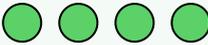


Livingstone Road Junior School

Address: Livingstone Road, BH12 3DX

Unique reference number (URN): 144602

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 has improved over time and is now in line with national averages. Leaders' successful work to create a strong sense of belonging has contributed positively to these improvements. They work closely with families to identify barriers to regular attendance and put in place appropriate support. As a result, persistent absence, particularly for disadvantaged pupils, has reduced significantly. Pupils with special educational needs and/or disabilities are also well supported. The attendance of some of these pupils has improved considerably due to leaders' tenacious work to strengthen pastoral care and develop a bespoke curriculum.

Typically, the school is calm and orderly. The number of pupils suspended for poor behaviour has reduced. While a small minority of pupils do not meet the school's high expectations for behaviour, this is often due to their additional needs. Leaders understand these needs well and respond to them effectively. Pupils are confident that the rare incidents of bullying are dealt with swiftly and that, most of the time, pupils respect one another's differences. Discriminatory language is not tolerated. Most pupils have positive attitudes towards their learning. They understand the school's 'code of conduct' and how it helps the school community to be safe and harmonious.

Inclusion

Expected standard 

The school is highly inclusive. With effective support from the trust, leaders have established robust systems to identify pupils with special educational needs and/or disabilities (SEND). They assess pupils' needs precisely and put appropriate strategies in place to help them succeed. Staff receive the training they need to support pupils with SEND effectively. The proportion of pupils with SEND is high, and these pupils' needs are typically met well. Leaders have worked with determination to ensure that pupils with SEND learn from a curriculum that is appropriate, ambitious and responsive to their needs. Provision is often highly personalised and places pupils' wellbeing at the centre of all decisions. Leaders review provision regularly with parents, staff and relevant external agencies to ensure it remains effective.

Leaders and staff also understand the wider barriers pupils may face, such as being a young carer or experiencing challenges at home. Leaders use additional funding well, including play therapy for pupils with social, emotional or mental health needs. They also use this funding to ensure disadvantaged pupils can access clubs and trips when appropriate. As a result of this carefully planned work, leaders have seen a positive impact, for example in improved attendance for disadvantaged pupils.

Leadership and governance

Expected standard 

Leaders, governors and trustees have an accurate understanding of the school's strengths and weaknesses. They have prioritised the right things at the right time, for example by tackling poor behaviour and attendance. They have done this by working positively with

families and strengthening provision for pupils with special educational needs and/or disabilities (SEND). Leaders have also put in place strong pastoral support and increased extra-curricular opportunities for pupils. As a result, they have had a positive impact. They have improved attendance, behaviour and pupils' sense of belonging. Leaders work in the best interests of pupils.

While work to improve the quality of teaching is ongoing, leaders monitor this carefully. Some work is very new, such as the introduction of a revised approach to teaching handwriting. Therefore, it is too soon to see the impact. With support from the trust, leaders ensure that staff have access to an evidence-informed professional learning programme that considers workload and supports staff wellbeing.

Governors and trustees show clear oversight of all key areas of the school's work and undertake their roles effectively to support leaders' work. The school has had to adapt to changes in the pupil roll, including an increase in the number of pupils with SEND. Leaders have responded to this robustly and sensitively. They continue to engage positively with parents and carers through events such as the book café and maths café. They also support the wider community, for example by involving pupils in the work of the local food bank.

Personal development and wellbeing

Expected standard 

Leaders have prioritised pupils' mental health and wellbeing. They have sought the views of pupils, parents and carers and strengthened pastoral care. This has benefited a significant number of disadvantaged pupils. Pupils typically feel safe and happy. Their sense of belonging is fostered through class awards and house competitions. Pupils' sense of right and wrong is secure, and the 'code of conduct' helps them take responsibility for their behaviour. Pupils enjoy voting for student council representatives, which helps them understand democracy and the importance of making informed choices. The school has recently introduced more leadership opportunities, such as reading ambassadors and 'maths maestros', which help pupils develop leadership, teamwork and a sense of contribution to the school community.

