

Inspection of a good school: Lockerley Church of England Endowed Primary School

Butts Green, Lockerley, Romsey, Hampshire, SO51 0JG

Inspection date:

12 May 2021

Outcome

Lockerley Church of England Endowed Primary School continues to be a good school.

What is it like to attend this school?

Pupils are rightly proud of their kind and welcoming school. Everyone knows each other exceptionally well, with one pupil describing the school as 'just one big family'. Strong relationships between staff and pupils mean that pupils feel safe. Consequently, pupils talk about any concerns or worries they may have. This has been hugely valued by pupils and their families over the past year because of the disruption caused by the COVID-19 (coronavirus) pandemic.

The school's values of 'love, courage and respect' are an integral part of daily life. Pupils are taught to celebrate what makes each person unique. In classrooms, they eagerly listen to each other's ideas in a caring and thoughtful way. Outside, they enjoy the many different areas where they can play with their friends. These include quieter spaces for times when pupils want to sit and reflect. Pupils always 'look out' for each other, meaning that bullying is very rare. If there is an incident, leaders ensure that robust but sensitive action is taken.

Pupils learn well in most subjects. They know that the school has very high expectations of their work and their behaviour. Pupils strive to meet these because they know that every adult wants them to achieve their very best.

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

Leaders, staff and governors are hugely ambitious for their pupils. Their 'design, explore and create' curriculum is well thought out and connected across year groups. Within the different topics, teachers have identified the knowledge that they want pupils to learn. As a result, pupils can confidently recollect their learning in many subjects such as English, mathematics, history, geography, and design and technology. However, some subjects such as art and music are at a slightly earlier stage of development. Teachers are

therefore less confident in knowing the artistic and musical skills pupils have and how these can be further developed. Leaders have plans in place to improve this.

Staff are determined to ensure that every pupil develops a love of reading. This begins with helping pupils learn how to read from the moment they join the school. Pupils in Reception and Year 1 learn their letters and sounds in sessions with knowledgeable staff. Those who fall behind get the support they need to catch up quickly. Pupils are given a wide range of books to take home and read with their families. In school, teachers and pupils share their favourite books during the daily story time. These books also help pupils develop their understanding of different cultures from across the world. By the end of Year 6, almost all pupils become fluent and enthusiastic readers.

In Reception, children are eager to learn and play. This provision is planned around interesting themes that encourage children to be curious about the world around them. This is both within the classroom and in the well-resourced outside space. Staff assess the children regularly and put individual plans in place to help all children progress. Most recently, these have focused on developing children's speech and language to help them communicate with confidence.

This school is inclusive and nurturing. Vulnerable pupils, including those with special educational needs and/or disabilities, receive the help they need to achieve well. Staff accurately identify their needs. Pupils are sensitively supported in class by well-trained adults who use appropriate additional resources when required. This ensures that every pupil gets the same learning opportunities, regardless of their needs.

Pupils behave and concentrate well in lessons. Adults have a good understanding of the behaviour of pupils. They skilfully support any individuals who may occasionally need help to manage their feelings and to refocus on their work.

Pupils benefit from the wide range of extra-curricular activities that are on offer. Clubs such as yoga, archery and curling give pupils experiences that they may not always have outside of school. Leaders make sure that every pupil has the opportunity to participate. They work hard to remove any barriers by finding out the interests of each pupil. Many extra-curricular opportunities continued during the recent period of remote education. These included a 'virtual' residential as well as a live question and answer session with a zoologist in a monkey enclosure.

Leaders and governors listen to the views of staff. Staff were particularly grateful for this during the disruption over the past year. They unanimously believe that leaders consider their workload and their well-being. Staff also benefit from high-quality training. This has been provided by school leaders and the local authority. As a result, staff are confident and skilful as they continue to improve learning across the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff take their safeguarding responsibilities seriously. They confidently report any concerns to leaders, knowing that prompt action will be taken to keep pupils safe. Appropriate checks on staff are completed and record-keeping is thorough. Governors also keep a close eye on the school's procedures and regularly meet with the safeguarding team.

Leaders prioritise the well-being of their whole school community. Staff provide opportunities for pupils to learn how to be mentally and physically well, including guidance on staying safe, both online and within their local rural community. Pupils really appreciate this support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The majority of foundation subjects are coherently planned and sequenced. While teachers have an accurate view of what pupils know and can do in subjects such as science, history, design and technology, and geography, they are less sure in subjects such as art and music. Leaders should carefully monitor the impact of their planned improvements to ensure pupils' knowledge is secure across the school's full curriculum.

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 outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good 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 school to be good on 23 and 24 November 2011.

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 [here](#).

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

Unique reference number	116363
Local authority	Hampshire
Inspection number	10192860
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair of governing body	Christina Randles
Headteacher	Katy Kwiatek
Website	www.lockerleyprimary.co.uk
Date of previous inspection	14 June 2016

Information about this school

- The headteacher was appointed in January 2019. The new chair of governors was appointed in September 2020.
- The school is a member of the Diocese of Winchester and has a Christian character.
- A Section 48 inspection was carried out in January 2017. The school was graded good.
- Monarch After School Club offers wraparound care for pupils at the school. It is managed by school leaders and run by non-teaching members of staff.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, staff, pupils and members of the governing body. They also spoke with representatives from the local authority.
- The inspectors considered the 11 responses to the confidential staff survey. They also took account of the 26 responses to Ofsted's Parent View questionnaire, including 17 free-text comments.

- To evaluate the effectiveness of safeguarding, the inspectors viewed the school's website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.
- The inspectors did deep dives in reading, mathematics and art. They discussed the curriculum with subject leaders, staff and pupils, visited lessons, looked at pupils' work and listened to pupils read.
- The inspectors scrutinised documentation, including the school's plans for improvement, reports on behaviour, records relating to pupil's safety, and reports written by representatives from the local authority.

Inspection team

Aimee Floyd, lead inspector

Her Majesty's Inspector

Laurie Anderson

Her Majesty's Inspector

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