

Inspection of Droxford Junior School

Union Lane, Droxford, Southampton, Hampshire SO32 3QR

Inspection dates: 27 and 28 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

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 under section 5 of the Act since 20 March 2012.

What is it like to attend this school?

The school's ethos of preparing pupils to 'navigate life successfully' is fully borne out by pupils who strive to achieve their best. Pupils demonstrate the school's highly ambitious learning culture, talking confidently and knowledgeably about topics across different subjects. Pupils apply the school's four 'skills for learning' with enthusiasm. Consequently, they tackle new learning purposefully, work well together to share and shape their thinking and grapple with tricky learning activities. Their positive attitudes support their high achievement.

The school community is vibrant and positive. Pupils know each other well and have warm relationships with staff. At playtime, pupils happily make up games and make sure that no one is left out. Around school, they behave responsibly and courteously. Older pupils are strong role models, who frequently support and help younger pupils.

Participation is at the heart of the school. Pupils value the broad range of opportunities, where they learn new skills and interests. They talk with pride about their work to look after the school allotment or competitions, like building a racing car in 'Drox Stem'. A parent captures the view of many when they say that 'the school goes over and above to support our children and develop them as lifelong learners'.

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

The school's curriculum design is ambitious and highly effective. Important knowledge is carefully organised alongside skills so that pupils develop high levels of understanding and can explain complex concepts. Pupils draw on links made between subjects which deepens their explanations of ideas. A sharp focus on identifying and meeting the needs of individuals, including pupils with special educational needs and/or disabilities (SEND), means these pupils achieve highly. Over recent years, the school has fully refined the writing curriculum, including responding rapidly to lower writing outcomes in 2023. Current pupils write fluently and richly for different purposes.

The teaching of reading is exceptional, and pupils learn well, as reflected in the 2023 National Curriculum Test outcomes. The curriculum draws on a diverse range of texts so that pupils read widely, develop broad vocabulary and learn how to critically review content. Pupils can precisely express their views and explain their thinking in writing and during class discussions. For pupils who struggle with reading, targeted daily phonics catch-up sessions help them to become confident and fluent readers.

Teachers have expert knowledge. Across subjects, they use this to model new ideas effectively. They routinely check pupils' understanding using well-considered questions and address aspects where pupils' thinking is incorrect. Regular and specific feedback means that all pupils know how to improve their work and quickly

act on this to make improvements. Learning activities are well resourced and carefully chosen so that they are engaging and challenging. Astute adaptations to activities help pupils with SEND to achieve the same ambitious depth of understanding as others.

Behaviour is exemplary across the school. Pupils have highly positive attitudes to learning. They present their work with pride and consistently complete activities to a high standard. They approach new learning keenly and attentively listen to teachers' explanations. Staff encourage pupils to share their ideas and pupils are comfortable to suggest ideas even when they are not sure because they understand that this is part of learning. Around school, pupils are considerate and kind. When playing, they treat the school's equipment respectfully and make sure that they share it.

There is a rich approach to developing pupils' character. Through the curriculum and wider opportunities like visits, pupils develop broader perspectives and moral views about life beyond the Meon Valley. This means they develop understanding of how society is diverse and can offer views about current world issues. They learn about the local environment through a range of projects and develop awareness of how to co-exist responsibly with it. Pupils regularly experience being active citizens, contributing to the school and local community. This includes through the school council which drives projects from fundraising to plans for making the school more sustainable.

The school carefully identifies further improvements and takes a considered approach to making sure changes are fully embedded. This includes being mindful of any potential impact on staff workload. Staff feel this positively impacts their well-being, so they are able to focus on teaching well. Governors have sharp oversight of the school's work, which they use to support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115881
Local authority	Hampshire
Inspection number	10296201
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	169
Appropriate authority	The governing body
Chair of governing body	Helen Parrott
Headteacher	Matthew Dampier
Website	www.droxfordjunior.co.uk
Date of previous inspection	20 March 2012

Information about this school

- The school does not currently use any alternative provision.
- The governing body are responsible for running the daily breakfast club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, subject leaders and teachers. The lead inspector also met with four governors, including the chair of the governing body, and spoke to the local authority school improvement advisor.

- The inspectors carried out deep dives in these subjects: reading, mathematics and science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors further explored the curriculum in writing and foundation curriculum areas. As part of this we undertook work scrutiny and talked to pupils about geography and art.
- The inspectors observed playtime activities.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school. They looked at the schools' self-evaluation documents and school improvement plan.
- The inspectors took account of the responses to Ofsted's Parent View questionnaire and the additional free-text responses. This included speaking to parents at the gate.

Inspection team

Phillip Blagg, lead inspector

His Majesty's Inspector

Sarah Brinkley

Ofsted Inspector

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