

Inspection of Townhill Junior School

Benhams Road, Townhill Park, Southampton, Hampshire SO18 2NX

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Pupils are proud to welcome you to their friendly and nurturing school. One pupil described the school as 'A safe place to get educated, with teachers who always help until someone understands.'

Pupils meet the high expectations of staff as they move around school sensibly. Staff celebrate 'wonderful walking' with house points. Behaviour is good, and pupils say that staff 'want us to be good citizens - responsible, respectful, and the best we can be.'

Pupils value responsibilities to be eco volunteers and 'restorative practice ambassadors', who help pupils with any worries. Everyone feels safe and happy, which can be seen from joyful playtimes. Pupils enjoy the healthy tuck shop, offering healthy food choices.

Most pupils say bullying never happens. When it happened in the past, pupils say it was dealt with. Pupils say they can always talk to trusted adults and have no worries about bullying.

The school council has made a positive impact, helping improve road safety outside school. School councillors, who are elected by classes, campaigned for more after-school clubs. Attendance is now strong at clubs including chess, art, British Sign Language, computing, , dance, football, athletics, and golf. Pupils say 'there are millions of clubs! You can do anything.'

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

Leaders have made significant improvements to the curriculum. They have planned every subject to ensure that all pupils are included in an ambitious programme of learning, including those with special educational needs and/or disabilities (SEND).

In subjects such as mathematics, strong subject leadership has driven improvement across the school. Pupils value helpful displays that showcase mathematical thinking throughout the week. If pupils find work hard, staff provide same day catch up sessions. Pupils with SEND take part in 'pre-teaching' sessions to equip them with the vocabulary and skills they need for lessons.

The implementation of the curriculum is not yet completely consistent. In less developed subjects, core knowledge is not always planned and learned as effectively. As a result, pupils may not remember more across their learning. The school has undergone significant changes to staffing. Subject leaders must continue their work to ensure that standards are high in all subjects and classes.

Leaders prioritise reading. All staff are trained to support pupils with phonics. With strong support from the inclusion leader, no pupil is left behind. Staff assess pupils'

phonics when they join the school. Swift plans are made to ensure that pupils receive targeted help when needed. Staff provide one-to-one and group support to help pupils with SEND to make strong progress with reading. As a result, all pupils can access the whole curriculum.

Behaviour in lessons is positive. Pupils listen attentively and show high concentration, particularly in Year 6. Younger pupils need more reminders to stay on task, but behaviour does not disrupt learning. Pupils enjoy helping each other. There is a harmonious and purposeful working atmosphere. Some pupils lack confidence in themselves. As a result, they do not show resilience to overcome setbacks when they find work hard. Additional therapeutic support is available for those who need it.

The curriculum equips pupils for life. They show understanding of relationships and puberty. They appreciate how others' views and beliefs may differ from their own, and that 'we are all unique.' Pupils speak with confidence and articulate their opinions effectively. They believe that characteristics, such as gender and race, should never limit opportunities.

Leaders and governors share the same ambitions and values. They are unanimously aspirational and inclusive. Governors are dedicated, knowledgeable and effective. They are proactive to fulfil statutory duties for safeguarding, equality, and the use of finances. Governors offer challenge to leaders by identifying priorities for monitoring visits.

Families are thankful for efforts made by leaders to support them. One parent, typical of many, stated that 'The headteacher has made significant improvement since she joined the school. She is approachable, dedicated and committed to learning. She is a great example for others to follow.'

Safeguarding

The arrangements for safeguarding are effective.

Staff are diligent when safeguarding pupils. Leaders show appropriate vigilance and work with a range of agencies to help protect pupils from harm. Leaders maintain detailed records of their actions. They provide extensive support for families in cases of trauma. Leaders are aware of local risks. Communication is strong and all staff understand and use systems correctly.

Pupils know how to stay safe online, supported by 'online safety monitors'. They learn about healthy relationships in lessons and assemblies. Pupils say, 'school is the safest place. They care for you, and they want you to stay safe.'

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have revised and planned an ambitious curriculum. The school has undergone significant staffing changes and the implementation of the curriculum is not fully consistent throughout the school. In less developed subjects, core knowledge is not always planned and learned as effectively. As a result, pupils may not know and remember more across their learning. Subject leaders must continue their work to ensure that pupils make progress learning and remembering the curriculum across all subjects and classes.
- Some pupils lack confidence in themselves as learners. As a result, they do not show resilience to overcome setbacks if they find work hard. Staff provide additional therapeutic support to build pupils' confidence and resilience. Leaders should continue to prioritise this work to help pupils achieve well.

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.

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	116134
Local authority	Southampton
Inspection number	10241535
Type of school	Junior
School category	Foundation
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	The governing body
Chair of governing body	Jo Proctor
Headteacher	Sian Carr
Website	www.townhilljuniorschool.co.uk
Date of previous inspection	29 June 2021, under section 8 of the Education Act 2005

Information about this school

- Since the last full inspection, the school has undergone significant changes to staffing.
- The school became a foundation school in September 2019. A new governing body was formed when the school joined the Reach Co-operative Trust in September 2020.
- The school currently uses two alternative providers.
- The lead inspector met four members of the governing body, including the chair and vice chairs of governors.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed the impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in reading, mathematics, computing, physical education, and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils, and looked at pupils' work.
- The lead inspector listened to pupils read to familiar adults.
- Inspectors observed catch up interventions to learn how staff provide extra support to pupils.
- Inspectors met with the headteacher, deputy headteacher, inclusion leader, teachers, and support staff.
- The lead inspector met four members of the governing body, including the chair and vice chairs of governors.
- To inspect safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with the designated safeguarding leaders, staff, and pupils.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to Ofsted's Parent View questionnaire and the additional free-text responses.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.

Inspection team

Scott Reece, lead inspector	His Majesty's Inspector
Kate Redman	Ofsted Inspector
Paul Shaughnessy	Ofsted Inspector

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