

Lee-on-the-Solent Junior School

Address: Salisbury Terrace, Lee-on-the-Solent, Hampshire, PO13 9DL

Unique reference number (URN): 116164

Inspection report: 24 February 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

Achievement

Expected standard 

Pupils typically progress well through the curriculum over time, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders have a clear understanding of pupils' starting points. Staff use this understanding to check how securely pupils build the knowledge they need across subjects. By the end of key stage 2, pupils' outcomes are broadly in line with national averages.

There have been notable successes in pupils' achievement with their writing in recent years. Leaders are rightly ambitious to sustain and extend this success so that more pupils develop the ability to write with sophistication. They recognise that, while many pupils achieve well, some could make even greater progress through the curriculum. Leaders' ongoing work to refine aspects of teaching has begun to address this. Pupils are increasingly well prepared for their next stages of education.

Attendance and behaviour

Expected standard 

Attendance is broadly in line with national figures and shows improvement over time. Leaders know their community well. They work well with families to remove barriers that affect regular attendance. Leaders communicate a clear message about the importance of being in school every day. Their work with external agencies is purposeful and timely. Leaders analyse attendance patterns in detail and use this information to target support where it is most needed. Some pupils face complex circumstances that affect their attendance. Leaders respond with proportionate, well-considered actions. They use adaptations, when necessary. When they do, including in the case of reduced timetables, they act strictly in pupils' best interests.

Behaviour in lessons is typically calm and supports pupils' learning well. Some pupils explained that while adults act quickly when issues arise, they are not always sure what happens next. Leaders have recently shared refinements to the behaviour policy with parents and carers to ensure that they have the information that they need. They have sought feedback from stakeholders, which they have acted upon. Staff understand and apply agreed rules and procedures consistently. While there have been occasional incidents of bullying, leaders respond rapidly and continue to refine their procedures. Pupils say that staff act quickly when they report any worries. They feel supported by staff who know their needs well.

Curriculum and teaching

Expected standard 

Leaders have constructed a curriculum that is ambitious and appropriate for the school's context. It is an inclusive curriculum and caters for pupils' individual needs and contexts, including those with special educational needs and/or disabilities. Leaders have prioritised reading. When pupils need additional help, staff make appropriate adaptations in lessons. When teaching early reading, teachers carefully check for gaps in pupils' knowledge, which enables timely support. This helps pupils to access the curriculum with increasing confidence.

Teachers typically plan logical sequences of lessons that help pupils to gain essential knowledge. They build in regular opportunities for pupils to revisit previous content. This helps pupils to make links and secure their learning. Leaders ensure that staff have the subject knowledge they need. Pupils are enthusiastic about their learning. They share their enjoyment of subjects, such as music and physical education.

Teachers check pupils' understanding carefully. They adapt their teaching when necessary. Leaders recognise that the teaching of some important aspects of knowledge, including handwriting, is not consistently high quality. Some pupils do not develop their ability to write as well as they could. On occasion, pupils who are ready to move their learning on are not provided with meaningful opportunities to do so. Leaders identify areas for development and take appropriate action, for example they recently brought about improvements in the teaching of mathematics.

Inclusion

Expected standard 

Leaders promote an inclusive culture rooted in high expectations for all pupils. They recognise the wide range of barriers to learning that pupils face, including special educational needs and/or disabilities (SEND), as well as social and emotional factors. Leaders identify these needs accurately. They use this understanding to shape reasonable adjustments and adaptations in lessons. This ensures that staff support pupils, including those who are disadvantaged and have barriers to learning, to participate meaningfully in learning alongside their peers.

Assessment is well established and used consistently. Leaders work constructively with external professionals and parents and carers to shape appropriate support and review provision. They review pupils' progress carefully and the impact of the extra help they provide. The special educational needs coordinator provides effective guidance for staff and contributes to improved support for pupils.

Staff are well trained in approaches that support pupils with SEND and apply this knowledge to their everyday practice. They plan purposeful interventions and make considered adjustments that reduce barriers over time, including through the appropriate use of additional funding. Classrooms are welcoming and inclusive. Staff prioritise creating a strong sense of belonging. As a result, pupils with a wide variety of additional needs are increasingly able to access the curriculum and participate fully in school life.

Leadership and governance

Expected standard 

Leaders have an accurate and well-informed understanding of the school's context, strengths and priorities for further improvement. Their knowledge of pupils and the community shapes a clear vision for the school's development. Leaders and governors reflect carefully on the school's work. They adapt their actions in response to what they learn. This creates a culture of openness. Leaders welcome constructive challenge because they know it serves pupils' best interests.

Leaders have taken effective action to bring about improvement. They are determined that

pupils will thrive academically, socially and culturally. This is evident in the decisions they take and the expectations they model. Professional learning for staff is closely aligned to accurately identified priorities. This helps staff develop the expertise they need to deliver the school's curriculum and wider offer. Staff speak positively about the support that they receive. Leaders' attention to wellbeing contributes to a climate, where staff are proud to work at the school.

Those responsible for governance know the school well. They recognise its strengths and identify the areas that require work. Governors fulfil their responsibilities well, including by providing an appropriate balance of support and challenge to leaders. Leaders work closely with other schools and external agencies in order to broaden opportunities for pupils as well as to exchange ideas about good teaching practice.

