

Shakespeare Junior School

Address: St Catherine's Road, Eastleigh, Eastleigh, Hampshire, SO50 4JT

Unique reference number (URN): 116072

Inspection report: 13 January 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

Attendance and behaviour

Expected standard 

Pupils' attendance is improving and is close to national averages. Leaders monitor attendance information effectively, identifying patterns and trends and working closely with families where needed. There are some clear examples of where leaders have worked successfully in partnership with families and external agencies to ensure pupils attend regularly.

Across the school, pupils have positive behaviour and attitudes. They typically display good manners and are respectful towards one another. Pupils are kind and supportive. For example, when pupils work on paired reading they work sensitively and thoughtfully to guide and correct each other. At breaktimes, pupils play happily. The playground is vibrant and filled with groups of pupils using team equipment and play spaces appropriately. The playground is filled with smiles.

Adults know the pupils well. Staff have high expectations for all pupils. Where needed, adjustments to behaviour strategies are timely and appropriate. This helps pupils to experience success and a sense of belonging. Pupils say that behaviour is positive and that any incidents are sorted out quickly by staff. Suspensions are uncommon but used appropriately when needed. Incidents involving bullying or derogatory language are rare, but are treated seriously by the school if they arise.

Inclusion

Expected standard 

The school has a positive, inclusive culture. Leaders have strategic oversight of support for disadvantaged and vulnerable pupils. The school's clear systems, policies and processes ensure pupils receive the help and support that they need. Leaders ensure that staff are trained appropriately to identify needs and provide the right support for pupils with special educational needs and/or disabilities. Staff identify pupils' needs accurately and monitor the impact of this support closely. Staff work closely with external agencies and parents to make sure vulnerable pupils are supported well.

Inclusive practice is evident throughout the school. For example, staff use resources effectively to help pupils attend assemblies, supporting their regulation for activities which would be outside of their usual school routine. Where necessary, thoughtful resources such as pictorial representations and photos help pupils to show their learning and take part in lessons.

Overall, pupils in receipt of pupil premium are well supported. Through thoughtful use of pupil premium funding, leaders understand the barriers that individual pupils face, and help pupils with life skills, emotional skills and readiness for their next stage of education. However, some of these pupils do not achieve as well as they should across the curriculum, and in reading, writing and mathematics by the end of key stage 2.

Pupils know the school's personal, social and health education curriculum well. They reflect well and talk about relationships education appropriately. Pupils know about managing risks and keeping safe, including keeping safe when online. Pupils talk about the school's ASPIRE values and know that these are recognised and celebrated in assemblies. Pupils show their ASPIRE badges with pride.

Pupils enjoy roles and responsibilities such as school councillor, wellbeing champion, house captain and junior road safety officer. Pupils are confident that they can get pastoral support and help if they need it, including from each other. Extra-curricular clubs enrich pupils' school lives, including ones that are set up and run by pupils, and school teams such as football and netball. Pupils say that these experiences teach them to be confident, overcome their fears and persevere. Pupils said, 'Like rock climbing... you think you can't do it but then you try, and surprise yourself that you can.' Disadvantaged pupils are targeted to ensure that they benefit from the full range of opportunities available to them.

Pupils understand and respect fundamental British values, such as how democracy is applied in school to choose house captains and vote for other roles. Pupils talk about how voting is a fair and confidential way to share ideas. Pupils understand that some of the things that make people different are protected by law. They value different views, and develop a clear sense of right and wrong that aligns with the school's values.

Needs attention

Achievement

Needs attention 

Many pupils achieve well, but a significant number of pupils do not progress through the curriculum as securely as they should. Disadvantaged pupils' published outcomes have been below national averages over the last 3 years. Across the curriculum, pupils do not consistently build on their prior knowledge, including pupils with high prior attainment. Gaps in their foundational knowledge are not identified quickly enough and addressed. For example, in writing, some pupils do not develop the handwriting, spelling and punctuation skills they need to be fully prepared for their next stage of education.

More vulnerable pupils are supported well with life skills and the skills to become increasingly independent. Pupils with education, health and care plans make positive progress through the curriculum from their starting points. For example, some pupils who were previously unable to access learning in the classroom successfully are now fully integrated and catching up with their peers.

Curriculum and teaching

Needs attention 

Leaders implement a well-sequenced curriculum that sets out the knowledge and skills pupils need to be ready for their next stage of education. Staff often link subjects and find connections to help pupils remember key content, such as learning about India in geography

and through English lessons. However, leaders understand that teaching is variable across year groups. Most staff have the subject knowledge and skills that they need to implement the curriculum successfully, but practice is not as effective as it should be. Leaders have rightly identified the need to further develop subjects across the curriculum. Recent improvements, including adopting a new phonics programme and a revised approach to mathematics, are already beginning to strengthen pupils' learning. These improvements are at an early stage, and it is too soon to determine their impact.

Staff generally share new information clearly. They have secure knowledge of pupils' needs and starting points, supporting more vulnerable pupils, including those with special educational needs and/or disabilities. However, staff do not consistently check pupils' understanding effectively. Some pupils have not secured the key foundational knowledge in reading, spelling and handwriting that they need before moving on to new learning. As a result, some pupils do not embed and apply key skills as securely as they should.

