

Lee-On-the-Solent Infant and Nursery School

Address: Elmore Road, Lee-on-the-Solent, Hampshire, PO13 9DY

Unique reference number (URN): 116180

Inspection report: 6 May 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 ●

Early years

Strong standard ●

The early years is a purposeful and happy environment where children feel happy and safe. Leaders are firm in their commitment of prioritising children getting off to a flying start as soon as they join the school. They are highly knowledgeable about the curriculum in the early years. Here, the curriculum is designed to support children to become confident and successful learners. Skilled staff enable pupils to develop secure skills in early reading, writing and mathematics. Staff address misconceptions and gaps in understanding quickly. Children with special educational needs and/or disabilities are supported by adults to gain confidence and apply their newfound skills to their learning successfully.

Leaders make purposeful adaptations to the curriculum, so it matches the needs of each cohort of children. Staff ensure that they consistently develop children's vocabulary and language, through lots of rich discussion. They have a sharp focus on language development through stories, rhymes, and high-quality interactions. Routines are well established and children's attitudes to learning are highly positive. They play together cooperatively taking turns and sharing with their friends. Children focus on their tasks intently. They achieve well and are very well prepared for Year 1.

Inclusion

Strong standard ●

Provision for pupils with special educational needs and/or disabilities is highly effective. Staff identify barriers to learning swiftly and implement well-matched support that enables pupils to thrive. Early identification is a priority. Leaders have high expectations of what pupils can achieve. All pupils have equal access to the same broad and rich curriculum.

Staff know pupils very well and respond rapidly to their needs. Staff training ensures that staff are proficient at adapting teaching in the first instance. Strategies to support pupils who need extra help are carefully considered and skilfully delivered. Pupils are taught a range of strategies to help them with their emotional regulation, should they be needed. A range of high-quality interventions are deliberately chosen and delivered with precision to support learners. This ensures that pupils are effectively supported to keep up with their peers. Leaders monitor the support that is available and adapt provision as required.

The pupil premium strategy aligns closely with the needs of disadvantaged pupils. Leaders measure the impact of support and funding effectively. They work alongside external agencies to help pupils thrive, these professional relationships further enhance the school's offer for its pupils.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well and make secure progress through the curriculum from their starting points. Pupils learn the necessary skills in reading, writing and mathematics to be successful. Overall, they are ready for the next stages of their education.

Younger children make a positive start to learning to read. Well trained adults deliver the phonics programme with accuracy. Pupils' outcomes in the national phonics screening check are broadly in line with national averages or just above. Leaders ensure pupils with special educational needs and/or disabilities or those that face other barriers to learning achieve broadly in line with their peers. Where this is not the case, pupils make secure progress through the curriculum from their individual starting points. Typically, pupils have secure recall of the subjects that they are taught. In history for example, pupils can recall in-depth details about life aboard the Titanic.

Attendance and behaviour

Expected standard 

Leaders consistently promote the importance of high attendance. They analyse attendance data carefully and act promptly to support families to remove barriers to regular attendance. As a result, attendance rates for some pupils are improved. Leaders know that they must continue to focus on this area so that improvements in pupils' attendance are sustained. Some groups of pupils, including those who are disadvantaged, do not attend school as often as they should. Leaders are taking action to improve the attendance of these pupils.

Behaviour expectations are high and consistently applied. Pupils know what is expected of them every day. Classrooms are calm and pupils behave with integrity. Pupils across the school focus intently in lessons. The youngest children are quick to learn the rules and know the school values well. Relationships are positive. Leaders and staff promote the values of kindness and respect. Pupils display these characteristics very well across the school day. Lunchtimes are particularly happy occasions. Pupils eat and play socially together. Bullying is rare. If this does happen, it is dealt with quickly. Comprehensive plans support pupils who may struggle with their behaviour. As a result, incidents are minimal and pupils are supported to engage successfully in classrooms.

Curriculum and teaching

Expected standard 

Leaders ensure that pupils study a broad and ambitious curriculum. The curriculum maps out precisely the important knowledge, vocabulary and skills the pupils need to know. Leaders have developed structured approaches to teaching and learning which enable pupils to learn in interesting and exciting ways. Targeted support helps pupils overcome barriers to their learning, as required. Pupils with special educational needs and/or disabilities and those who are disadvantaged access the curriculum alongside their peers. As a result, pupils typically secure the required skills in reading, writing and mathematics.

Leaders have an accurate and informed understanding of the quality of the curriculum and teaching. They know what must be done to develop practice further. For example, leaders

have recently implemented a new phonics scheme and handwriting approach to further enhance pupils' reading and spelling skills. Teachers generally are knowledgeable about the subjects they teach. For example, they teach the school's reading and new phonics programmes. Pupils are enthusiastic readers. However, there is some work needed to ensure pupils are writing more independently across the curriculum. Although writing in guided group work is impressive and of a high quality, this is not always maintained in pupils' independent work.

