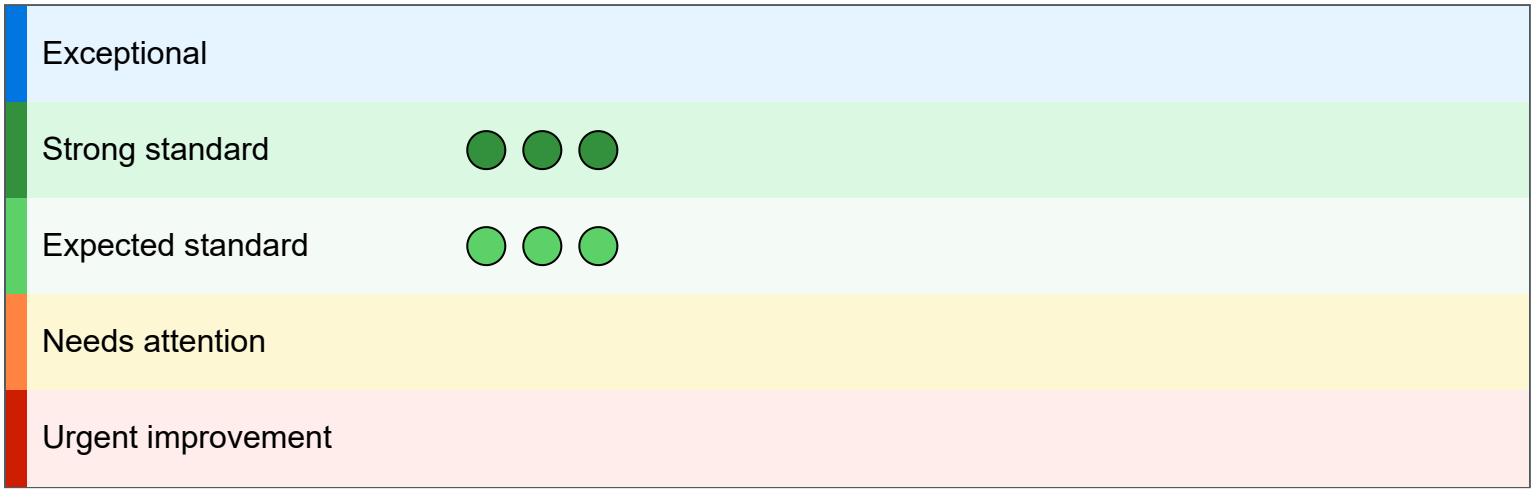
Springwood Junior School

Address: Springwood Avenue, Waterlooville, Hampshire, PO7 8ED

Unique reference number (URN): 116067

Inspection report: 22 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Curriculum and teaching

Strong standard

Leaders have established a well-sequenced curriculum. It helps pupils build knowledge and skills securely over time. Leaders review pupils' learning rigorously and use what they find to refine curriculum planning and teaching. They continually adapt the curriculum to reflect pupils' needs while maintaining high expectations for all.

Leaders prioritise securing foundations in reading, writing and mathematics. Staff support pupils to become fluent and accurate readers. Phonics continues for those who need it. Carefully chosen texts inspire pupils and broaden their knowledge and understanding. Leaders have strengthened the mathematics curriculum through a greater emphasis on fluency. They are continuing to develop pupils' ability to apply their mathematical knowledge through reasoning and problem-solving.

Teaching is consistent and effective across subjects. Teachers explain concepts clearly, use questioning skilfully and respond quickly when pupils need support. They use assessment effectively to adapt learning and address misconceptions, helping pupils build knowledge and skills successfully over time. Staff use carefully considered adaptations across subjects. This helps pupils take part fully and make sustained progress from their starting points. As a result, pupils benefit from a curriculum and teaching that meet their needs well and support increasingly positive outcomes across the school.

Inclusion

Strong standard

Leaders identify pupils' needs quickly and accurately. They track pupils' progress and wellbeing thoroughly. Leaders respond swiftly when needs change and adapt support accordingly. Effective, meaningful transition arrangements help pupils settle successfully and access support from the outset.

Pupils with special educational needs and/or disabilities (SEND) achieve well from their starting points. Staff use carefully considered adaptations across subjects so that pupils with SEND access the same ambitious curriculum as their peers. Leaders prioritise a ‘keep up’ approach. This helps pupils remain connected to their learning and develop increasing independence over time.

