

# Inspection of a school judged good for overall effectiveness before September 2024: Denmead Junior School

Bere Road, Denmead, Waterlooville, Hampshire PO7 6PH

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Inspection dates:

25 and 26 February 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils are proud to attend this warm and nurturing school. They try hard to live out the school values: 'be kind, be brave, be you'. These underpin what pupils do every day. Pupils enjoy celebrating these values in assembly and in their conversations with staff. This ensures a positive environment for all, where pupils are polite and behave well. In lessons, pupils listen to their teachers and to each other. The playground is harmonious. Pupils of all ages enjoy playing together.

The school has recently made improvements to the curriculum. The aspirations for what all pupils can learn have risen. Pupils, including those with special educational needs and/or disabilities, are now curious and find learning more exciting. They are working hard to rise to the higher expectations and to achieve more. However, these changes are recent and have not had the impact that the school intends.

All pupils benefit from a multitude of learning experiences outside the classroom. The school's grounds provide them with opportunities to explore and grow. Pupils relish the variety of ways in which they develop their talents and interests. These include performing Shakespearean plays and visiting the Houses of Parliament to meet their local MP.

## What does the school do well and what does it need to do better?

In recent times, the school has made considerable and wide-ranging changes to almost every aspect of its work. New approaches to behaviour have established calm and purposeful routines. Staff apply high expectations consistently. They teach pupils how to regulate their emotions and use the 'trick boxes' in classrooms to help them focus on

their work. As a result, pupils work hard in lessons and show respect to staff and each other.

The school has designed a curriculum that is broad and ambitious. It has prioritised reading. Pupils enjoy a range of diverse and interesting books. Pupils who are at the early stages of learning to read receive effective support. They get lots of opportunities to practise and quickly become more confident readers. The school now accurately identifies the extra help some pupils need to access the curriculum successfully. Teachers know the pupils well. They adapt their teaching and provide pupils with personalised support. This helps pupils to overcome their barriers to learning.

The school has mapped out key learning in each subject area. This is starting to have an impact on what pupils know and can recall. For example, in history, pupils can identify and explain the symbols of power used by monarchs in different time periods. However, in some subjects, including mathematics and English, this new approach has not been embedded fully. This means that the changes to the curriculum are not having a positive impact on what all pupils know and remember.

The school has made sure that teachers are well trained to deliver the new curriculum. Teachers routinely check what pupils can recall and do. However, in some subjects, the school does not use information from checks on what pupils know well enough. This means that pupils do not always extend their written explanations or practise the things they found tricky.

Personal development is at the heart of the work of the school. In all curriculum areas, pupils learn about a range of role models to challenge stereotypes. Pupils are passionate advocates for equality and diversity. Voting for house captains and members of the school council helps pupils understand democracy. They know how to keep themselves safe online. Pupils welcome those who are new to the school, and the 'buddy system' supports pupils as they move up to Year 3.

The school has been through a challenging period. New leaders have quickly identified the reasons for the school's underperformance during this time. They have worked in partnership with staff to make changes that are in the best interests of pupils. As a result, all pupils are now starting to achieve more. However, these changes need more time to embed before the positive impact is realised fully.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some areas of the curriculum, the school does not use assessment strategies effectively enough. As a result, pupils do not develop deeper understanding and knowledge as well as they could. The school should ensure that assessment strategies are employed equally well across all subjects.
- In some subjects, the recent changes to the sequencing and selection of knowledge have not been embedded well enough. This means that pupils do not benefit equally from these improvements across all subject areas. The school should continue refining the delivery of the curriculum so that these positive changes are fully embedded in all subjects.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in February 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|                                            |                                                                                 |
|--------------------------------------------|---------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 116043                                                                          |
| <b>Local authority</b>                     | Hampshire                                                                       |
| <b>Inspection number</b>                   | 10341391                                                                        |
| <b>Type of school</b>                      | Junior                                                                          |
| <b>School category</b>                     | Maintained                                                                      |
| <b>Age range of pupils</b>                 | 7 to 11                                                                         |
| <b>Gender of pupils</b>                    | Mixed                                                                           |
| <b>Number of pupils on the school roll</b> | 344                                                                             |
| <b>Appropriate authority</b>               | The governing body                                                              |
| <b>Chair of governing body</b>             | Glenn Taylor                                                                    |
| <b>Headteacher</b>                         | Rachelle Tomkins                                                                |
| <b>Website</b>                             | <a href="https://denmead-jun.hants.sch.uk">https://denmead-jun.hants.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 2 and 3 October 2019, under section 8 of the Education Act 2005                 |

## Information about this school

- The school uses one unregistered alternative provision.
- The headteacher joined the school in January 2024.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- During the inspection, the inspector met with the headteacher and the assistant headteachers. She met with members of the governing body, including the chair of governors. The inspector spoke to a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector met with groups of staff. She considered the opinions expressed in Ofsted's staff survey.
- The inspector spoke with some parents at the end of the school day and considered the views gathered through Ofsted Parent View.
- The inspector spoke with pupils.

### **Inspection team**

Lizzie Jeanes, lead inspector

Ofsted Inspector

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