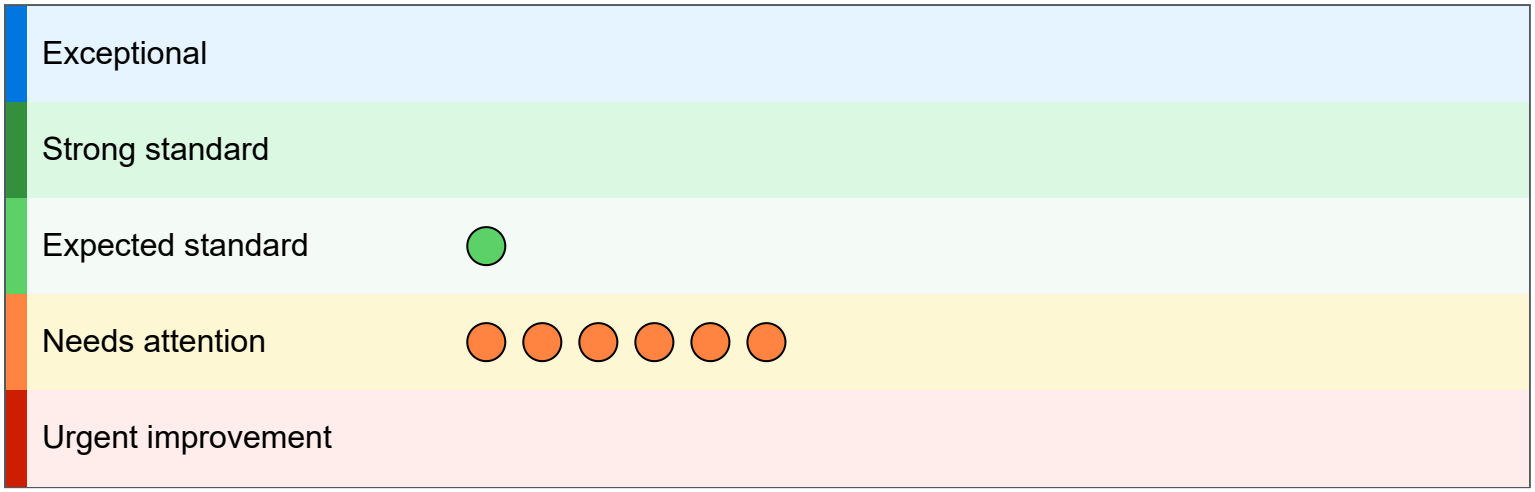
Mountbatten Primary School

Address: Wivern Road, Hull, East Yorkshire, HU9 4HR

Unique reference number (URN): 144583

Inspection report: 2 June 2026



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

Inclusion

Expected standard

Leaders are committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are supported well and included fully in school life. The special educational needs coordinator knows pupils well and works closely with families, teachers and a broad range of external agencies to ensure that appropriate support is in place.

Staff meet regularly to review the progress that pupils with SEND and those who are disadvantaged make. This information is used to inform and amend the support that the school provides. Recently, leaders have provided a suite of training to equip staff with the skills they need to adapt the curriculum appropriately. As a result, learning activities are generally well adapted to meet the needs of pupils. Support plans are regularly reviewed and amended to ensure that the extra help pupils receive typically supports them well. Parents are kept informed about the additional support that their child is receiving.

Leaders use additional funding strategically to provide targeted academic support for disadvantaged pupils as well as access to wider opportunities. The impact of this provision is reviewed and evaluated regularly. Consequently, the progress that disadvantaged pupils make is improving and they are increasingly accessing a wider range of clubs and extra-curricular opportunities.

Needs attention

Achievement

Needs attention

Leaders are determined that all pupils should achieve well and have taken appropriate steps to strengthen the curriculum and raise expectations. These positive changes have impacted rapidly on pupils' outcomes by the end of key stage 2. However, over time Year 6 outcomes have typically been below those achieved by other pupils nationally.

The school now has a robust focus on ensuring that pupils secure their skills in reading, spelling, and writing. In reading, this work has been impactful. Typically, pupils' achievements in the Year 1 phonics screening check are in line with the standards achieved nationally. Despite this, some pupils and especially those with special educational needs and/or disabilities do not secure the handwriting and spelling skills that they need. Pupils' difficulties in these areas are not remedied quickly enough.

Across wider subjects, such as geography, history and religious education, pupils do not remember enough of what they have been taught. The gaps pupils have in their understanding hinder their ability to learn the curriculum well and to achieve as highly as they should.

Attendance and behaviour

Needs attention

Leaders have taken decisive and strategic action to improve pupils' attendance. Promoting higher rates of attendance is seen as everyone's responsibility. This culture is driving rapid improvements to pupils' attendance and an overall reduction in rates of persistent absence. Leaders make regular and detailed checks on pupils' attendance. Leaders use this information to inform the support that they provide to families. This includes timetable adaptations or providing pupils with the pastoral support they need to encourage them to attend more regularly. Staff follow up pupil absences tenaciously.