Relationships with the community are constructive. They focus on a shared commitment to pupils' success. Leaders, governors and staff take decisions with pupils' best interests at the centre of their work. They ensure that the school continues to develop and respond to its evolving context.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent and well-sequenced personal development programme. It reflects the school's values of boundaries, independence, self regulation, respect, resilience and focus. These values form a clear thread through assemblies, lessons and wider opportunities. Pupils can explain what the values mean. They remember them well. However, they do not always recognise how they apply to their own actions and choices.

The personal development programme provides pupils with age-appropriate knowledge about healthy relationships, diversity, making thoughtful decisions and staying safe, including online. Although pupils sometimes find it difficult to recall specific learning, they can articulate a secure understanding of right and wrong and how to keep themselves physically and mentally healthy. Through pupil leadership, pupils learn about democracy, respect and tolerance, which promotes the school's values and the fundamental British values.

Leaders track participation in clubs, enrichment and wider experiences closely. They ensure equal access and use their tracking to shape future provision. Pupil voice plays a significant role in informing the range of opportunities available. Leaders prioritise disadvantaged pupils and make reasonable adjustments so they can attend and participate fully. Service children benefit from the 'Hampshire heroes' club. This provides a familiar and supportive space that reflects their experiences and strengthens their sense of belonging.

Wellbeing support is timely and collaborative. Staff act swiftly when concerns arise. The family liaison officer plays a valuable role in working with families to provide sustained and coordinated support. Staff provide structured opportunities that build pupils' confidence, responsibility and character. By the time they leave the school, pupils have taken on a wide range of meaningful leadership roles. These experiences help pupils contribute positively to the school community and prepare them well for life beyond junior school.

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

Pupils are happy at school and feel safe. They trust staff to help them when they have worries. Pupils are confident that staff respond when they raise concerns about behaviour or unkindness. Pupils know how to keep themselves safe, including online, and they understand the difference between one-off incidents and bullying. They describe staff as approachable and fair. Pupils value the support they receive from the wellbeing team and trusted adults in school. Leaders have strengthened communication with pupils, parents and carers about behaviour processes and outcomes.

Pupils enjoy their learning. Lessons are calm, purposeful and typically free from disruption. Pupils speak positively about the topics they study and the experiences that help them to deepen their knowledge. This includes trips, visitors and the wide range of clubs available. Pupils with special educational needs and/or disabilities are well supported to take part in lessons and wider activities. They learn alongside their peers and benefit from thoughtful adaptations. Many pupils take on roles of responsibility, such as diversity ambassadors, junior road safety leaders and librarians. These opportunities help them to contribute to the school community and grow in confidence.

Pupils achieve well overall and are usually ready for the next stage of their education. They talk confidently about their learning in many subjects, particularly where they revisit and apply important knowledge. Leaders are ambitious for all pupils to achieve their best. Pupils are enthusiastic and motivated. Pupils' handwriting needs further strengthening. However, leaders recognise this and have already begun to address it.

Next steps

- Leaders should continue to refine the approach to handwriting, so pupils acquire the foundational skills and knowledge they need.
 - Leaders should continue to embed strategies to help all pupils achieve their best possible outcomes, raising the proportion of pupils achieving higher standards by the end of key stage 2.
 - Leaders should further embed recent changes to the behaviour policy, ensuring continuing clear communication with all stakeholders.
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About this inspection

The chair of the board of governors in this school is Mrs Lyndsay McLees.

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 senior leaders, staff, pupils, and parents and carers during the inspection. The lead inspector also met with governors and representatives of the local authority.

The inspectors confirmed the following information about this school:

The school uses no alternative provision.

Headteacher: Mrs Lucy Faulkner

Lead inspector:

Ian Howie, 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 24 February 2026

School and pupil context

Total pupils

332

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)

24.70%

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

4.22%

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

13.55%

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	57%	61%	Close to average
2024/25 (revised)	58%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	50%	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	73%	74%	Close to average
2024/25 (revised)	72%	75%	Close to average
2023/24 (final)	79%	74%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	70%	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	76%	72%	Close to average
2024/25 (revised)	80%	72%	Above
2023/24 (final)	79%	72%	Above
2022/23 (final)	70%	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	72%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	70%	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 (revised)	53%	47%	Close to average
2023/24 (final)	52%	46%	Close to average
2022/23 (final)	27%	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	62%	62%	Close to average
2024/25 (revised)	65%	63%	Close to average
2023/24 (final)	81%	62%	Above
2022/23 (final)	33%	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	68%	59%	Above
2024/25 (revised)	76%	59%	Above
2023/24 (final)	76%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	47%	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	55%	60%	Close to average
2024/25 (revised)	59%	61%	Close to average
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	47%	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%	-22 pp
2024/25 (revised)	53%	69%	-16 pp
2023/24 (final)	52%	67%	-15 pp
2022/23 (final)	27%	66%	-40 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	62%	80%	-17 pp
2024/25 (revised)	65%	81%	-16 pp
2023/24 (final)	81%	80%	1 pp
2022/23 (final)	33%	78%	-45 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	68%	78%	-10 pp
2024/25 (revised)	76%	78%	-2 pp
2023/24 (final)	76%	78%	-1 pp
2022/23 (final)	47%	77%	-31 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	55%	80%	-25 pp
2024/25 (revised)	59%	81%	-22 pp
2023/24 (final)	57%	79%	-22 pp
2022/23 (final)	47%	79%	-33 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	5.4%	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)	11.4%	13.3%	Close to average
2023/24 (3 term)	12.8%	14.6%	Close to average
2022/23 (3 term)	13.8%	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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