

Purbrook Junior School

Address: Aldermoor Road East, Purbrook, Waterlooville, Hampshire, PO7 5NQ

Unique reference number (URN): 116022

Inspection report: 16 June 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 ●

Attendance is prioritised by leaders and staff. Leaders take a thoughtful and well-organised approach. This is securing sustained improvements over time. Leaders have rooted their strategy in the positive relationships that underpin the school community. Staff foster pupils' motivation to attend and ensure that families feel well supported. Leaders use a wide range of information to identify patterns of absence. They provide tailored support for pupils who face barriers, including those who have special educational needs and/or disabilities or are disadvantaged. As a result, attendance is high and persistent absence has reduced.

Pupils' behaviour is consistently positive. It contributes to a calm and purposeful learning environment. Pupils show respect for each other and work together well. Staff deal with bullying quickly and effectively when it occurs, and pupils report that it is rare. Leaders address any incidents of discrimination or unkind behaviour promptly and consistently. Pupils show positive attitudes to learning and take pride in their work. Older pupils value opportunities to take responsibility, such as supporting younger pupils, and act as positive role models. Where needed, staff use tailored and inclusive approaches to support pupils in managing their behaviour successfully.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious and well-sequenced curriculum. It clearly sets out the knowledge pupils need to learn. Leaders have carefully considered prior learning. Pupils build securely on what they already know and are increasingly well prepared for learning at secondary school. Subject leaders play an active role in reviewing and refining the curriculum. They ensure it remains coherent and effective.

Teachers have secure subject knowledge and present new learning clearly. They model concepts effectively and check pupils' understanding throughout lessons. A notable strength is the way teachers continually assess pupils' learning as lessons unfold. They use this information thoughtfully to adapt teaching. This addresses any misconceptions swiftly and provides additional support where needed. Teachers and staff ensure that pupils remain well supported and engaged in their learning.

Leaders prioritise the development of secure foundations in reading, writing and mathematics. Teachers weave opportunities to practise reading carefully across the curriculum. This enables pupils to access a wide range of subjects with increasing confidence.

Teaching is inclusive. Staff adapt resources and approaches so that pupils with special educational needs and/or disabilities and disadvantaged pupils can access the same ambitious curriculum as their peers. Leaders' current work strengthens the consistency and impact of the curriculum over time.

Inclusion

Strong standard 

Leaders have established a highly inclusive culture. Staff identify pupils' needs quickly and address them effectively. Staff use a systematic approach to assessment, supported by regular 'Every Child Counts' meetings with senior leaders. This ensures that pupils who face barriers to learning are identified early and their progress is closely monitored. This includes monitoring the impact of support for those with special educational needs and/or disabilities (SEND) and those who are known or previously known to social care, including those who are in care. Individual plans are sharply focused and support pupils' learning well.

Staff are well trained and understand the needs of pupils in this school. They adapt teaching effectively so that pupils with SEND learn alongside their peers. In lessons, teachers apply strategies confidently and adjust them when needed. Specialist provision, including the use of effective resources and 'The Pod', supports pupils' independence and inclusion successfully.

Support for disadvantaged pupils is highly effective. Leaders use pupil premium funding effectively to improve achievement, attendance and engagement. Leaders, including subject leaders, evaluate the impact of this support across subjects. As a result, gaps diminish over time and pupils are well prepared for their next stage.

Leaders work effectively with families, external professionals and agencies, including those responsible for looked-after children. Thoughtful approaches, such as flexible starts, help pupils attend regularly. Leaders use alternative provision sparingly and ensure that it meets pupils' needs well.

Leadership and governance

Strong standard 

Leaders have a clear and accurate understanding of the school's strengths and use this to drive continuous improvement. They have established well-considered systems to monitor and evaluate the school's work. Leaders draw on a wide range of evidence, including published outcomes and pupil voice. Detailed analysis through 'Every Child Counts' meetings enables leaders to refine provision and secure consistently effective practice across the school. Leaders ensure that decisions are precise, timely and focused on improving pupils' experiences. For example, careful analysis of attendance information has contributed to improvements over time. Leaders also make purposeful use of external partnerships. They use their expertise to support improvement and check its impact thoroughly.

Those responsible for governance fulfil their statutory duties effectively. They bring valuable expertise. They use a secure understanding of the school's work to provide appropriate challenge and support. Governors engage actively with leaders. They use evidence to hold school leaders to account and to contribute to the school's ongoing development.

Leaders place an important emphasis on professional learning. Staff benefit from high-quality development that is closely aligned to pupils' needs. This approach strengthens expertise and consistency in teaching. Leaders also prioritise staff wellbeing. They ensure that systems and expectations are manageable, enabling staff to carry out their roles effectively. As a result, staff feel supported and valued.

Leaders build effective relationships with parents and carers and the wider community. This shared commitment supports pupils' success and contributes to the positive culture of the school. Leaders are passionate in their efforts to help all to 'be their best self'.

Personal development and wellbeing

Strong standard 

Leaders have established a clear and ambitious approach to personal development. It prepares pupils well for life beyond primary school. Leaders place the school's values at the centre of this work and weave them through all aspects of school life. As a result, pupils develop a secure sense of belonging and understand how these values guide their actions. Pupils are notably reflective and self-aware. They confidently describe what it means to 'be your best self' and apply this in their daily learning and interactions. Pupils strive to achieve their best in all aspects of school life, aiming to be the '2%ers'.

