

Inspection of a good school: Horndean Church of England Junior School

Five Heads Road, Horndean, Waterlooville, Hampshire PO8 9NW

Inspection dates:

26 and 27 April 2022

Outcome

Horndean Church of England Junior School continues to be a good school.

What is it like to attend this school?

The school's 'TLC' values (Thinking with Thanksgiving, Learning with Love, Caring with Compassion) run through the school like the words in a stick of rock. Pupils are proud of these values and feel that they define their school well. They are evident wherever you look and whomever you speak to, and they help to make the school a very special place.

One of the ways the TLC values can be seen is in the focus on inclusivity and acceptance. Pupils recognise that everyone has their own strengths and things that they find tricky. Pupils say that even when someone has a 'bad day', they make sure that others can still learn. Pupils feel that the TLC values are why everyone's behaviour is so impressive at the school.

As a consequence of this strong ethos, pupils are very happy at the school. They feel safe. They know that sometimes people make mistakes and can be unkind. They are confident that staff will sort this out quickly if they know about it.

Aligned to these high expectations for behaviour and attitudes are equally high aspirations for pupils' learning. Pupils work really hard to realise these expectations in all that they do.

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

There is a strong collaborative culture at the school. Year-group teams work exceptionally well together to provide well-sequenced learning that helps pupils develop and secure their knowledge across a broad curriculum. Staff use assessment to carefully work out what pupils know and what they need to know next. They adapt learning activities well for all pupils, including those with special educational needs and/or disabilities (SEND). At all times, expectations are high.

Reading is celebrated throughout the school and pupils are keen to talk about books. They adore their new library with its lovely new texts and reading areas. Leaders have

identified that more younger pupils have more gaps in their reading ability than was typical before the COVID-19 pandemic. This is particularly around pupils' knowledge of phonics. Leaders responded quickly to this challenge, training all staff in phonics and providing well-resourced phonics sessions for those who need them. However, this work is not yet consistently of the quality that leaders intend. It needs time to fully embed so that pupils who have fallen behind quickly gain the knowledge and skills that they need to become confident, fluent readers.

The systematic focus on teaching reading and checking that pupils are gaining the intended knowledge is replicated across the curriculum. Pupils recognise that they are gaining knowledge and are keen to see what they are going to learn next. Their behaviour and attitudes are impressive. They are proud of the way that they can use their TLC values to think about their feelings and how to manage them. They know that some pupils need more help to think about their behaviour and emotions. Pupils are adamant that staff help everyone really well with this.

One of the reasons for this effective work is due to the relentless work of the special educational needs coordinator to make sure that all staff know how to identify pupils' needs and best meet these needs. This is particularly effective for pupils with SEND.

Pupils' wider development is prioritised. The TLC ethos helps pupils think about their choices. For example, a pupil explained 'integrity' to the inspector and why it is important. Pupils relish the clubs and residential visits. Leaders and governors keep a keen eye on who attends to ensure that financial issues are never a reason for non-participation.

Governors and leaders are dedicated and determined to keep pushing for the highest standards. They are persistent in reviewing and checking the impact of their work on others, including staff. Staff feel valued and motivated to keep striving for more as they can see the positive impact of their efforts on the school as a whole.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff have the knowledge that they need to identify any signs of worry about pupils. Staff follow the school's processes promptly. Concerns are taken seriously, and leaders take appropriate steps in response. Leaders work well with external agencies.

Pupils are knowledgeable about how to keep themselves safe and how to identify potential risks, including when online. They are confident that adults always take the time to listen to them and will take any worry seriously.

Safer recruitment processes are followed, with information recorded properly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- More younger pupils need help with their reading than has previously been the case. Leaders have ensured that there is a systematic synthetic phonics programme in place and that staff are trained to deliver it. Staff are fully on board with this approach, but some need to increase their confidence with new approaches. Leaders need to ensure that this programme is closely monitored as it is embedded, so that pupils make up these knowledge gaps quickly.

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 a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 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 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	116292
Local authority	Hampshire
Inspection number	10227654
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	505
Appropriate authority	The governing body
Chair of governing body	David Merefield
Headteacher	Maria Ackland
Website	www.horndeanjuniorschool.co.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian character and is a Church of England school in the Diocese of Portsmouth. The most recent inspection of its religious character under section 48 of the Education Act 2005 was in November 2019.
- The school does not currently make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school had 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, the deputy headteacher, the SENCo and year leaders. She also met with a group of governors, including the chair of the governing body. A telephone call was held with the school improvement adviser from the local authority.
- The inspector carried out deep dives into these subjects: reading, mathematics and computing. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their

learning and looked at samples of pupils' work. She also observed some pupils reading to members of school staff.

- The inspector evaluated the effectiveness of the safeguarding arrangements in the school by speaking to leaders, staff and pupils. She met with the designated safeguarding lead to examine her knowledge, records and actions. She scrutinised records, including those related to safer recruitment of staff. She sampled safeguarding case files to explore how the school identifies and supports pupils at risk of harm.
- The views of parents and carers were taken into account through the responses to Ofsted's Parent View survey and the accompanying free-text comments. A letter from a parent was also considered. Staff views were considered by talking to them and through the staff questionnaire. The inspector spoke to pupils formally and informally, in groups and around the school.

Inspection team

Lucy English, lead inspector

Her Majesty's Inspector

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