based on common values, that all pupils should thrive. Leaders work effectively with external partners to support continued improvement. They have identified the correct priorities, such as ensuring the consistency of teaching across the school. Their work shows positive impact across many areas, however it is too soon to see the sustained impact on pupils' achievement and their levels of attendance.

Those responsible for governance use their knowledge and experience to support leaders well. They understand the school's priorities and successfully hold leaders to account through effective challenge. Governors ensure that they fulfil their statutory responsibilities. For example, they make sure that resources are carefully used to support all pupils.

Staff enjoy working at the school and feel well supported by leaders. Clear communication ensures that everyone understands the school's direction and their role in driving improvement. Leaders carefully consider staff's wellbeing and workload. They provide staff with well-considered professional learning. This enables staff to strengthen the knowledge and skills that they need to be effective in their roles.

Parents and carers speak positively about the school. They appreciate how well the school is led and how caring the staff are. Many parents commented on how incredibly happy their children are to attend the school.

Leaders have adopted a suitable programme that supports pupils' wider development. They have made sure that all pupils benefit from what the school offers, including disadvantaged pupils and those with special educational needs and/or disabilities. Staff provide additional support and adaptations for pupils who need them to access these opportunities.

The school is proud to be a central part of its local community and environment. Leaders have developed a real sense of appreciation in outdoor education, including planting and bushcraft. The local community has been pivotal in supporting this. In turn, pupils demonstrate a deep sense of affection for their local area. For example, they are keen to take part in the village's annual remembrance service.

Leaders adapt the curriculum to reflect the school's mixed-age classes, while ensuring that pupils learn the right knowledge at the appropriate time. For example, staff teach the relationships and health education curriculum in single-age groups so that pupils develop an age-appropriate understanding of important content.

Pupils are typically well prepared for life in modern Britain. They develop their understanding of fundamental British values, including respecting the differences between themselves and others. Pupils have a clear sense of right and wrong. They demonstrate warmth and care towards classmates with additional needs. Pupils develop their social skills and a secure sense of responsibility through a range of leadership roles in school. For example, they are proud to act as road safety officers and members of the 'sports crew'.

Pupils know how to stay safe outside of school, including when crossing roads and while using the internet. They understand how to keep themselves physically and mentally healthy. For example, pupils know about the importance of regular exercise, sharing worries and having a supportive network around them. They have a clear understanding of their rights, such as the right to speak out and to be safe.

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## **Needs attention**

### **Achievement**

**Needs attention** 

Over time, pupils have not secured the important knowledge that they need in reading and mathematics well enough by the time they leave the school. Year 1 pupils have not attained as well as they should in the Year 1 phonics screening check. Pupils' attainment in writing at the end of Year 6 is more positive, as are the results in the multiplication tables check in Year 4.

Leaders have recently taken well-considered steps to improve achievement across the curriculum. As a result, pupils' current progress and achievement across the school is improving. However, pupils have not always received the high-quality curriculum that is in place now. This means that pupils, including those with special educational needs and/or disabilities, and those who are disadvantaged, have gaps in their learning that limits how well they achieve. Pupils are not as well prepared for their next steps as they should be.

Pupils generally develop an appropriate body of knowledge, including subject-specific vocabulary, across a range of subjects. For example, pupils recall their learning in geography with clarity and enthusiasm. In art, pupils typically develop a variety of artistic knowledge and skills effectively.

## Attendance and behaviour

Needs attention 

Over time, pupils have not attended school regularly enough. Too many pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, miss school too often. Other pupils take too long to arrive in the classroom in the morning. Leaders are now working more closely with parents, carers and external agencies to improve pupils' levels of attendance. While this is beginning to have an impact, it has not secured the improvements needed for some pupils. These pupils continue to miss out on important learning and experiences.

Leaders have established high expectations for pupils' behaviour. Staff and pupils have a shared understanding of these. Routines are well established across the school. As a result, pupils are well behaved, polite and well mannered. This contributes to a calm and purposeful learning environment for all. Pupils typically have positive attitudes to learning by listening well and working hard. They follow leaders expectations to 'be ready, be respectful and be safe'. Staff provide effective support for pupils who need additional help to manage their feelings and behaviour. Leaders have created a culture in which all pupils are cared for and supported. Bullying is very rare. Pupils and adults alike do not tolerate it.

## What it's like to be a pupil at this school

Pupils enjoy being part of this school. The school's vision and values are fully lived out through the warm and caring relationships across the school's community. This helps pupils feel valued and safe. Leaders foster pupils' sense of belonging. Relationships between pupils and staff are positive. Pupils are respectful and considerate towards each other. They describe their learning as fun, while understanding that leaders have high expectations for their behaviour and work.

Leaders have made steady improvements to the school. Pupils' individual needs are met more consistently in the classroom. As a result, pupils' behaviour has improved, and their experience of school is more positive. They know that staff will resolve any issues of bullying or unkindness. This, along with leaders' focus on providing a nurturing environment for all, is leading to gradually improving attendance.