Leaders use pupil premium funding effectively and adapt support to meet individual needs. Pupils who are disadvantaged achieve at least as well as their peers. Leaders work closely with families and external professionals to reduce barriers to learning and wellbeing. Pupils who are known, or previously known, to children’s social care, alongside those facing other significant challenges, receive effective support. As a result, many of the school’s pupils with the greatest barriers to learning feel safe, develop a secure sense of belonging and thrive within the school community.

Alternative provision and reduced hours provision help pupils remain engaged in education when leaders determine that these approaches are in their best interests. They review these

arrangements carefully and adjust support in response to pupils' progress. This helps pupils engage successfully with education and attend more regularly over time.

Personal development and wellbeing

Strong standard

Leaders place personal development and wellbeing at the heart of the school's work. They have designed a curriculum that reflects pupils' needs and helps them understand the world around them. Leaders regularly review what pupils learn so that it continues to meet the needs of the school community. Pupils learn how to keep themselves safe, healthy and well. They talk confidently about topics such as friendships, peer pressure, online safety and healthy relationships. Leaders also provide guidance and resources to help parents and carers support their children's wellbeing beyond school.

Pupils develop a secure understanding of democracy, responsibility and citizenship. Leadership roles, including ambassador and council positions, help pupils contribute positively to school life. These positions teach pupils how their actions affect others. Visits, visitors, residential experiences and careers activities help pupils broaden their interests and raise their aspirations. These opportunities help to develop confidence and prepare for the future. Pupils learn about the local community and the wider world. Through a range of experiences that challenge stereotypes and celebrate differences, pupils develop a secure understanding of fundamental British values.

Leaders ensure that pupils, including pupils who are disadvantaged and pupils with special educational needs and/or disabilities, take a full part in the school's personal development offer. Pastoral support helps pupils receive timely help when they need it. It strengthens their sense of belonging. Pupils understand and respect differences between people. They talk confidently about fairness, respect and treating others kindly. They understand that families, communities and cultures can be different. Pupils can explain why these differences should be valued and respected. A pupil summed it up by saying, 'You can love anyone, as long as you are kind.'

Pupils understand what prejudicial language is and know that it is not acceptable. When disagreements occur, pupils reflect on their actions. They work positively with others to resolve difficulties. As a result, pupils become thoughtful, responsible young people who feel safe, value others and are well prepared for life beyond school.

Expected standard

Achievement

Expected standard

Pupils achieve appropriately from their starting points. This includes pupils with special educational needs and/or disabilities (SEND) and those who face other barriers to learning. Leaders identify gaps in pupils' knowledge quickly. They provide effective support that helps pupils make progress across the curriculum. This is particularly important given the high proportion of pupils who join the school with significant barriers to learning.

Published outcomes do not fully reflect the achievement of current pupils. Outcomes have

improved over time, despite increasing levels of disadvantage and SEND across the school. Pupils who are disadvantaged achieve at least as well as their peers and, in some cases, achieve more highly. Pupils who need additional support, including in reading and phonics, receive timely intervention that helps them catch up successfully.

Improvements to the mathematics curriculum are helping pupils secure important knowledge more effectively. Pupils increasingly show secure mathematical fluency. However, they do not yet apply their mathematical knowledge consistently when reasoning. Nevertheless, pupils develop the knowledge and skills they need for the next stage of their education.

Attendance and behaviour

Expected standard

Leaders place a high priority on attendance. They understand the barriers that prevent some pupils from attending regularly. Staff track attendance closely and work proactively with families to improve rates of attendance. Leaders use reduced hours provision appropriately and in pupils' best interests. Leaders review these arrangements carefully and help some of the school's most vulnerable pupils engage successfully with education. Attendance remains below national averages overall. However, leaders' work is helping more pupils attend regularly and is contributing to improving attendance over time.

Pupils typically behave well. Consistent expectations, positive relationships and well-established routines help create calm and purposeful learning environments. Leaders provide effective support for pupils who need help to regulate their behaviour. Staff celebrate positive conduct regularly. Pupils generally show positive attitudes to learning and show resilience when faced with challenge. They feel safe in school and trust adults to help them when concerns arise. Pupils understand what bullying is and say that it is rare. Leaders' records support this view. Records show that staff respond appropriately to concerns relating to bullying, discrimination and unkind behaviour. While behaviour is positive overall, leaders continue to provide close support and oversight to help pupils develop greater self-discipline and independence in managing their own behaviour.

