

Calmore Junior School

Address: Calmore Drive, Calmore, Southampton, Hampshire, SO40 2ZZ

Unique reference number (URN): 116483

Inspection report: 28 April 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 ●

Personal development and wellbeing

Strong standard ●

Leaders place pupils' personal development and wellbeing at the centre of the school's work. They have established a clear, coherent strategy that is consistently implemented and rooted in a deep understanding of pupils' needs and the community they serve. The personal development programme is broad, age appropriate and carefully structured. Leaders review it regularly, drawing on pupils' views to refine opportunities and ensure that every pupil benefits. As a result, pupils demonstrate a detailed knowledge of the programme and speak confidently about how their learning applies to their lives.

The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils reflect thoughtfully on their beliefs and experiences and show high levels of respect and tolerance for others. Pupils can speak confidently about their understanding of protected characteristics and fundamental British values. Leaders' work on character, including resilience and integrity, is deeply embedded and evident in pupils' conduct and attitudes.

A wide range of clubs, trips and enrichment activities broadens pupils' experiences and nurtures their interests. Leaders offer a multitude of sporting activities and pupils learn to 'win with modesty and lose with dignity'. Leaders monitor pupils' participation carefully and remove any barriers so that all pupils can take part fully. Pupils benefit from meaningful leadership roles and opportunities to showcase their talents. Careers education raises aspirations and challenges stereotypes. Pupils talk confidently about future ambitions.

Pastoral support is highly effective. Leaders anticipate pupils' needs through systematic tracking, while pupils also know how to access help independently. The school's work on healthy relationships, consent and online safety is well embedded. Pupils explain how to keep themselves safe and understand the importance of respectful behaviour both online and offline. Leaders' focus on active lifestyles and wellbeing further strengthens pupils' readiness for life in modern Britain.

Expected standard ●

Attendance and behaviour

Expected standard ●

Pupils enjoy attending school and show positive attitudes to learning. Attendance is broadly in line with national figures, and is above national averages for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders analyse attendance patterns meticulously and follow up absence swiftly. They know where every pupil is and why they are not in school. Leaders work closely with families and outside agencies to address barriers to regular attendance. Leaders' actions have improved the attendance of individual pupils, including those who are persistently absent. Leaders continue their work to reduce the persistent absence further.

Pupils' behaviour across the school is calm and purposeful. They are kind, respectful, polite, interested pupils and they conduct themselves with integrity. Leaders ensure that staff teach the school's 'ACTIVE' learning behaviours, which they describe as ambitious, curious, team focused, independent, vocal and engaged. Pupils' positive behaviour contributes to a calm and purposeful environment. Staff implement the behaviour policy fairly and consistently, and leaders adjust approaches when needed. Pupils understand what bullying is and say it is rare. They trust staff to act quickly if concerns arise. Leaders track behaviour patterns carefully, including serious incidents, and use this information to strengthen practice.

Curriculum and teaching

Expected standard 

Leaders have designed a suitably broad and ambitious curriculum that reflects pupils' needs. Leaders have a clear and detailed understanding of the quality of the curriculum and use this knowledge to deploy staff and allocate training effectively. Extensive work has taken place to refine some aspects of the curriculum. However, the impact of this work is not yet reflected in published outcomes.

Teachers demonstrate secure subject knowledge and generally present information clearly. They use consistent teaching approaches which help pupils understand new concepts and practise them with increasing independence. Pupils are willing to take risks in their learning and try new skills. Staff prioritise reading and provide opportunities throughout the curriculum to access quality texts to help build pupils' vocabulary.

Staff adapt learning well for pupils who need additional help, including those with special educational needs and/or disabilities, so they access the curriculum confidently. Assessment is typically used effectively to check understanding and identify gaps in pupils' knowledge. Usually, staff take very prompt action to address these gaps so that pupils' learning is secure. On a few occasions, in some subjects such as reading and handwriting, staff do not address missing knowledge quickly enough. Where this happens, it hinders pupils' ability to build new knowledge on firm foundations.

Inclusion

Expected standard 

Leaders place inclusion at the heart of their work. Staff know pupils and their families well, and parents describe feeling part of the Calmore family. Leaders identify and assess pupils' needs accurately through robust systems and careful monitoring. This ensures that support matches need and is adapted when required.

Leaders analyse information closely so that barriers to learning or wellbeing are identified and addressed swiftly. They make thoughtful changes to resources and the environment so that pupils feel a strong sense of belonging and can focus on their education. As a result, pupils grow in confidence and independence over time.

Provision for pupils with special educational needs and/or disabilities (SEND) is effective. Leaders have established clear processes to identify any additional needs promptly, and to implement external advice effectively. Staff use the agreed processes well. Appropriate adaptations in lessons enable pupils with SEND to access the full curriculum alongside their peers.

Leaders show a strong commitment to improving the life chances of disadvantaged pupils. The pupil premium strategy is generally understood by staff. Leaders monitor the implementation and impact of this work so that they can make further refinements if necessary. Pupils who face wider barriers, including those known to social care, receive timely and effective support through productive work with external agencies.

Leadership and governance

Expected standard 

Leaders have a clear and ambitious vision for the school. They act to build a culture of high expectations in which pupils thrive. They know the school well and celebrate its strengths. They make decisions in pupils' best interests and focus their efforts on actions that will have the greatest impact. Leaders work constructively with local schools, the local authority and wider networks to strengthen provision. Staff benefit from a well designed professional development programme that is rooted in research and linked closely to school improvement priorities. Training is tailored to whole-school needs and to individuals. Staff feel supported, listened to and proud to work at the school.

