

# Inspection of a good school: Ludlow Junior School

Peveril Road, Itchen, Southampton, Hampshire SO19 2DW

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Inspection dates:

10–11 March 2020

## Outcome

Ludlow Junior School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy coming to this school because they are happy and safe here. They like learning, because teachers make lessons interesting and challenging. Pupils show determination and stick to a task until it is finished, even when they meet unexpected difficulties. They want to do well and meet teachers' high expectations.

This is a friendly school where pupils are polite, kind and considerate. Most behave well. Pupils who sometimes struggle with their behaviour are well supported. Staff help them to find effective ways of regulating their behaviour.

Pupils understand what bullying is. One described it as, 'People doing or saying something mean, and they carry on even when you ask them to stop.' Pupils are clear that it is rare. Adults deal with any incidents quickly, if they do arise.

Leaders want pupils to be well prepared for life beyond junior school. Staff provide a wealth of opportunities for pupils to take responsibility in the school. Pupils apply for jobs, including as sports leaders, 'playground pals' and part of the 'site squad', helping to look after the school grounds. They receive training to do these jobs and take pride in their work.

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

Senior leaders have high expectations for all pupils. The school's curriculum enables pupils to achieve well and to be ready for secondary school. This is equally true for pupils with special educational needs and/or disabilities (SEND). Teachers make sure that all pupils have access to the full curriculum, carefully adapting it for pupils with SEND. Staff leave no stone unturned in meeting the needs of pupils with SEND.

Curriculum leaders know the subject they manage well. The curriculum in most subjects is taught in a logical order, so that pupils build their learning over the four years in the school effectively. Leaders are determined that pupils will gain a knowledge of the local

area and its history. For example, pupils learn about Southampton's role in manufacturing Spitfires in the Second World War and the bombing that that city suffered.

Teachers have secure subject knowledge. They teach confidently and accurately. Before starting on something new, teachers go over previous learning. If pupils have gaps in their learning, teachers usually spot them and address them. Teachers explain ideas clearly. If pupils do not understand something, staff find different ways of explaining until they do. In most subjects, the curriculum is well implemented so that pupils remember much of what they have learned. This is not true in all subjects. For example, in art, computing and mathematics, pupils recall previous learning well, but in some other subjects, such as science and geography, pupils remember less.

Pupils achieve well in reading. Pupils who struggle to read receive extra help until they can read confidently. Teachers introduce pupils to a range of different types of fiction and non-fiction. Pupils build expertise in understanding themes and analysing the way writers use language. Pupils apply their reading skills well in writing. By the time they reach Years 5 and 6, pupils are writing rich, detailed, often adventurous pieces.

Pupils really enjoy learning. They are engaged and interested in lessons. Pupils work well together, share ideas and listen carefully to one another. Pupils' interest and engagement mean they behave well. Staff manage the challenging behaviour of a few pupils effectively.

Leaders provide very well for pupils' wider personal development. There are many opportunities for pupils to take responsibility in the school. These include quiet activities for pupils who find playtimes difficult. Pupils enjoy sporting and musical clubs. Leaders make sure that disadvantaged pupils have every opportunity to participate in these.

Parents are mostly positive about the school. However, some feel that senior leaders do not communicate clearly with parents. Sometimes, leaders do not follow through concerns that parents raise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Senior leaders provide everyone who works at the school with up-to-date training. Staff are vigilant and always watch out for signs that a pupil may be at risk. They follow the school's policies and procedures carefully.

Senior leaders work extensively with external agencies to secure the well-being of pupils who are most at risk.

Pupils have a strong understanding of online safety. They appreciate that not everything they see online is true and that some people might not be who they claim to be. Pupils know to check with an adult if they find anything worrying or suspicious.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In most subjects in the wider curriculum, pupils recall previous learning well. This helps them to build their knowledge securely over time. This is not true in all subjects. For example, in geography and science, their recollection of earlier learning is patchy. This leaves them with gaps in their knowledge which prevent them from learning as well as they could. Senior leaders should further strengthen the curriculum and the way that it is implemented, so that pupils retain important learning in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school to be good in January 2012.

## 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139027
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10111309
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	568
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trustees</b>	Andrew Simpson
<b>Headteacher</b>	Simon Watkins
<b>Website</b>	<a href="http://www.ludlowjunior.org.uk">www.ludlowjunior.org.uk</a>
<b>Date of previous inspection</b>	23 February 2016, under section 8 of the Education Act 2005

## Information about this school

- Several governors are new to the role. The chair of governors took up this position in February 2020.

## Information about this inspection

- I met with the headteacher and other leaders throughout the inspection. I also met with one of the assistant headteachers in her capacity as special educational needs coordinator. A meeting was held with two governors, including the chair of governors. I met with several parents on the playground at the start of both school days.
- I did deep dives in reading, mathematics and science. These deep dives consisted of linked activities to gather evidence about how well pupils are helped to gain knowledge and skills. I had a discussion with the headteacher and meetings with the leaders of each of these subjects. I visited lessons in all year classes. I spoke to pupils and teachers from these lessons and looked at pupils' work.
- I also met with pupils from Years 5 and 6 with two senior leaders. We used this meeting to find out about how much pupils had learned and remembered during their time at the school. We talked mainly about their work in history, geography, art and computing. They also helped me to understand what it is like to attend the school.

- I spoke to pupils and staff throughout the inspection to reach an understanding of the school's safeguarding arrangements. This was in addition to a meeting with the headteacher and other staff to discuss how the school keeps pupils safe. Safeguarding was also discussed at the meeting with governors. I also looked at various documents relating to safeguarding, including a case study of a vulnerable pupil.
- I considered 125 responses to Ofsted's online survey, Parent View; 49 responses to the staff survey and 115 responses to the pupil survey.

### **Inspection team**

Bruce Waelend, lead inspector

Ofsted Inspector

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