Many pupils can talk articulately about what they have learned. The curriculum is broad and carefully ordered. Staff typically teach it well. This helps pupils to know and remember more over time. However, this has not always been the case, as pupils have experienced less effective teaching in the past. As a result, too many pupils have left the school without the necessary knowledge and skills that they need for secondary school.

Leaders provide well for pupils' personal development. Pupils develop their awareness and sense of responsibility for others. For instance, the school supports a range of charities to

develop pupils' empathy and their sense of community and citizenship. For example, pupils raised money for a local hospice through a 'reindeer run'. They experience numerous curriculum enrichment opportunities, such as visits to different places of worship, a science centre and historic places of interest. Pupils also access a variety of extra-curricular activities, including music, cultural and a variety of sports clubs and competitions. These opportunities are open to all.

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## Next steps

- Leaders should ensure that high-quality teaching is firmly embedded across all year groups, so that pupils achieve the best possible outcomes.
  - Leaders should continue to work in partnership with external agencies and families, to improve pupils' levels of attendance over time.
  - Leaders should ensure that teaching, including for disadvantaged and vulnerable pupils, is precisely matched to pupils' individual pastoral and academic needs, so that support helps them to catch up quickly.
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## About this inspection

The co-chairs of the board of governors in this school are Dr Allison Jordan and Nicky Scott.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other leaders. The lead inspector also met with governors, including the co-chairs of the governing board, and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 unregistered alternative provisions.

Lucy Chaplen: Headteacher

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### Lead inspector:

Chris Parker, His Majesty's Inspector

### Team inspector:

Paul Shaughnessy, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

## School and pupil context

### Total pupils

**74**

Well below average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**105**

Well below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**17.57%**

Below average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**5.41%**

Above average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**17.57%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Below average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 44%         | 61%              | Below                          |
| <b>2024/25 (revised)</b>     | 50%         | 62%              | Below                          |
| <b>2023/24 (final)</b>       | 33%         | 61%              | Below                          |
| <b>2022/23 (final)</b>       | 50%         | 60%              | Below                          |

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 61%         | 74%              | Below                          |
| <b>2024/25 (revised)</b>     | 50%         | 75%              | Below                          |
| <b>2023/24 (final)</b>       | 58%         | 74%              | Below                          |
| <b>2022/23 (final)</b>       | 75%         | 73%              | Close to average               |

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 64%         | 72%              | Below                          |
| <b>2024/25 (revised)</b>     | 75%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 42%         | 72%              | Below                          |
| <b>2022/23 (final)</b>       | 75%         | 71%              | Close to average               |

**Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 58%         | 73%              | Below                          |
| 2024/25 (revised)     | 58%         | 74%              | Below                          |
| 2023/24 (final)       | 50%         | 73%              | Below                          |
| 2022/23 (final)       | 67%         | 73%              | Close to average               |

**Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 10%         | 46%              | Below                          |
| 2024/25 (revised)     | S           | 47%              | S                              |
| 2023/24 (final)       | 17%         | 46%              | Below                          |
| 2022/23 (final)       | S           | 44%              | S                              |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 30%         | 62%              | Below                          |
| 2024/25 (revised)     | S           | 63%              | S                              |
| 2023/24 (final)       | 17%         | 62%              | Below                          |
| 2022/23 (final)       | S           | 60%              | S                              |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 30%         | 59%              | Below                          |
| 2024/25 (revised)     | S           | 59%              | S                              |
| 2023/24 (final)       | 17%         | 58%              | Below                          |
| 2022/23 (final)       | S           | 58%              | S                              |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 40%         | 60%              | Below                          |
| 2024/25 (revised)     | S           | 61%              | S                              |
| 2023/24 (final)       | 33%         | 59%              | Below                          |
| 2022/23 (final)       | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 10%         | 68%                              | -58 pp                  |
| 2024/25 (revised)     | S           | 69%                              | S                       |
| 2023/24 (final)       | 17%         | 67%                              | -51 pp                  |
| 2022/23 (final)       | S           | 66%                              | S                       |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 30%         | 80%                              | -50 pp                  |
| 2024/25 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | 17%         | 80%                              | -63 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | S           | 78%                              | S                       |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 30%         | 78%                              | -48 pp                  |
| 2024/25 (revised)     | S           | 78%                              | S                       |
| 2023/24 (final)       | 17%         | 78%                              | -61 pp                  |
| 2022/23 (final)       | S           | 77%                              | S                       |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 40%         | 80%                              | -40 pp                  |
| 2024/25 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | 33%         | 79%                              | -46 pp                  |
| 2022/23 (final)       | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 6.4%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 6.0%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 4.9%        | 5.9%             | Below                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 13.2%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 16.5%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 10.8%       | 16.2%            | Below                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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