Pupils typically behave well in lessons and during unstructured times of the school day. Staff generally apply the school's behavioural expectations and this helps pupils to understand what is expected of them. Most pupils meet these expectations. When behavioural incidents, including bullying, happen leaders typically take swift, proportionate and effective action to address them. They focus on re-educating pupils on why some behaviours are inappropriate or offensive. Leaders work collaboratively with outside agencies, such as the police, to reinforce this message. However, for some pupils, the use of derogatory language associated with sexual orientation has been normalised, and some older pupils have come to view this as acceptable.

Curriculum and teaching

Needs attention

Since the last inspection, the mathematics and writing curriculums have been through a period of considered and well-managed change. These changes have prioritised pupils' skills and knowledge in spelling, handwriting, reading and mathematics. Despite this, the progress that pupils make in their handwriting and spelling is slowed. Staff do not ensure that pupils apply their knowledge of phonics precisely enough in their spelling. Issues with handwriting, such as inconsistent sizing or letter reversals persist into key stage 2 and this impacts negatively on the quality of pupils' work.

Leaders make regular checks on the quality of teaching and intervene where it is less effective. They have prioritised staff training. Because of this, school-wide approaches to teaching and learning are typically well used. Teachers generally have secure subject knowledge and use this to explain concepts clearly to pupils. However, for some pupils, including those with special educational needs and/or disabilities, the checks that teachers make on learning do not accurately inform what they should be taught next. This results in some pupils' misunderstandings not being addressed. Leaders are working with staff to embed a consistent approach to checking on what pupils have learned, particularly in mathematics.

Early years

Needs attention

The early years curriculum is well structured and identifies the ambitious vocabulary that pupils should learn as they study different topics. Leaders use their knowledge of children's starting points to make suitable adaptations to the curriculum. As a result, children's communication and language skills are well supported. This starts in the Nursery, where opportunities to develop children's speaking and listening are carefully planned into daily routines. For example, during snack time, staff encourage children to speak with confidence.

At other points in the day, staff share books that broaden children's vocabulary in a way that excites and engages them.

Routines in the early years are well-established. This helps children to grow in independence and means that the classroom feels calm and purposeful. Across the early years, children benefit from adult interactions that model new language and vocabulary effectively. However, children in Reception are not developing suitably detailed knowledge across the curriculum. Many struggle to form letters correctly and some cannot apply their phonic knowledge to read words. Too often, the tasks that children complete as they play are not well matched to their needs and so children do not achieve the outcomes that leaders intend.

Leadership and governance

Needs attention

Leaders at all levels are committed and passionate about improving the school. Leaders make regular checks on the curriculum and the progress that pupils make. Drawing on detailed reports from trust specialists, leaders get the information they need to respond strategically to aspects of the school that need improving. This has led to recent improvements in the outcomes achieved by pupils in Year 6 and to improvements in the curriculum. However, leaders' evaluation of the school is overly generous. In some wider aspects of the school's work, for example, the impact of the personal development programme, monitoring has not identified the issues with enough clarity and so improvement in these areas is less rapid.

Since the last inspection, the school has been well supported by the trust. Trust staff provide targeted support and advice for leaders in school. Using this expertise, leaders have crafted a professional development programme that is carefully aligned to the school's improvement priorities. The focus on improving the quality of teaching for pupils with special educational needs and/or disabilities is leading to increased consistency across the school.

Leaders and those with responsibility for governance fulfil their statutory responsibilities effectively. They ask appropriate questions of leaders and hold them to account for the quality of education and the outcomes pupils achieve. They prioritise safeguarding and make regular checks on processes to ensure they are fit for purpose. Oversight in this area is a particular strength of the school.

Staff are typically proud to work at the school and feel well supported by leaders. Morale is positive and staff report that workload is managed considerately.

Personal development and wellbeing

Needs attention

Leaders have established a suitable personal, social and health education (PSHE) curriculum. Pupils learn about keeping themselves healthy and safe and understanding the world around them. This gives pupils a secure understanding of how to stay safe online. They recognise the importance of protecting their personal information and the longevity of their digital footprint.

Leaders have ensured that the PSHE curriculum is typically well adapted to take account of the school's community and, when necessary, is further adapted to meet the particular

needs of groups of pupils. However, the personal development curriculum does not give pupils a clear understanding of British values and the importance of these in modern society. Pupils' knowledge of the importance of the protected characteristics is underdeveloped. This leads to some pupils showing disrespectful views towards others.

Leaders support pupils' wellbeing effectively. Key staff are trained to identify pupils who may be struggling emotionally or socially. The school offers pupils a range of therapeutic opportunities to share their concerns and help to resolve their worries. The relationships and sex education (RSE) and health education curriculum gives pupils an age-appropriate understanding of relationships and of more mature themes, such as consent.