The personal development programme is broad and well sequenced. Pupils reflect on values and develop a deep sense of right and wrong. Pupils develop a secure understanding of fundamental British values and apply these meaningfully, for example through voting for leadership roles and demonstrating respect for rules. The relationships, sex and health education curriculum is carefully tailored and responsive. Pupils develop an age-appropriate understanding of risk, including online safety, and know how to keep themselves safe.

Pupils take part in a wide range of experiences that broaden their understanding of the world. Visits and activities, such as learning to ride a bike safely and whole-school events, promote independence and healthy lifestyles. Positive community values are clearly evident. Well-attended events bring pupils, staff and families together. Pupils take pride in contributing to school life, including through leadership roles. Purposeful groups, like school council, have helped to improve aspects of the school environment.

Staff know pupils well and provide timely help. Support is highly effective. Leaders have created a culture where all pupils, including those who face barriers, experience equal opportunities. Staff know pupils well and work together to ensure that support for wellbeing is timely and effective. Leaders review provision carefully, ensuring it continues to meet pupils' needs.

Expected standard

Achievement

Expected standard 

Pupils are generally well prepared for the next stage of their education. Over time, they develop secure knowledge across the curriculum. They draw confidently on prior learning when studying new topics. This includes the development of important skills in reading, writing and mathematics. This supports pupils to access detailed knowledge and skills in a wide range of subjects.

Published outcomes at the end of key stage 2 are broadly in line with national averages, with particular strengths in reading and writing. Disadvantaged pupils typically achieve well

and perform more strongly than disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make secure progress from their starting points due to the effective support they receive.

Across the curriculum, pupils build their knowledge steadily. They recall their learning confidently. However, while improvements in mathematics are underway, the impact of recent developments is not yet fully consistent. Leaders are continuing to embed these approaches so that outcomes are equally high across all areas.

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

Pupils come to school each day and 'dream big'. They demonstrate this shared ethos through their positive attitudes and the pride they take in being part of the school community. Pupils feel safe and well cared for. They are confident that adults will listen and respond to any concerns. Pupils report that bullying is rare and that staff deal with any incidents quickly and fairly. They value the positive relationships they have with staff and know there are many trusted adults they can talk to.

Pupils behave well and contribute to a calm and purposeful environment. They show respect for one another and enjoy working together. Older pupils take responsibility seriously, supporting younger pupils and helping to care for shared spaces. School council and pupil voice have been effective in making improvements for the school, for example the creation of the adventure playground. As a result, pupils feel their voice is valued and this helps to create a secure sense of belonging across the school.

Pupils are enthusiastic about their learning. They enjoy lessons and recall learning across a range of subjects. They understand how their knowledge builds over time. They feel well supported when they find learning challenging. Pupils develop secure knowledge and are well prepared for the move to secondary school.

Pupils take part in a wide range of opportunities beyond the classroom. They value trips, extra-curricular clubs and leadership roles, which help them to develop confidence and independence. Pupils attend school regularly and understand the importance of this. They feel included and supported, enabling them to make the most of all the opportunities the school provides.

Next steps

- Leaders should continue to embed the recently developed teaching approaches to mathematics to ensure consistency of approach throughout the school.
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About this inspection

The chair of the board of governors in this school is Lynne Downer.

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.

Inspection activities:

Inspectors spoke with the headteacher, special educational needs coordinator, school business manager, staff, pupils and parents during the inspection. The lead inspector also met with representatives of the governing body and a representative of the local authority. One of the inspectors also visited and met with staff from the alternative provision.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision, including one that is unregistered.

Headteacher: Craig Williams

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Julie-Anne Palfrey, 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 16 June 2026

School and pupil context

Total pupils

386

Above 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

384

Above 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)

29.27%

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

3.37%

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

12.44%

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	59%	61%	Close to average
2024/25 (final)	66%	62%	Close to average
2023/24 (final)	47%	61%	Below
2022/23 (final)	64%	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	75%	74%	Close to average
2024/25 (final)	83%	75%	Above
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

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	77%	72%	Above
2024/25 (final)	81%	72%	Above
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	81%	71%	Above

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	69%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	58%	73%	Below
2022/23 (final)	75%	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	45%	46%	Close to average
2024/25 (final)	68%	47%	Above
2023/24 (final)	26%	46%	Below
2022/23 (final)	45%	44%	Close to average

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	69%	62%	Above
2024/25 (final)	92%	63%	Above
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	55%	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	63%	59%	Close to average
2024/25 (final)	80%	59%	Above
2023/24 (final)	52%	58%	Close to average
2022/23 (final)	59%	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	56%	60%	Close to average
2024/25 (final)	80%	61%	Above
2023/24 (final)	39%	59%	Below
2022/23 (final)	55%	59%	Close to average

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	45%	68%	-23 pp
2024/25 (final)	68%	69%	-1 pp
2023/24 (final)	26%	67%	-42 pp
2022/23 (final)	45%	66%	-21 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	69%	80%	-10 pp
2024/25 (final)	92%	81%	11 pp
2023/24 (final)	61%	80%	-18 pp
2022/23 (final)	55%	78%	-24 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	63%	78%	-15 pp
2024/25 (final)	80%	78%	2 pp
2023/24 (final)	52%	78%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	59%	77%	-18 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	56%	80%	-23 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	39%	79%	-41 pp
2022/23 (final)	55%	79%	-25 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)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.1%	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)	9.5%	13.0%	Below
2023/24 (3 term)	10.9%	14.6%	Below
2022/23 (3 term)	9.0%	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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