

Wallisdean Junior School

Address: Wallisdean Avenue, Fareham, Hampshire, PO14 1HU

Unique reference number (URN): 115889

Inspection report: 24 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' coherent and well-established approach to attendance has created a culture in which pupils attend regularly and understand why this matters. Attendance, including for different groups of pupils, is above national figures. Leaders analyse attendance information closely. They review patterns weekly and work with staff to coordinate timely action. They identify pupils who need additional support and take meaningful steps to address any issues. Their relationship-based work with families, including parenting and carer advice and access to on-site clinics, removes barriers early. Leaders act decisively to use a range of strategies to support attendance. Often this has led to notable improvements for those individuals. Leaders' work ensures that pupils who need additional help to attend regularly benefit from well-targeted and effective support.

Pupils learn in an orderly and respectful environment. Leaders set high expectations that staff and pupils understand. They maintain consistent routines across the school. Pupils respond to the behaviour systems with confidence. Leaders monitor behaviour patterns closely and respond swiftly to emerging needs. They ensure that any adaptations are well matched to pupils' circumstances. Bullying is rare. Leaders take any bullying concerns seriously, investigate them promptly and resolve them effectively. Leaders use suspensions proportionately. Their long-term work has led to a substantial decrease over time.

Personal development and wellbeing

Strong standard ●

Leaders have developed a well-structured personal development programme. It supports pupils' wider learning exceptionally well. Relationships and sex education and health education is carefully sequenced so that pupils learn about healthy relationships, emotional regulation and personal safety in a thoughtful and age-appropriate way. Leaders adapt content sensitively when issues arise in or beyond school. They ensure that pupils receive timely and relevant guidance, including about staying safe online.

Assemblies and class discussions provide safe, structured opportunities for pupils to explore current issues. They reflect respectfully on different viewpoints. Through the curriculum, they build a secure understanding of the characteristics protected by law and fundamental British values. Pupils learn about a diverse range of authors, scientists and historical figures. This broadens their perspectives. Pupils are inclusive and welcoming to all in their school and community.

Leaders weave the development of pupil character purposefully through the curriculum. The school's 'learning power words' help pupils to manage challenges and persevere. Pupils take on responsibilities that develop their confidence and citizenship. These include representing their peers in important roles in school. Voting for these positions teaches pupils about democracy. The roles provide positive contributions to daily school life.

Enrichment is wide-ranging and inclusive. Leaders remove barriers so that all pupils, including those who are disadvantaged or who have special educational needs and/or disabilities, participate fully. Pupils enjoy opportunities that broaden their interests and introduce them to new experiences, for example taster sessions for sports such as

skateboarding, archery and golf. The well-established pastoral offer provides timely support. Staff are well-trained to support pupils. Staff gain the expertise of external agencies when required. Leaders review the impact of this provision carefully. They ensure that it consistently strengthens pupils' wellbeing and readiness for learning.

Expected standard

Achievement

Expected standard 

Pupils' achievement has improved over time. Published national outcomes have risen in the last 3 years and are now close to national averages. Pupils increasingly secure the foundational knowledge they need in reading, handwriting, spelling and number facts. This helps them prepare well for later learning. Work across the school is helping pupils close remaining gaps more quickly, particularly in lower key stage 2 where fluency and accuracy in reading are still developing for some pupils.

Pupils generally progress well from their starting points. They recall important knowledge securely in a range of subjects. They can explain how their skills build over time, including in subjects such as music and art. Disadvantaged pupils and those with special educational needs and/or disabilities typically make progress that is similar to that of their peers. On the whole, pupils are suitably prepared for the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders have constructed a broad, balanced and coherent curriculum with clearly identified end points for learning. They sequence the learning so that pupils build knowledge from their starting points. Leaders have an accurate understanding of the quality of teaching across subjects. They use this insight to prioritise plans for staff development and the allocation of resources. Recent whole-school training on developing reading fluency is being embedded in classrooms. However, this is not fully implemented.

Teaching typically reflects leaders' expectations. Staff present information clearly, check pupils' understanding systematically and adapt teaching when needed. Pupils at the early stages of learning to read receive daily phonics teaching that follows the school's chosen scheme. Teachers track progress regularly and address any gaps promptly. Leaders ensure that teachers have the subject knowledge they need to teach the curriculum well.

Teachers use assessment to refine their teaching and to decide when the curriculum needs adjusting. Adaptations for pupils with special educational needs and/or disabilities (SEND) are appropriate and help pupils access learning successfully. Teachers use carefully tailored strategies that support pupils effectively. At the same time, they ensure that pupils with SEND are fully involved in lessons, so expectations remain high.

Inclusion

Expected standard 

Leaders have established an inclusive culture. Staff identify pupils' individual needs accurately. Clear systems and positive work with families allow staff to share concerns quickly. This supports the early identification of needs, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders make timely, well-informed decisions about support for pupils. They seek specialist advice when needed and work closely with external agencies. Staff receive relevant training to help them assess the needs of pupils and provide appropriate support. They make suitable adaptations that reflect pupils' needs. Well-timed movement breaks help pupils to refocus successfully, for example. Flexible groupings, guided sessions and adjusted task structures enable pupils to learn while developing their independence.