Leaders manage staff workload and wellbeing carefully. They act to reduce unnecessary tasks and maintain a positive culture. Leaders' strong relationships with families and the local community enhance pupils' experiences and ensure that families feel part of the school.

Governors are passionate in their work to support the school in the best way that they can. They place pupils at the heart of every decision they make. Governors fulfil their statutory duties and are increasingly able to provide appropriate challenge. Leaders and governors share a strong commitment to improving outcomes for all pupils. They use external support well and maintain a clear focus on pupils' needs when making decisions.

Leaders identify actions for improvement. However, their priorities sometimes lack precision, which reduces the impact of these actions on pupils' achievement.

Needs attention

Achievement

Needs attention 

Although most pupils achieve broadly in line with national outcomes in reading, writing and mathematics at the end of key stage 2, some pupils do not secure essential basic skills that they need. For example, some pupils at the early stage of reading do not develop the secure phonics knowledge that they need to read well. Some pupils do not develop handwriting effectively. This limits the achievement of these pupils. Leaders have made improvements to the curriculum and to teaching to address these shortfalls. For instance, leaders ensure that staff now typically identify and address any gaps in pupils' knowledge. However, it is too early to see the impact of these improvements on pupils' achievement in some subjects.

Pupils achieve well in subjects where the curriculum is well organised and teaching is consistently effective. This includes disadvantaged pupils and those with special educational needs and/or disabilities. For example, the way teachers deliver the mathematics curriculum

enables pupils to learn and remember important knowledge successfully. Recent improvements have strengthened pupils' fluency in mathematics, reflected in rising outcomes in the multiplication tables check.

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

Pupils feel a strong sense of belonging at Calmore Junior School. Pupils feel like 'part of the family' and enjoy coming to school where they feel safe, happy and valued. Pupils show this through the way they care for and support one another. Leaders and staff build a positive culture, and pupils strive to meet the high expectations consistently modelled by staff.

Pupils play cooperatively and include others, so playtimes feel active and joyful. Pupils understand what bullying is and trust staff to act when concerns arise.

Pastoral provision is highly effective. Pupils and staff enjoy positive, respectful relationships. This contributes to a sense of community in the school. Staff know pupils and their families well, creating an atmosphere where pupils grow in confidence and feel comfortable being themselves.

Pupils behave well and enjoy attending school regularly. Pupils take an 'ACTIVE' approach to their learning, becoming 'ambitious, curious, team focused, independent, vocal and engaged'. This mindset contributes to the school's calm, purposeful environment. Pupils participate enthusiastically in lessons, listen carefully to instructions and show respect for all staff. However, some pupils do not achieve as well as they should across the curriculum because lesson activities in some subjects do not always address gaps in prior knowledge quickly enough. These gaps slow progress and are reflected in the school's published outcomes.

All pupils access a wide range of opportunities beyond the taught curriculum. Alongside extensive sporting options, pupils join clubs that reflect their interests, including the arts, coding and the popular gardening club. Pupils benefit from visits and experiences, such as pond dipping, or learning about Stone Age life. These experiences broaden their understanding of the world. Pupils value leadership roles such as playground leaders, librarians, house captains and children's council representatives. These responsibilities help pupils develop confidence and responsibility and prepare them well for life.

Next steps

- Leaders and governors should continue to refine and embed their improvement priorities so that actions are sharply focused on those areas which will have the greatest positive impact on pupils' achievement.
- Leaders should ensure that all staff routinely identify and address any weaknesses in pupils' transcription skills across the curriculum, so that pupils consistently produce high-quality work in preparation for the next stage of their education.

- Leaders should ensure that the delivery of the phonics programme is further embedded so that pupils at the early stage of reading receive support that is consistently effective and which helps them to close gaps in their knowledge quickly and successfully.
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About this inspection

The chair of the board of governors in this school is Rhonda Penny.

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, deputy headteacher, special educational needs and disabilities coordinator, teachers, support staff, governors, a representative from the local authority, pupils, and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Cathy Ingram

Lead inspector:

Vanessa Mason, His Majesty's Inspector

Team inspectors:

Elizabeth Jeanes, Ofsted Inspector

James Wiltshire, 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 28 April 2026

School and pupil context

Total pupils

204

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)

37.25%

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

5.39%

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

12.25%

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)

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	51%	61%	Below
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	51%	61%	Below
2022/23 (final)	43%	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	65%	74%	Below
2024/25 (final)	67%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	58%	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	71%	72%	Close to average
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	65%	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	63%	73%	Below
2024/25 (final)	67%	74%	Close to average
2023/24 (final)	61%	73%	Below
2022/23 (final)	60%	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	40%	46%	Close to average
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	39%	46%	Close to average
2022/23 (final)	38%	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	52%	62%	Below
2024/25 (final)	52%	63%	Close to average
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	48%	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	60%	59%	Close to average
2024/25 (final)	76%	59%	Above
2023/24 (final)	44%	58%	Below
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	52%	60%	Close to average
2024/25 (final)	52%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	52%	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	40%	68%	-28 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	39%	67%	-29 pp
2022/23 (final)	38%	66%	-28 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	52%	80%	-28 pp
2024/25 (final)	52%	81%	-28 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	48%	78%	-31 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	60%	78%	-18 pp
2024/25 (final)	76%	78%	-2 pp
2023/24 (final)	44%	78%	-33 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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	52%	80%	-28 pp
2024/25 (final)	52%	81%	-28 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	52%	79%	-27 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.3%	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)	10.0%	13.0%	Close to average
2023/24 (3 term)	16.9%	14.6%	Close to average
2022/23 (3 term)	11.5%	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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