

Inspection of an outstanding school: Hook Junior School

Ravenscroft, Hook, Hampshire RG27 9NN

Inspection dates:

13 and 14 June 2023

Outcome

Hook Junior School continues to be an outstanding school.

What is it like to attend this school?

Leaders expect the best for and from every pupil. Staff support and challenge pupils to meet these high expectations. There is a shared emphasis on making sure that all pupils keep up with the ambitious learning on offer. For example, pupils who need extra help receive focused 'pre-teach' sessions. These give them a head start on important topics and vocabulary. Parents report that the school's approach has transformed pupils' attitudes as well as accelerating learning.

Pupils are highly enthusiastic about their learning. They are keen to accumulate points towards the house competition by living up to the school's values. They are proud of what they achieve. Beyond the classroom, pupils take part in regular productions, performances and showcases. As well as being enjoyable, these give pupils a chance to explore new skills and build their resilience.

Pupils behave impeccably. They are highly motivated to make positive choices. This stems from the respectful relationships formed throughout the school community. Pupils learn about how to take a stand against bullying or discrimination. There are clear systems in place to address any worries that pupils may have. As a result, they feel safe and confident in school.

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

Across the school, pupils achieve very highly. They acquire the knowledge and vocabulary that they need to succeed. This is because leaders have put in place a clear sequence for building pupils' understanding towards ambitious goals. Teachers plan for pupils to retain important knowledge over the long term. The curriculum is designed to enable pupils with special educational needs and/or disabilities (SEND) to become increasingly independent, and to know and remember more over time.

Teachers explain important ideas clearly. The daily 'pre-teach' sessions allow staff to deliver specific input for pupils who need it most. This helps pupils to develop

understanding, accuracy and confidence. Teachers provide useful examples for how pupils should approach tasks. For example, in food technology, they set out a variety of dishes to help pupils to explore texture and aroma. Teachers use questioning skilfully to prompt discussion and deep thinking. They also assess pupils' understanding effectively. This provides a clear picture of what pupils need next. Staff are skilled at identifying pupils with SEND. Teachers have detailed knowledge of what and how to teach. This is supported by the highly effective training that leaders provide.

Reading is a priority right across the school. Daily guided reading broadens pupils' exposure to different genres. By giving them a toolkit to analyse texts, teachers enable pupils to become discerning readers. Weaker readers are given targeted and specific support. This is closely matched to what pupils need, so they catch up swiftly. Pupils read widely, often and well. Teachers model the standards of language they expect pupils to use.

Pupils are equipped extremely well for the next stage of their education. The absence of low-level disruption helps all pupils to focus and get the most out of their time in school. Getting the fundamentals right in mathematics and reading allows them to flourish elsewhere. Leaders ensure that pupils with SEND achieve the best possible outcomes. This is a result of the supportive strategies that staff use within and outside of the classroom. Disadvantaged pupils are also supported to achieve highly.

Leaders' aims for pupils' wider development match their academic ambitions. They offer an extensive range of clubs, activities, musical and artistic experiences. Leaders ensure that disadvantaged pupils benefit strongly from these. Pupils encounter moral dilemmas through their reading programme. They learn about spirituality, positive relationships, and appropriate boundaries in personal relationships. They can discuss these themes in a safe and supportive environment. Pupils with SEND who might struggle with some of these issues receive personalised support.

Leaders have been proactive in addressing potential issues about staff workload. They have actively sought the views of staff and made adjustments accordingly. Staff feel that the changes made in assessment and feedback are benefiting pupils too. Governors are also aware of the pressures on staff. They are available to discuss issues with staff during their monitoring visits.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture that promotes and values safeguarding. They are clear about the risks that pupils may face in their life outside school. As a result, staff know how to identify those who may be vulnerable. Alongside this, pupils learn about how to keep themselves safe through the lessons and workshops that staff provide for them. Leaders work effectively with external agencies to ensure that the right help is in place for vulnerable pupils. Governors take an active role in monitoring leaders' safeguarding work. They make sure that all pre-employment checks and training are completed as required.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in March 2017.

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	116045
Local authority	Hampshire
Inspection number	10256424
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	The governing body
Chair of governing body	Gareth Evans
Headteacher	Lynn Martin
Website	www.hook-jun.hants.sch.uk
Dates of previous inspection	28 and 29 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, the school has expanded its planned admission number to 120 pupils in a year and has moved into a new building. The site is adjacent to the separate infant school, from which most of the pupils transition.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, senior leaders and subject leaders. Inspectors spoke with a representative from Hampshire local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, and design and technology. For each deep dive, inspectors 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. Inspectors also visited catch-up and pre-teaching sessions during and before school.

- To inspect safeguarding, inspectors reviewed the school's single central record and files relating to safeguarding cases and spoke with staff, pupils and governors.

Inspection team

Daniel Botting, lead inspector

His Majesty's Inspector

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