Leaders check the impact of interventions and adaptations closely. They review how well approaches help pupils overcome barriers to learning and wellbeing. Identified actions to support pupils with SEND sometimes lack precision. This means the steps to support pupils towards clear, achievable outcomes are too broad. The use of additional funding is well targeted and helps disadvantaged pupils overcome barriers so they can participate fully. Support for disadvantaged and pupils with vulnerabilities typically promotes their wellbeing effectively.

Leadership and governance

Expected standard 

Leaders understand the school's context, strengths and areas for development well. They set clear improvement priorities and take considered action across the school. They draw on expertise from across the federation to secure continued improvement. Leaders ensure that pupils achieve well and develop the knowledge and skills needed for life beyond the classroom. They maintain a clear focus on the needs of disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders act in the best interests of pupils. They foster an inclusive school culture built on trust and shared purpose. Staff are valued, respected and well supported. They feel part of the school community. Leaders take account of staff wellbeing and workload in their decisions. They ensure that expectations are manageable and purposeful.

Governors are well prepared for their roles and meet statutory duties effectively. They understand the school's plans for continuing improvement, support leaders constructively and offer appropriate challenge. Typically, their links with the community help them understand the perspectives of parents and carers. Leaders and governors work to strengthen these links further. Governors check that leaders' systems work as intended and seek further assurance when required.

Professional learning is based on the best-available evidence and carefully constructed. Leaders align training with whole-school priorities. They take a proactive approach to developing wider leadership. They ensure that training builds staff expertise at all levels and staff can collaborate and refine their work. Leaders remain flexible to emerging priorities.

They work with the local authority and other schools to reflect on examples of successful practices in schools.

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

Pupils come to school and enter a warm, inclusive and respectful environment where they feel supported and valued. They talk confidently about the school's words for learning: respectful, resilient, confident, independent, resourceful and responsible. Teachers help pupils to develop these qualities. Staff give them strategies to be resilient rather than solving problems for them, for example. This helps pupils to develop their independence. Pupils have positive relationships with staff and with each other. They experience a secure sense of belonging.

Pupils enjoy their learning. They find lessons interesting and understand how teachers help them to learn. Most pupils read regularly. This helps them to become more fluent. However, for some pupils, reading with fluency and accuracy is not as developed.

Pupils value the wide range of opportunities that help them discover their interests. These include clubs, trips and workshops. Leaders remove barriers to participation so that all pupils can take part. Pupils who are disadvantaged or have special educational needs and/or disabilities feel included and take part fully in school life. Older pupils apply for roles in school, which they carry out maturely. They understand and value the school's democratic process. Younger pupils enjoy responsibilities too, such as being librarians or members of the 'green team'.

Pupils feel safe. They have trusted staff they can talk to. Bullying is rare and dealt with quickly when it occurs. Assemblies and class discussions provide a safe way for pupils to express their views about current matters. Pupils enjoy coming to school. They attend well. Pupils value the rewards and recognition they receive and understand why attending regularly matters. They feel part of a supportive community and are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that strategies to develop reading fluency are embedded, so pupils quickly develop their reading skills and can achieve well across the curriculum.
- Leaders should make sure the identified actions for pupils with special educational needs and/or disabilities are precise and appropriate so that this leads to achievable next steps.

About this inspection

The school is part of a federation called the Wallisdean Federation.

The chair of the board of governors in this school is Christopher Robinson.

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 executive headteacher, assistant headteacher and the federation deputy headteacher during the inspection. They also spoke with the inclusion leader, the mathematics and English leaders, staff and pupils. The lead inspector also met with governors and a local authority representative.

The school uses no alternative provision.

Executive headteacher: Sandra Cammish

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspectors:

Emma Clark, Ofsted Inspector

Andrew Foster, 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 24 March 2026

School and pupil context

Total pupils

218

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

240

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)

35.32%

Above 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

1.83%

Below 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

12.84%

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	49%	61%	Below
2024/25 (revised)	61%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23 (final)	40%	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	70%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	63%	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	73%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

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	61%	73%	Below
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	59%	73%	Below
2022/23 (final)	51%	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	43%	46%	Close to average
2024/25 (revised)	56%	47%	Close to average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	29%	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	66%	62%	Close to average
2024/25 (revised)	72%	63%	Close to average
2023/24 (final)	69%	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	71%	59%	Above
2024/25 (revised)	72%	59%	Above
2023/24 (final)	73%	58%	Above
2022/23 (final)	64%	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	55%	60%	Close to average
2024/25 (revised)	72%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	43%	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	43%	68%	-25 pp
2024/25 (revised)	56%	69%	-14 pp
2023/24 (final)	42%	67%	-25 pp
2022/23 (final)	29%	66%	-38 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	66%	80%	-14 pp
2024/25 (revised)	72%	81%	-9 pp
2023/24 (final)	69%	80%	-10 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	71%	78%	-7 pp
2024/25 (revised)	72%	78%	-6 pp
2023/24 (final)	73%	78%	-5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	77%	-13 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	55%	80%	-25 pp
2024/25 (revised)	72%	81%	-8 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	43%	79%	-36 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)	4.4%	5.2%	Close to average
2023/24 (3 term)	4.6%	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)	9.3%	13.3%	Below
2023/24 (3 term)	11.9%	14.6%	Close to average
2022/23 (3 term)	10.5%	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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