

# Inspection of a good school: Trosnant Junior School

Stockheath Lane, Leigh Park, Havant, Hampshire PO9 3BD

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Inspection dates:

29 and 30 November 2022

## **Outcome**

Trosnant Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to Trosnant Juniors. The school's motto 'everyone will achieve their best' is truly at the heart of everything that the school does. Leaders have high expectations of pupils in all aspects of school life. Pupils rise to these expectations with enthusiasm.

Pupils are happy and feel safe. Relationships between staff and pupils are positive and supportive. Pupils know that staff have their best interests at heart and will always keep a close eye over them. As one pupil said, 'Staff are kind, understanding and make me feel happy.'

In lessons, and during breaktimes, pupils' behaviour is impressive. They work and play well together and look out for one another. Pupils understand different types of bullying. They are clear that when it happens, staff will resolve any issues quickly and effectively.

Pupils have a range of clubs and activities on offer to them that help them explore their interests and talents outside of lessons. They enjoy participating in clubs, including those focused on engineering, dance and Lego construction. Both pupils and parents alike enjoy the family cookery project. Pupils also learn many skills during their sessions in forest school.

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

Leaders have designed an ambitious curriculum and are continually reviewing what they do. They ensure the curriculum matches the needs of all pupils, including those with special educational needs and/or disabilities (SEND), and those attending the specially resourced provision for pupils with SEND (specially resourced provision). In most subjects, leaders have considered the key knowledge that they want pupils to know and the order in which this should be taught. However, in a small number of subjects, leaders' thinking about what pupils must learn is less well defined. At times, there is too little detail in

these areas of the curriculum. This means that teachers do not always know exactly what pupils need to learn and remember well.

Reading is a priority for all at Trostant Juniors. Leaders are passionate about ensuring pupils become confident readers. There is regular reflection on their approach to reading. The curriculum includes an exciting range of diverse and challenging texts. Pupils receive daily 'book talk' and phonics sessions, these help pupils develop fluency and accuracy in their reading. Staff monitor pupils' reading skills carefully so that they understand their needs. From the start of Year 3, pupils who find reading difficult are given the support that they need to catch up. Pupils value the school library, reading den and the annual reading festival. They say they like learning to read and enjoy the wide range of books available to them.

Teachers are knowledgeable about the subjects that they teach. In most subjects, they design learning carefully. They use a range of well-thought-out strategies to make sure that pupils learn and remember key subject content. Teachers check pupils' learning effectively. They use this information to identify misconceptions or gaps in pupils' knowledge. These gaps are then addressed in regular recap sessions. This helps pupils to build their knowledge securely over time. Teachers identify pupils who need extra help. Carefully thought-out support helps pupils with SEND to access the full curriculum.

Pupils are polite and enthusiastic. There is a vibrant atmosphere in classrooms and around the school. The positive and skilful way staff approach behaviour management ensures that learning is very rarely interrupted. Pupils who struggle to self-regulate their behaviour are supported well and treated with kindness.

Leaders ensure that pupils benefit from a rich range of experiences. Pupils have input into the school's 'uniqueness' curriculum. This gives exciting opportunities that enable pupils to develop their cultural understanding through visits, events and activities. Pupils explained excitedly to the inspector about their recent trip to the Houses of Parliament as part of this initiative.

Governors know the school well and carry out their duties effectively. They value the work of the leadership team. Staff appreciate the way that leaders have considered their workload and welfare. All staff say they are proud and happy to work at Trostant Juniors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have made safeguarding a top priority. They have created an environment where everyone knows their responsibilities well. Leaders ensure that policies and procedures are in place and understood by staff. They make sure staff training is up to date and that staff know what to do if they have any concerns that a pupil may be at risk. Staff report any issues quickly. Leaders take timely and appropriate action when needed. The safeguarding team works well with a variety of other agencies to keep pupils safe. Pupils learn about safety, including how to be safe online, through the curriculum.

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

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

- In a small number of subjects, leaders have not identified the essential knowledge that they want pupils to learn precisely enough. This sometimes limits how well pupils develop their knowledge and understanding. Leaders should refine their curriculum planning so that subject knowledge is broken down into smaller steps.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 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.

## 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>	115911
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10227666
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jacqueline Ralphson
<b>Headteacher</b>	Ian Waine (Executive Headteacher)
<b>Website</b>	<a href="http://www.trosnantschools.co.uk">www.trosnantschools.co.uk</a>
<b>Date of previous inspection</b>	21 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher also leads the Trosnant Infant School. The schools are federated and have the same governing body.
- The governing body manages before-school childcare provision on site.
- The school has a specially resourced provision to support pupils with social, emotional and mental health needs. All these pupils have education, health and care plans. There are places for eight pupils.
- The school currently uses no alternative provision.

## 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 their evaluation of the school.
- The inspector spoke with the executive headteacher, the assistant headteacher, the special educational needs coordinator, subject leaders, the designated safeguarding lead and other members of staff. They met with five governors, including the chair of

governors. They also held a telephone conversation with a representative from the local authority.

- The inspector observed pupils' behaviour around the school, during lessons and at lunchtime and breaktimes. They also met with groups of pupils to hear their views.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, observed pupils reading to trusted adults, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also looked at curriculum information for other subjects and reviewed samples of pupils' work.
- The inspector reviewed the policies and procedures that school leaders have put in place to keep pupils safe. They spoke to staff and pupils about these procedures. The inspector also looked at recruitment checks completed.
- The responses to Ofsted Parent View, including written responses, were also taken into account. The inspector also spoke to parents and carers at the beginning of the school day.
- The views of those pupils and staff who completed Ofsted's surveys were taken into account.

### **Inspection team**

Felix Rayner, lead inspector

Ofsted Inspector

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