

Hambling View Independent School

Address: Lime Yard, Claverton Down Road, Bath, BA2 7AE

Unique reference number (URN): 151629

Inspection report: 3 February 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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders and staff ensure that high attendance is an absolute priority. Before joining the school, many pupils have a history of low attendance. As soon as pupils start, leaders and staff focus on identifying the barriers to attendance that pupils and their families face. They rigorously analyse causes and patterns of absence. Staff work closely with parents and carers and a range of external agencies to ensure that pupils and families understand the importance of regular attendance. The school's work is highly successful. It results in significant improvements for individual pupils, who now attend school regularly.

Leaders and staff establish a culture that has mutual respect at its core. Staff understand pupils for the individuals they are. Staff apply the school expectations for pupils' conduct with sensitivity. Pupils, many of whom have found the expectations of schooling difficult in the past, benefit from this. They behave extremely well. Pupils sustain their focus when working independently and act as role models, when showing adults around their school. They know that unkindness and any form of discrimination are not tolerated. Social times are positive experiences, where pupils enjoy the opportunity to relax and talk to their friends. This creates an environment that is purposeful and conducive to learning.

Inclusion

Strong standard ●

Inclusion is at the heart of everything that happens at the school. Leaders and staff identify pupils' needs and starting points promptly and accurately. Leaders make highly effective use of a wide range of information, which they gather from pupils' education, health and care plans and from external agencies. This ensures that pupils receive the individualised support they need to succeed.

Leaders rigorously check on the impact the school's inclusive provision is having on pupils. The school uses these findings really well. For example, it makes positive and well-informed changes to both the curriculum and the teaching strategies staff use. Emotional and academic barriers that pupils face close quickly because of this.

Staff benefit from regular, high-quality training and support. The advice and guidance they receive from specialists in key areas, such as communication and language, enable staff to know how best to support pupils to access and progress well through the curriculum.

Leaders' engagement with parents and carers and professionals is highly effective. For example, staff work closely with families so they play a key role in shaping their child's education. In addition, leaders work effectively with the virtual school to broaden the experiences of pupils who are looked after.

Leaders make appropriate use of alternative provision for pupils who require it. Pupils who attend receive the support and guidance they need to learn and develop well.

Expected standard

Achievement

Expected standard 

Pupils achieve well. As they move through the curriculum, most pupils build their understanding across a range of subjects. For example, in art, pupils develop their knowledge of different art forms and techniques, such as graffiti. They talk confidently about how their different pieces convey emotions, such as fear and excitement.

Pupils study a range of academic and vocational courses that build their confidence and provide them with a foundation for future learning or employment. In addition, they develop the important social and personal skills they need to take their place in the adult world.

Work in pupils' books reflect the progress they make across the curriculum. However, the quality of pupils' written work varies and does not match pupils' oral descriptions of their learning. While gaps are closing, some pupils have not yet developed the necessary skills they need to form letters correctly, write fluently and with increasing length and accuracy.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and the way in which it is taught. Since the school opened, leaders have refined and adapted the curriculum so that it precisely meets the changing needs of the pupils with special educational needs and/or disabilities (SEND) who attend.

The curriculum is suitably ambitious. It is well planned and sequenced. This ensures that it provides the framework to address the historic gaps that exist in pupils' learning, particularly those related to their communication and language skills.

The curriculum is generally taught well. Teachers demonstrate secure subject knowledge. In mathematics, for example, they present new ideas clearly. Teachers adapt learning activities by making effective use of objects. This helps pupils to close gaps in their mathematical knowledge about fractions. In English and geography, staff introduce pupils to new and ambitious vocabulary, which pupils use well when writing a travel review or when learning about glaciers.

More broadly, the checks the school makes enable staff to track with precision pupils' progress across the curriculum. However, the checks that some teachers undertake on pupils' learning in lessons are less effective. Occasionally, errors that pupils make or gaps in their knowledge are not addressed before they move on to new content. This hinders the progress of some pupils with SEND across the curriculum.

Leadership and governance

Expected standard 

The proprietor has a clear and ambitious vision for the school and the community it serves. This vision is typically realised through the day-to-day experiences of staff and pupils. At all times, the proprietor and leaders ensure that their decisions are in the best interests of the pupils who attend.

The proprietor has clear processes in place to ensure that the school continues to meet the independent school standards in full. The checks that they make ensures that the school building and grounds are well kept and safe. The proprietor ensures that the school complies with schedule 10 of the Equality Act 2010.

Leaders and governors know the school's strengths and areas for improvement well. Development plans make clear the actions, timescales and expected success of leaders' work to improve the provision further.

The proprietor and governors carry out their statutory duties effectively. They provide leaders with the right balance of support and challenge. This enables them to hold leaders to account for their actions.