Leadership and governance

Expected standard 

Leaders have a clear picture of the school's strengths and what needs to improve further. They have recently worked through a period of staff change. Leaders plan and evaluate their decisions carefully and ensure that they review the impact of these decisions regularly. Children are at the centre of everything leaders do and they strive to provide the best early education experience for them. Leaders are passionate to ensure pupils love learning and become experts in their own right.

Governors meet their statutory duties effectively and provide effective levels of support and challenge for school leaders. They understand the context and challenges leaders face.

Staff professional development is carefully considered and supports everyone in their roles. They feel they have the knowledge to help all pupils to thrive and to be successful. Staff speak positively about being a member of the school family and generally value the work done to prioritise their wellbeing

The majority of parents and carers are positive about many aspects of the school's work, including the quality of care provided and the opportunities it offers to all pupils. In addition, leaders are outward facing and ensure they work with a range of external agencies, other schools and networks that are available to them.

Personal development and wellbeing

Expected standard 

Leaders provide a broad curriculum offer for personal, social and health education (PSHE) and ensure that this builds pupils' future aspirations and interests. The school's PSHE curriculum includes age-appropriate relationships, sex and health education. Pupils are equipped with the knowledge they need to stay safe, make appropriate choices and raise any concerns they may have. They are able to talk confidently about healthy lifestyles and keeping fit. Pupils develop their knowledge of fundamental British values, such as the rule of law and democracy, in age-appropriate ways. They can talk about protected characteristics and know everyone is valued in their school. Much of the curriculum is new, however, and some aspects of this knowledge is not always as secure as it could be.

Pupils and their families benefit from a range of support for their social and emotional wellbeing. Well trained staff offer support, care and guidance where needed. As a result, warm relationships exist across the school between pupils who work and play together well. Leaders provide pupils with a range of opportunities to develop their experience of responsibility through the many leadership roles made available to them. Older pupils relish the chance to be lunchtime monitors or play leaders, by supporting younger children. The school also offers a range of activities such as music, drama and sports which develop

pupils' interests. Pupils are enthusiastic about the clubs on offer which includes singing, learning the steel drums, running and mindfulness. They love the opportunity to learn outside in the school's well established grounds. Purposeful activities ensure that pupils learn about keeping safe and collaborating with their peers while learning in the fresh air. Leaders ensure that all pupils benefit from this provision. They ensure that barriers to attendance and participation are removed for disadvantaged pupils and pupils with special educational needs and/or disabilities.

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

Pupils are proud to attend this inclusive and friendly school. From the Nursery Year to Year 2, they arrive happily each morning and are greeted warmly by staff. Positive routines help pupils to feel safe, settled and ready to learn. Most pupils attend school regularly. Pupils relish the opportunity to learn new things and are enthused by the interesting curriculum. This starts in the early years where children's curiosity is sparked by the activities on offer. Pupils know and understand the school's 'LEAP' values and apply these in all that they do. Classrooms are positive vibrant hives full of activity and focused learning.

Bullying does not happen frequently. Pupils trust adults to deal with any unkind behaviour quickly and fairly. This confidence helps pupils to feel secure. They move calmly around the school and treat each other with care and respect. Older pupils look after the younger pupils well and are positive role models. For example, lunchtime monitors carefully help with cutting up food and supporting their peers. Pupils show compassion towards one another. Kind, caring relationships across the school are a real strength and contribute to pupils' positive experience of school.

Pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), work hard to meet the expectations that staff have for their achievement. Staff understand pupils' needs and skilfully provide appropriate adaptations so that pupils with SEND can learn successfully alongside their peers. Typically, pupils achieve well, particularly in reading and mathematics. Overall, pupils acquire knowledge across the curriculum and are ready for their next stages of education.

Pupils enjoy and benefit from opportunities beyond the academic. They participate in a range of music, sports and drama activities. Outdoor learning is a carefully designed to support pupils to thrive. Pupils develop a sense of responsibility through leadership roles, such as by being play leaders and eco-warriors.

Next steps

- Leaders should continue their work to further increase attendance rates for groups of pupils, including those who are disadvantaged.

- Leaders should ensure that pupils, especially those who are disadvantaged, are provided with further opportunities to write across the curriculum, so that they are supported to close the writing attainment gap quicker.
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About this inspection

The chair of the board of governors in this school is Paul Chamberlain.

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. Inspectors also spoke with the governing board and representatives of the local authority.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

Headteachers: Julie Roche and Margaret Johns

Lead inspector:

Simon Woodbridge, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Louise Ling, 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 6 May 2026

School and pupil context

Total pupils

297

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

270

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)

14.05%

Below 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

3.70%

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

7.07%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Above 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).

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)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.7%	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 (3 term)	12.7%	13.0%	Close to average
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	14.7%	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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