The school provides pupils with a variety of experiences to develop their character, resilience and sense of leadership. The opportunities that pupils get to perform, participate in sporting events or attend residential visits broaden their views of the world. The 'Mountbatten 50' demonstrates the school's commitment to ensuring that all pupils enjoy a wide variety of opportunities to explore their local area and places further afield. Leaders track pupils' participation in after school activities. This helps them to target opportunities to pupils who would most benefit from them.

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

Mountbatten Primary School is a place that cares deeply for its pupils. As a result, pupils feel as though they belong and their attendance is improving. They feel safe and cared for. Staff support pupils to overcome any barriers to learning that they may have. Staff are on hand at the start of the school day to greet pupils and welcome them in. They check on pupils' wellbeing regularly. Teachers treat pupils respectfully and with kindness. They have high expectations of pupils' behaviour. Most pupils rise to these expectations. Although staff address incidents of poor behaviour appropriately, some pupils continue to use language and make comments that are inappropriate. Because pupils' understanding of British values and of the importance of protected characteristics are underdeveloped, pupils do not appreciate the offence their comments and language might cause.

Pupils increasingly enjoy their learning. There have been many positive changes in the school since it was last inspected. This includes changes to the curriculum and improvements to teaching. However, some wider aspects of the school's work, for example the impact of the personal development programme is not as impactful because leaders' evaluation of these areas is too generous.

The standards pupils achieve by the time they leave have improved. However, some pupils do not achieve as highly as they might. Mistakes and inconsistencies in pupils' handwriting and spelling are not addressed quickly enough. Teachers do not consistently use assessment accurately to identify the gaps in pupils' knowledge and so pupils' misunderstandings persist. In the early years, children sometimes complete tasks that they are not academically ready for and so they do not achieve what leaders intend.

Pupils have opportunities to develop their confidence in various roles across the school. School councillors, science ambassadors and attendance ambassadors offer pupils the

opportunity to develop their leadership skills and influence decision-making in the school. They are proud to contribute actively to their school.

Next steps

- Leaders should ensure that teachers use assessment information more effectively to ensure gaps in pupils' knowledge are addressed quickly.
- Leaders should ensure that pupils get the support and curriculum adaptations that they need to secure essential foundation skills in handwriting and spelling.
- Leaders should ensure that the tasks children in reception complete when they learn independently, are more closely matched to their needs and to the learning outcomes that staff intend.
- Leaders should ensure that pupils develop a secure understanding of British values and protected characteristics and how important these are in modern Britain today.
- Leaders should ensure that the actions they take to address incidents involving derogatory language make a long lasting and meaningful change to pupils' attitudes and behaviours.
- Leaders should ensure that monitoring processes they use to review the school's performance identify areas of improvement with greater precision and that action is taken to rapidly improve the issues that are identified.

About this inspection

This school is part of Venn Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Simon Witham, and overseen by a board of trustees, chaired by Terry Johnson.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal and other senior leaders, staff and pupils in the school during the inspection. Inspectors also visited lessons and looked at pupils' work. An inspector spoke with members of the board of trustees, and the local governing body, including the chair. An inspector also met with the CEO.

Inspectors considered the responses to Ofsted's surveys and spoke to parents at the start of the school day. Inspectors also met with groups of staff to understand their views.

The inspectors confirmed the following information about the school:

The school runs a before- and after-school club.

The school currently uses no alternative provision.

Principal: Jamie Wegg

Lead inspector:
Chris Pearce, His Majesty's Inspector

Team inspectors:
Tim Scargill-Knight, His Majesty's Inspector
Alison Oxtoby Oxtoby, 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 2 June 2026

School and pupil context

Total pupils

280
Close to 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

300
Close to 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)

56.08%
Well above 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

2.86%
Close to 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

16.43%
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

Well above 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
Latest 3 year average	50%	61%	Below
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	46%	61%	Below
2022/23 (final)	45%	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
Latest 3 year average	58%	74%	Below
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	59%	74%	Below
2022/23 (final)	47%	73%	Below

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
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	71%	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	61%	73%	Below
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	54%	73%	Below
2022/23 (final)	63%	73%	Below

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	44%	46%	Close to average
2024/25 (final)	53%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	41%	44%	Close to average

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	51%	62%	Below
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	44%	60%	Below

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	63%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	70%	58%	Above

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	59%	60%	Close to average
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	63%	59%	Close to average

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	44%	68%	-24 pp
2024/25 (final)	53%	69%	-16 pp
2023/24 (final)	42%	67%	-25 pp
2022/23 (final)	41%	66%	-26 pp

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	51%	80%	-28 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	44%	78%	-34 pp

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	63%	78%	-14 pp
2024/25 (final)	65%	78%	-14 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	70%	77%	-7 pp

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	59%	80%	-21 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	53%	79%	-27 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-16 pp

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 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	7.2%	5.9%	Above

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 (3 term)	16.2%	13.0%	Close to average
2023/24 (3 term)	26.7%	14.6%	Above
2022/23 (3 term)	23.0%	16.2%	Above

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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