Staff, including early careers teachers, benefit from a comprehensive professional learning programme. This generally gives them confidence to carry out their roles effectively and the expertise they need to meet the individual needs of the pupils with special educational needs and/or disabilities.

Leaders and governors are highly considerate of staff wellbeing. Staff are proud to work at the school and work closely as a team. They appreciate the efforts that leaders make to reduce their workload.

Parents and carers talk positively about the way in which the school prepares pupils for adult life and provides them with a future.

Personal development and wellbeing

Expected standard 

Leaders have put in place a comprehensive personal development programme, which is tailored to meet pupils' needs. This is enhanced by assemblies, a range of experiences, visits and an award scheme. Pupils benefit from many opportunities to learn about the wider world and develop the skills they need for adult life.

The school's personal, social and health education curriculum is designed well. It builds incrementally from key stage 3 to key stage 4. Pupils learn about exercise, healthy eating and positive mental health. They typically understand the importance of fundamental British values, such as democracy and showing respect for different religions and faiths. Pupils build their self-esteem and communication skills in several ways. They act as ambassadors at local sporting competitions and take part in community events.

The school's relationships and sex education curriculum provides pupils with the age-appropriate knowledge they need. Younger pupils learn about changes to the body. Older pupils develop their understanding of concepts, such as conflict and different relationships.

The school provides pupils with age-appropriate careers advice and guidance. Pupils benefit from listening to guest speakers, who explain how they have overcome challenges. From Year 7 onwards, professionals come in to talk to pupils about different careers, such as archaeology, which help leaders and pupils map out career goals, job ideas and future pathways. The school commissions independent careers advice specialists to talk to pupils on an individual basis. Year 10 pupils access work experience, for example, by working in a hair salon. This builds pupils' aspirations for the future. Leaders work hard to secure

destinations for pupils in key stage 4. The school's option process provides pupils with an increasing range of qualifications with a view to securing employment, for example GCSEs and vocational diplomas.

Pupils generally develop the independence and resilience they need to be well prepared for life in the wider world.

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

Hambling View is a highly inclusive and welcoming place. Pupils join the school having had previous negative experiences of education. Many arrive with significant gaps in their learning having not been in full-time education for some time. From the very start, leaders and staff work hard to change pupils' views and rebuild trust. They take time to understand, and remove, the academic and social barriers that pupils face. As a result, pupils feel safe, attend school regularly and quickly develop a sense of belonging.

Pupils respond well to the high expectations that leaders and staff have for their behaviour and conduct. Consequently, the atmosphere, both in and outside the classroom, is calm and purposeful. Pupils understand and follow the school rules well. Bullying is rare. Pupils know that staff would deal with it swiftly if it did occur.

Pupils enjoy warm and supportive relationships with staff. They know staff care for them. Pupils trust staff to listen and provide them with the emotional support they need should any worries or concerns arise.

Pupils achieve well across the curriculum given their low starting points. They develop positive attitudes to their learning. Pupils sustain their attention well when working independently. They become increasingly confident to share their learning with staff. Many develop the necessary skills, knowledge and qualifications they need to be well prepared for the next stage.

Pupils play a full and active role in the life of the school. They enjoy their trips to museums and visits to local shops. Pupils talk with pride about their work in a forest school environment that helps them to develop important life skills, such as teamwork. They value their leadership roles as school councillors. Pupils articulate well why these roles are important as they provide everyone with an opportunity to share their opinions and improve their school.

Next steps

- Leaders should ensure that the approaches staff use to check pupils' understanding of new knowledge is consistently effective in all subjects.
 - Leaders should ensure that pupils receive the support they need to improve their handwriting and transcription skills so that they can write fluently and accurately.
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About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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 headteacher, staff, the proprietor, the chair of governors and a parent and carer during the inspection. The lead inspector also had a telephone conversation with representatives from the local authority.

The name of the proprietor is MIAG Independent Schools Ltd.

The fees currently charged are £70,000.00

The school email address: info@hamblingview.org

The inspectors confirmed the following information about the school:

The school admits pupils with a range of complex special educational needs and/or disabilities, including those with autism and social, emotional and mental health needs. All pupils have an education, health and care plan.

The school uses one unregistered alternative provision.

The school operates from the following address: Lime Yard, Claverton Down Road, Bath, BA2 7AE

This was the first standard inspection of this newly registered school. The school was registered by the Department for Education (DfE) in January 2025.

Headteacher: Elizabeth Rowlinson

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Insufficient evidence

Inspectors were unable to gather sufficient evidence to judge whether the following standards are met:

Paragraph 32(3)

The information specified in this sub-paragraph is–

(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Ben Jordan, His Majesty's Inspector

Team inspector:

Sandy Hayes, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 February 2026

Total pupils

School capacity

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

Pupils with special educational needs (SEN) support

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.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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