

Clanfield Junior School

Address: Little Hyden Lane, Clanfield, Waterlooville, Hampshire, PO8 0RE

Unique reference number (URN): 115876

Inspection report: 17 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Achievement

Expected standard 

Pupils achieve well in national tests. Outcomes at the end of key stage 2 are in line with national averages in most measures, and writing at the expected standard has been significantly above national figures for the last two years. Disadvantaged pupils achieve in line with their peers nationally and outperform them in writing.

Pupils develop helpful independent learning skills, such as evaluating their own work and setting targets, which prepares them well for the next stage of education. Across the wider curriculum, pupils show age-appropriate understanding and use ambitious vocabulary in several subjects, for example when explaining changes in trade in history or describing variables in science. Vulnerable pupils, including those with special educational needs and/or disabilities, make secure progress from their starting points.

The school's new handwriting scheme is beginning to have an impact, particularly in pupils' writing in English. However, it is not yet embedded across the wider curriculum, and handwriting fluency and quality remain variable between subjects.

Attendance and behaviour

Expected standard 

Leaders have an accurate understanding of attendance patterns at the school. They have strengthened systems to track individual pupils and monitor trends for key groups. Over time, attendance is above the national average and persistent absence is significantly below it. Support for pupils and families is timely and well targeted, which has improved attendance for some pupils. Last year, fewer pupils with special educational needs and/or disabilities, and fewer disadvantaged pupils, missed school frequently. Leaders have also created a positive culture of attendance. Pupils understand why attending school regularly matters. They know they should only be absent for a valid reason.

In lessons, pupils are usually focused and respond well to staff's clear expectations. They work respectfully together and show positive attitudes to learning. Around the school, pupils are generally polite and considerate. They trust staff to address any issues. Pupils play cooperatively while enjoying the exciting outdoor spaces that leaders have developed. Any allegations of bullying are treated seriously and investigated thoroughly. Staff training enables them to support pupils who need help to regulate their behaviour and emotions. Pupils' individual needs are understood well. Leaders monitor serious incidents carefully, and their actions have led to fewer happening over time.

Curriculum and teaching

Expected standard 

The curriculum is well structured and sequenced so that pupils build knowledge and skills securely over time. Leaders have identified clear end points and made deliberate decisions about the essential knowledge that pupils need. This includes a focus on foundational knowledge. For the small number of pupils still learning phonics, teaching is confident and appropriate. Mathematics is delivered with consistency. Leaders' work to develop shared

approaches has supported staff in demonstrating key concepts and anticipating likely misconceptions.

Leaders have developed subject leadership so that subject leaders have an accurate overview of how the curriculum is taught. Their monitoring enables them to identify where teaching needs refinement and where further guidance for teachers is required. In some subjects, leaders use external expertise, such as a chronology specialist in history, to support continued development of teacher knowledge.

Teachers typically make purposeful adjustments for pupils with special educational needs and/or disabilities. Pupils can explain how these approaches help them to work independently.

Staff usually check pupils' understanding, but they do not always use this information to adapt teaching with enough precision to address misconceptions or deepen learning, including for the most-able pupils.

Inclusion

Expected standard 

Leaders have strengthened their systems for supporting pupils who face extra barriers to their learning and wellbeing, including those with special educational needs and/or disabilities (SEND). There are now clear processes in place to identify and support a wide range of needs. The school has developed varied strategies, interventions and resources to help all pupils, including those with SEND, to access learning.

Leaders understand that high-quality teaching is central to support for pupils with SEND and other vulnerable groups. They train staff well in teaching approaches and how to make suitable adjustments for specific needs.

Leaders work with staff to create plans and targets that are specific to pupils' needs and reviewed regularly. For pupils who are known, or were previously known, to social care, staff work well with external agencies, including the virtual school, to ensure that pupils receive the help they need. Leaders also maintain effective links with the alternative provision they commission. They have clear oversight of the safeguarding and education of pupils who attend these settings. Leaders' use of the pupil premium strategy is evidence informed and has a positive impact on pupils' experiences at the school.

Leadership and governance

Expected standard 

The school's leadership structure has stabilised after a period of change. Leaders have rightly prioritised building a strong sense of belonging across the community, which has provided reassurance for pupils, staff and families. Governors secured additional support from the local authority to strengthen their own effectiveness and to assist the school. This has had a positive impact.

Leaders have an accurate view of performance across the school. They use a wide range of evidence, including internal data and external benchmarks, to support their own self evaluation. However, they do not rely on headline figures alone. Their detailed analysis is clear in the school's careful tracking of attendance and behaviour.

Governors are effective and carry out their strategic role well. They are reflective and skilled, using external assurance and detailed information to challenge leaders and hold them to account. They understand their statutory responsibilities and monitor safeguarding rigorously.

Governors and leaders are mindful of staff workload and wellbeing, particularly given the rapid developments in inclusion and in curriculum and teaching in recent years. Staff report that they feel supported and valued. They receive professional learning closely aligned with the school's improvement priorities and pupils' emerging needs, alongside precise opportunities to strengthen their subject knowledge.

The school is becoming increasingly outward facing. Leaders work with other schools to refine their practice, for example through subject leader networks and through writing moderation activities. They have also strengthened transition arrangements with feeder infant schools so that their provision responds more closely to the needs of incoming cohorts.