Leadership and governance

Expected standard

Leaders have a detailed understanding of the school's strengths, priorities and community. They check their work carefully and use a wide range of information to identify areas for improvement. Leaders are relentless in their pursuit of securing the best possible outcomes and experiences for pupils. They have improved important aspects of the school's work, including inclusion, curriculum and teaching, personal development and behaviour. Leaders are reflective and ambitious. When they identify areas for development, they refine their approach and adapt provision to meet pupils' changing needs.

Professional learning contributes significantly to school improvement. Leaders provide extensive opportunities for staff to develop their expertise and understanding of the increasingly complex needs of pupils. Staff value the support they receive. They feel trusted to contribute to school improvement. Leaders remain mindful of workload while maintaining high expectations for pupils and staff alike.

Governors know the school well and provide effective support and challenge. They fulfil their

statutory responsibilities diligently and maintain close oversight of the school's work. Governors gather first-hand evidence and engage with leaders, staff, pupils and families. As a result, they understand the school's priorities. They help ensure that decisions remain focused on pupils' best interests.

Leaders and governors recognise that attendance, achievement and parental engagement, while improving, require further refinement. Although outcomes in these areas are improving, improvement has not been rapid enough over time. Leaders show tenacity and determination to remove barriers that affect pupils' education. As a result, leaders and governors continue to work relentlessly to strengthen the school's partnership with families and the wider community.

What it's like to be a pupil at this school

Pupils enjoy being part of this caring and inclusive school community. They value the positive relationships that they have with staff, who know them well and provide the support they need to succeed. Pupils feel safe in school and trust adults to help them when they have worries or concerns. They speak positively about their experiences. Pupils' trusting relationships with staff mean that they hold a deep-rooted sense of belonging to the school. They recognise that staff work hard to help them overcome difficulties that may affect their learning or wellbeing.

Through an ambitious curriculum, pupils develop knowledge and skills across a range of subjects. They talk confidently about their learning and enjoy the opportunities they receive to extend their experiences beyond the classroom. Visits, residential trips and wider opportunities help pupils discover new interests and deepen their understanding of the world around them. Pupils who face barriers to learning receive effective support. It helps them take part fully in school life and achieve from their individual starting points.

Pupils understand the importance of respect, tolerance and treating others fairly. They value opportunities to contribute to school life through leadership roles, and they understand how their actions can make a positive difference to others. When disagreements occur, pupils reflect on their actions and resolve differences positively. They say that bullying is rare and trust adults to deal with concerns effectively. As a result, pupils thrive in a school where they feel included, develop confidence and strive to achieve their best.

Next steps

- Leaders should continue to embed the improved mathematics curriculum so pupils can apply their mathematical knowledge with greater consistency.
- Leaders should continue to ensure that their attendance strategy promotes high attendance for all pupils.

- Leaders should continue their focus on improving partnerships with parents that support their child's academic progress.

About this inspection

The chair of the board of governors in this school is Steven Free.

The school is part of a federation called The Federation of Springwood Infant and Junior Schools.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 22 September to 23 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, deputy headteachers, staff, pupils, parents and carers during the inspection. The lead inspector also met with governors and representatives of the local authority and visited the unregistered alternative provider.

The inspectors confirmed the following information about the school:

The school currently makes use of 3 alternative provisions, including 2 that are unregistered.

Executive Headteacher: Jo Livingstone

Lead inspector:
Ian Howie, His Majesty's Inspector

Team inspectors:
Rebecca Greenhalgh, Ofsted Inspector
James Everett, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

ⓘ The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

219
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

184
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

46.12%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

7.31%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

38.36%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	61%	Below
2024/25 (final)	55%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	46%	61%	Below
2022/23 (final)	35%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	74%	Below
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	62%	74%	Below
2022/23 (final)	53%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	72%	Below
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	49%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	73%	Below
2024/25 (final)	64%	74%	Below
2023/24 (final)	58%	73%	Below
2022/23 (final)	47%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	41%	46%	Close to average
2022/23 (final)	28%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	62%	Below
2024/25 (final)	50%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	39%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	39%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-32 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	41%	67%	-26 pp
2022/23 (final)	28%	66%	-39 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	80%	-29 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	53%	80%	-27 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	78%	-27 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	65%	78%	-13 pp
2022/23 (final)	39%	77%	-38 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	80%	-32 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	53%	79%	-26 pp
2022/23 (final)	39%	79%	-40 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.0%	5.2%	Above
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.7%	13.0%	Close to average
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	12.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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