Leadership and governance

Needs attention 

Leaders have an accurate understanding of the school's strengths and areas for development. They prioritise their actions appropriately. For example, leaders recently revised the curriculum and reviewed the effectiveness of professional learning. However, these recent actions are at an early stage of being implemented. Staffing changes since the school's previous inspection have disrupted the school's improvement work. This has led to the pace of improvement being too slow.

Staff training for early career teachers and trainees is well organised and evidence-informed, helping them to make a positive start to their teaching careers. Beyond this, professional learning is not as effective in equipping staff with the expertise they need to improve the curriculum. Leaders have rightly focused on key subject areas such as phonics and mathematics and are further developing their knowledge and skills to give staff effective feedback on their practice.

Governors support and challenge leaders effectively. Governors are knowledgeable about their roles and statutory duties. They review and monitor the impact of leaders' work effectively and take decisions that are in the best interests of pupils. Leaders support staff effectively with their workload and wellbeing. Parents are generally positive about the school. However, a small number of parents feel leaders' engagement with them is not as effective as it could be.

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

Pupils feel safe at this nurturing school. Staff and pupils have positive, caring relationships. Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly. For example, pupils in the school's specialist resourced provision for pupils with SEND receive targeted support that helps them to thrive. Where needed, pupils receive adapted resources that help them to become increasingly independent. Pupils enjoy their learning, feel included and develop a clear sense of belonging.

Generally, pupils engage well with the curriculum, and most make appropriate progress from their starting points. However, for some pupils, including some disadvantaged pupils, learning is less secure. Gaps in their knowledge of reading, mathematics and handwriting are not always identified and addressed quickly enough. Staff do not consistently check pupils' understanding. As a result, some pupils move on to new learning without securing key foundations. This makes it harder for them to embed and apply important skills by the end of key stage 2.

Pupils are well prepared for life in modern Britain. They know and respect the school's ASPIRE values. They learn about how to form healthy relationships with each other. Bullying is uncommon, but incidents are resolved quickly if they do occur. Pupils behave well and respond positively to staff expectations. Pupils have very positive attitudes to their learning and are respectful towards each other and adults. Attendance is improving and is close to national averages.

Next steps

- Leaders should ensure that pupils learn the knowledge, skills and vocabulary set out in the curriculum securely over time so that achievement improves for all pupil groups, including disadvantaged pupils.
 - Leaders should ensure that writing is taught across the curriculum effectively, so that pupils develop secure handwriting, spelling and punctuation, including those with high prior attainment.
 - Leaders should ensure that the curriculum, including the newly introduced phonics and mathematics programmes, is taught consistently well across classes and subjects, so that pupils build their knowledge securely over time.
 - Leaders should ensure that professional learning equips staff with the expertise they need to improve the quality of education through targeted and effective feedback and support.
 - Leaders should analyse the performance of different vulnerable groups of pupils with greater precision so they can identify priorities to improve their attendance and achievement.
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About this inspection

The chair of the board of governors in this school is Ms Lindsay Alexander.

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 and other school leaders and staff. Inspectors also spoke with representatives of the local authority and the school's governing body, including the chair of governors. Inspectors spoke with several pupils throughout the inspection.

The inspectors confirmed the following information about the school:
The school makes use of one registered and one unregistered alternative provision.
The school includes provision for 10 pupils with moderate learning difficulties.

Headteacher: Mr Steve Cox

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspectors:

Clare Vallence, Ofsted Inspector

Rebecca Mayman, 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 13 January 2026

School and pupil context

Total pupils

340

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)

27.94%

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

6.47%

Well 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: 3.5%

Pupils with special educational needs (SEN) support

15.59%

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

Close to 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	55%	61%	Close to average
2024/25 (revised)	54%	62%	Close to average
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	55%	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	68%	74%	Below
2024/25 (revised)	64%	75%	Below
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	69%	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	70%	72%	Close to average
2024/25 (revised)	63%	72%	Below
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	73%	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	66%	73%	Below
2024/25 (revised)	64%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	67%	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	32%	46%	Below
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	39%	46%	Close to average
2022/23 (final)	18%	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	50%	62%	Below
2024/25 (revised)	45%	63%	Below
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	41%	60%	Below

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	46%	59%	Below
2024/25 (revised)	39%	59%	Below
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	41%	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	51%	60%	Close to average
2024/25 (revised)	52%	61%	Close to average
2023/24 (final)	52%	59%	Close to average
2022/23 (final)	50%	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	32%	68%	-36 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	39%	67%	-28 pp
2022/23 (final)	18%	66%	-48 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	50%	80%	-30 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	65%	80%	-14 pp
2022/23 (final)	41%	78%	-37 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	46%	78%	-32 pp
2024/25 (revised)	39%	78%	-39 pp
2023/24 (final)	61%	78%	-17 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	41%	77%	-36 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	51%	80%	-28 pp
2024/25 (revised)	52%	81%	-29 pp
2023/24 (final)	52%	79%	-27 pp
2022/23 (final)	50%	79%	-29 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	6.5%	5.9%	Close to average

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)	13.8%	13.3%	Close to average
2023/24 (3 term)	19.6%	14.6%	Above
2022/23 (3 term)	17.4%	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.

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