

Inspection of a good school: Purbrook Junior School

Aldermoor Road East, Purbrook, Waterlooville, Hampshire PO7 5NQ

Inspection dates:

17 and 28 February 2022

Outcome

Purbrook Junior School continues to be a good school.

What is it like to attend this school?

This is a happy school. Pupils and staff are pleased to be here. The school's warm and welcoming atmosphere is clear from the moment you arrive. Pupils greet visitors with a cheery 'good morning' and a friendly smile. The school's early morning club is characterised by happy faces and laughter, as pupils enjoy playing games, chatting and singing together. Pupils are busy, active and friendly during breaktimes.

Pupils feel very safe in school. They said that adults take good care of them. One said, 'They always tell us to tell them if we're worried.' Pupils said that bullying is not a problem in school. They said that adults sort out any concerns about bullying quickly when they arise. This positive view is consistent with the school's behaviour records. One pupil explained, 'Our headteacher says, "Be kind to each other and work as a team," and that's what we do.'

Staff have high expectations of pupils' learning and behaviour. Most pupils respond well. They work hard and want to get on. Teachers are providing sensitive support for those pupils who are finding it hard to readjust to school life now that the COVID-19 restrictions have been eased.

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

The school's broad, engaging and stimulating curriculum makes a strong contribution to pupils' personal and academic development, and to their enjoyment of school. Pupils are encouraged to 'dream big' in a drive to encourage ambition and high aspirations. The curriculum sets out clearly what pupils should learn in each year group. Leaders are intent on making sure that pupils are fully prepared for the next stage of their education now that the COVID-19 restrictions have been eased. They have made sensible adjustments to the curriculum to ensure that pupils catch up with missed learning.

Leaders made sure that pupils had access to books during the national lockdowns. Most pupils continued to read regularly during these times, and few have fallen behind in reading. The school is providing effective support for those pupils who need extra help. For example, pupils

are benefiting from specialist teaching and they read to an adult regularly. Pupils are catching up quickly as a result. Leaders have updated the school's phonics programme to strengthen the teaching of reading. The programme's very recent introduction means that it is not yet used as fully as it could be. Teachers read to their pupils from a selection of high-quality texts. All classes have regular opportunities to use the school's well-stocked library, which is in regular use again now that the COVID-19 restrictions have been eased.

The school's well-established mathematics curriculum equips pupils with the knowledge and skills needed to be successful in this subject. Pupils enjoy mathematics. They talk confidently about strategies they use to tackle challenging mathematics problems. Pupils are rightly proud of their progress.

Adults provide well-focused and helpful support for pupils with special educational needs and/or disabilities. For example, during the inspection, an adult used skilful questioning to develop pupils' understanding of a text during an English lesson, while pupils in a mathematics lesson were encouraged to use equipment to tackle a number problem. The special needs coordinator works constructively with parents and staff to discuss pupils' difficulties, identify suitable support and check pupils' progress.

Most pupils behave well in lessons and listen carefully to their teachers. However, sometimes a few are slow to get started, and chat when they should be working. This slows their progress and occasionally distracts others. A reminder from a teacher is usually sufficient to get pupils back on track.

The school is understandably proud of its programme of clubs and events. Leaders prioritise access for disadvantaged and vulnerable pupils. High numbers of pupils participate. Sports provision is a particular strength in the school and the school regularly achieves success in competitions and tournaments. Leaders are gradually reintroducing trips and visits now that the COVID-19 restrictions have been eased, such as the recent residential trip for pupils in years 5 and 6. A wide range of cultural trips, such as sculpture exhibitions, cinema trips, theatre visits and music performances, are used well to enrich learning and to extend pupils' experiences. Activities in the locality, such as a beach clean-up session and a visit to a food bank, make a valuable contribution to pupils' understanding of their place in the community.

Staff morale is high. Leaders and governors give staff well-being a strong emphasis. Staff said that everyone looks after each other. They appreciate the steps leaders take to seek their views and to help to ensure a manageable workload.

Safeguarding

The arrangements for safeguarding are effective.

Rigorous safeguarding procedures underpin the school's work. Leaders make sure that recruitment checks are completed in a timely manner. They provide regular training and updates for staff on specific safeguarding issues, such as 'Prevent' duty. Staff are knowledgeable about safeguarding as a result. The school's personal, social and health education curriculum helps pupils to learn about safety issues, such as how to keep safe

when using the internet. Pupils understand the importance of school practices and routines, such as fire drills, to ensure their safety in the event of a real emergency.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff lack the expertise needed to teach the school's revised phonics programme consistently well. This means that pupils sometimes make less progress in reading than they could. Some staff have completed training in the teaching of the new phonics programme, and are implementing it well. Leaders' plans to provide further training have been disrupted by the COVID-19 pandemic. They have rescheduled this training for the coming months. Leaders should make sure that training is delivered as planned.

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, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

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 information from Ofsted Parent View 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

Unique reference number	116022
Local authority	Hampshire
Inspection number	10200374
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	385
Appropriate authority	The governing body
Chair of governing body	Lynne Downer
Headteacher	Craig Williams
Website	www.purbrook-jun.hants.sch.uk
Date of previous inspection	15 and 16 November 2016, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and other members of staff. She also spoke with five governors, including the chair of governors.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, held a discussion with some pupils about their learning and looked at samples of their work.
- The inspector reviewed a range of safeguarding records and documents, including the single central record. She also met with the designated safeguarding lead, reviewed the school's safeguarding records and spoke with a group of pupils.

Inspection team

Julie Sackett, lead inspector

Her Majesty's Inspector

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