Personal development and wellbeing

Expected standard 

Leaders have planned a well-considered offer that promotes pupils' personal development and wellbeing. This includes a range of workshops that provide specialist knowledge beyond the taught curriculum, such as guidance on safe mobile phone use for older pupils. Leaders monitor participation closely to ensure that all pupils can access the school's offer. For example, some clubs have been moved to lunchtimes to increase engagement. Leaders also consider the interests of disadvantaged pupils when designing additional opportunities that raise pupils' aspirations and develop their talents.

Pupils learn to understand and respect protected characteristics through the assembly programme, which is delivered by both leaders and pupils. Recent work on allergies and invisible disabilities means pupils can confidently explain why difference matters and why all forms of discrimination are unacceptable. Staff have received appropriate training to develop their subject knowledge and confidence in delivering the relationships and health education curriculum. Pupils can explain different types of families and relationships and how these may change as they grow older. Older pupils talk confidently about staying safe online, including password security, online reputation and mobile phone use. Pupils also learn how to stay safe offline, with teaching linked to local risks such as water safety and road safety. Some pupils contribute further to their peers' understanding of safety, for example as allergy ambassadors or junior road safety officers.

Pupils know that they regularly learn about fundamental British values, such as the rule of law or democracy, although some find it difficult to explain these in detail. They are more confident in discussing the school's own values and how these guide their daily actions. Leaders have adopted an appropriate curriculum to support pupils' understanding of supporting their own wellbeing and mental health. Leaders monitor key groups and individuals to evaluate its impact and adjust provision where pupils' needs change.

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

At Clanfield Junior School, pupils feel valued, listened to and able to be themselves. The school's values of being kind, resilient, respectful and curious are well understood and demonstrated in daily life. Pupils enjoy earning wristbands and house points when they show these qualities. They speak proudly about the fairness across the school and the way everyone's differences are accepted. The annual 'Clanfield's got talent' event is a highlight that celebrates a wide range of skills.

Pupil voice is important and pupils have many opportunities to take responsibility. School councillors gather ideas from classrooms and share these with leaders. This has led to visible improvements such as enhanced outdoor spaces and better breaktime facilities. Pupils also influence wider decisions, including designing allergy friendly tuck shop options and voting on more comfortable uniform choices. Their fundraising for the pop-up pool helped them feel ownership of their school, and using it increased their understanding of water safety.

The curriculum is enriched through trips, clubs and outdoor learning. Pupils talk with enthusiasm about experiences such as exploring the river Meon. They also appreciate the wide outdoor spaces within the school grounds, including the pond area that Clanfield Rangers have improved and the nature cabin, where they take part in activities that help them connect with nature. A range of clubs, including space club and lunchtime choir, add further enjoyment.

Pupils find learning exciting and well structured. They say teachers recap prior learning, demonstrate tasks clearly and give them time to practise. When pupils are not feeling confident, teachers provide extra support so that everyone can succeed. Pupils feel safe and supported, and they know how to regulate their emotions using calm spaces and class-based resources. Attendance at the school is high.

Next steps

- Leaders should ensure that pupils develop fluent, accurate handwriting to support the quality of their writing in all subjects.
- Leaders should develop staff expertise in using assessment during learning to check pupils' understanding and to adapt their teaching accordingly, including for the most-able pupils.

About this inspection

The chair of the board of governors in this school is Barbara Edington.

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

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 headteacher, other school leaders and members of the governing body during the inspection. Inspectors also spoke to a representative of the local authority and spoke with pupils, parents and carers.

The inspectors confirmed the following information about the school:

The school uses one registered and 2 unregistered alternative provisions.

Headteacher: Kati Dawkins

Lead inspector:

Katie Hancock, His Majesty's Inspector

Team inspectors:

Debra Anderson, Ofsted Inspector

Tina Thomas, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 17 March 2026

School and pupil context

Total pupils

289

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: 272

School capacity

360

Close to 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)

19.38%

Close to average

What does this mean?

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

National average: 26.3%

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

4.50%

Close to 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: 3.5%

Pupils with special educational needs (SEN) support

16.26%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs 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	66%	61%	Close to average
2024/25 (revised)	71%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	58%	60%	Close to average

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	81%	74%	Above
2024/25 (revised)	78%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	83%	73%	Above

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	76%	72%	Close to average
2024/25 (revised)	86%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	63%	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	78%	73%	Close to average
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	80%	73%	Close to average

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	56%	46%	Above
2024/25 (revised)	58%	47%	Close to average
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	57%	44%	Above

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	65%	62%	Close to average
2024/25 (revised)	58%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	86%	60%	Above

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	71%	59%	Above
2024/25 (revised)	75%	59%	Above
2023/24 (final)	73%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	57%	58%	Close to average

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	68%	60%	Close to average
2024/25 (revised)	67%	61%	Close to average
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	86%	59%	Above

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	56%	68%	-12 pp
2024/25 (revised)	58%	69%	-11 pp
2023/24 (final)	53%	67%	-14 pp
2022/23 (final)	57%	66%	-9 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	65%	80%	-15 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	86%	78%	7 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	71%	78%	-7 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	73%	78%	-4 pp
2022/23 (final)	57%	77%	-20 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	68%	80%	-12 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	60%	79%	-19 pp
2022/23 (final)	86%	79%	7 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 (2 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.7%	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 (2 term)	5.1%	13.3%	Below
2023/24 (3 term)	10.6%	14.6%	Below
2022/23 (3 term)	11.2%	16.2%	Below

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.

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