

Inspection of Hiltingbury Junior School

Hiltingbury Road, Chandler's Ford, Eastleigh, Hampshire SO53 5NP

Inspection dates: 10 and 11 January 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since March 2008.

What is it like to attend this school?

The school's warm, welcoming and upbeat atmosphere reflects its core values of respectfulness, kindness, honesty, equality and resilience. Staff and pupils smile often and greet visitors warmly. Pupils speak with pride about their school and all that they have learned. During the inspection, for example, the older pupils spoke excitedly about the upcoming residential trip.

Classrooms are happy, busy and purposeful places. Pupils are expected to do their best, and most do. They are keen to get on, behave well most of the time, and work hard. Pupils are kind and take good care of each other. They have noticed improvements in behaviour during the past year and are pleased with the new behaviour policy. Pupils feel that teachers are fair and like the fact that rules and rewards are clearer now.

Pupils are confident about talking to an adult if they are worried about anything, and this helps them to feel safe. They know, too, that they can do other things to get help, such as visiting the school's well-being hub, speaking to the emotional literacy support assistant, or posting a comment into the classroom 'listening box'. Leaders take any concerns about bullying seriously and act swiftly if it happens.

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

The headteacher has built an effective team of leaders since her appointment. They share her ambition for the school's future and are helping to drive developments effectively.

Important curriculum improvements in reading, writing, mathematics and science during the past two years, as well as in some of the foundation subjects, make it clear what pupils will learn and the order in which the content will be taught. This is not yet the case, however, in a small number of subjects, where the content taught is not sequenced well enough. Leaders are now turning their attention to improving the curriculum in these subjects.

Leaders are determined to ensure that all pupils benefit from high-quality teaching. Developments in the curriculum have improved pupils' learning and they achieve well. Some, however, could achieve even more, including those with special educational needs and/or disabilities (SEND). Leaders know this and are currently working with staff to deepen their knowledge of SEND. Some parents rightly feel that more could be done to support children with SEND.

The revised reading curriculum includes the use of high-quality texts. The school library is well stocked with books that appeal to a wide range of tastes. A new phonics programme has been introduced and is helping pupils to develop reliable reading strategies. This is particularly the case for those pupils who find reading difficult but who are now catching up quickly. Leaders have used training well to

strengthen staff subject knowledge. They are now making sure that recent improvements in the teaching of reading are embedded fully across the school.

The school's personal development programme covers a suitable range of topics and themes. Pupils learn about world religions and speak about different faiths and beliefs with respect. The curriculum is supplemented by a wide range of trips and visitors which help to bring learning to life. Pupils enthuse about memorable visitors, such as a journalist who spoke to them when they were learning about how to write newspaper reports. They enjoy performing roles of responsibility such as school councillor, eco warrior and cyber ambassador. Pupils like school and attend regularly. This supports their learning well.

Leaders know exactly what needs to be done to secure further developments in the school's work. They use assessments effectively to check pupils' progress and to identify priorities for improvement. Carefully considered strategic plans are being used well to guide developments. Leaders and governors are alert to staff workload and are considerate of their well-being. Staff feel valued and supported. Leaders work constructively with parents to support pupils' learning and well-being. Most parents who completed Ofsted's survey are pleased with the school.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher has tightened up safeguarding procedures since her appointment. Record-keeping is more rigorous than it used to be so that leaders can monitor pupils' safety more effectively. Updated policies and procedures provide a secure framework for pupils and staff. Clearer lines of communication have been established and training for staff has been extended. Staff know what to do if they are concerned about a pupil's safety. Leaders liaise well with parents and agencies. Pupils know about some of the steps the school takes to keep them safe. They understand, for example, that fire drills teach them how to leave the building safely in the case of an emergency.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in a few of the foundation subjects is not as well sequenced as it is in other subjects. This means that progression across the school in these subjects is not as clear for teachers as it should be, and pupils sometimes do not achieve as well as they could. Leaders should implement plans in place to secure further developments in curriculum design.
- Teaching in lessons is not always as responsive to pupils' needs as it could be, particularly for those with SEND. As a result, some pupils find it hard to keep up with learning. Leaders should implement their plans to improve this aspect of the school's work.

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	116007
Local authority	Hampshire
Inspection number	10228546
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	384
Appropriate authority	The governing body
Chair of governing body	Richard Veal
Headteacher	Zoe Loosemore
Website	www.hiltingbury-jun.hants.sch.uk
Date of previous inspection	18 March 2008

Information about this school

- The headteacher was appointed in January 2020.
- The school shares a specially resourced provision with Hiltingbury Infant School. The centre caters for 12 pupils between the ages of four and 11 who have an education, health and care plan and for whom speech, language and communication difficulties have been identified as their primary need.
- The school operates an early morning club which is managed by the governing body.
- The school does not use alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had 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, the business manager and other senior leaders. They spoke with a range of staff at different times during the inspection.
- The lead inspector met with five members of the governing body, including the chair. She also met with a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics, geography and religious education. Deep dives included visiting lessons and looking at pupils' work, as well as speaking with subject leaders, teachers and pupils about how teaching in these subjects builds pupils' knowledge over time. The lead inspector also listened to pupils reading to a member of staff.
- Inspectors met with groups of pupils to gather their views of the school. They also spoke with pupils in lessons, during breaktimes and around the school.
- Inspectors assessed the school's culture of safeguarding throughout the inspection. The lead inspector reviewed a wide range of safeguarding documents and records. She also checked the single central record.
- The views of staff, parents and pupils were gathered through a range of sources, including Ofsted's surveys and discussions.

Inspection team

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