The personal, social, health and economic education curriculum helps pupils develop an age-appropriate understanding of healthy relationships, growing up and how to stay safe. The school responds effectively to issues as they arise. For example, pupils' knowledge of online safety is very secure because leaders have acted promptly and thoughtfully when incidents have occurred. Pupils learn about world religions and a range of cultures, which develops their spiritual awareness and appreciation of diversity. They understand what makes people different and show respect for these differences. Pupils' understanding of fundamental British values is strengthened through a well-planned assembly programme and carefully chosen texts.

Pupils enjoy the wide range of clubs on offer. Sports are particularly popular, including competitions with other schools. Sports ambassadors are proud of their role in supporting physical activity at playtime. A range of trips enrich the curriculum and deepen pupils' learning. The school removes effectively any barriers that disadvantaged pupils may face in taking part.

Needs attention

Achievement

Needs attention 

Pupils' outcomes in the Year 6 national tests in reading, writing and mathematics have been below national averages for some time. While their outcomes in the Year 4 multiplication check have improved, some pupils do not secure the knowledge they need in English and mathematics to be well prepared for the next stage of their education. Although a number of pupils join the school in Years 5 or 6, and a few arrive with limited English, some pupils' progress is also hindered because they lack the fluency in reading, writing and mathematics needed to access the curriculum securely. These gaps limit how well pupils can engage with the wider curriculum, as they struggle to apply these essential skills to new learning in subjects beyond English and mathematics.

While the curriculum has been strengthened, leaders' work to improve outcomes has not yet had the impact they intend. Leaders are striving to address these weaknesses and raise pupils' attainment over time.

Curriculum and teaching

Needs attention 

Some pupils do not develop the fluency they need in reading, mathematics or handwriting. Teachers do not always identify these gaps quickly enough. As a result, lesson activities and resources are not consistently matched to pupils' needs, and some pupils struggle to complete tasks. This means misconceptions persist and pupils do not build the key skills they need to be successful across the wider curriculum. Although leaders have identified areas of the curriculum that require improvement, the work to strengthen these aspects has not yet had a consistently positive impact across all subjects.

Teachers have secure subject knowledge and use this to explain new ideas clearly. There is appropriate support in place for pupils who need to catch up in early reading or secure gaps in their phonics knowledge. Pupils with special educational needs and/or disabilities are typically well supported. However, when learning is not adapted effectively, these pupils do not learn as well as they should.

The school's curriculum is broad and ambitious. Pupils enjoy their learning across a wide range of subjects. Leaders have an accurate understanding of strengths and weaknesses in the curriculum. They provide relevant training and support for staff. This is helping leaders refine their next steps to improve teaching further.

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

Most pupils feel happy and enjoy their learning. They feel safe and know there are trusted adults they can speak to if they have any worries. Pupils meet the school's high expectations for behaviour. They respect one another's differences, so when some struggle to regulate their emotions, others respond with tolerance.

The school has adapted its curriculum to better meet the needs of pupils with special educational needs and/or disabilities. These adaptations support pupils effectively and have contributed to improvements in behaviour. Leaders have prioritised pupils' mental health and wellbeing and ensured that they understand and follow the school rules. This helps pupils to feel a strong sense of belonging. Pupils recognise the positive impact of initiatives such as class awards, house competitions and celebration assemblies in developing pride and community spirit.

Historically, pupils' academic outcomes have not been as secure as they need to be. The school is taking increasingly effective action to address this. However, some pupils do not have secure knowledge in reading, writing and mathematics, and gaps in learning are not always addressed well enough. The school promotes a love of reading through initiatives such as book cafés, reading ambassadors, community links and opportunities to read for pleasure in the library. As a result, many pupils have positive attitudes towards reading. Pupils who join the school partway through key stage 2, including those with limited English, are welcomed warmly. Staff help these pupils settle quickly and access the support they need to participate fully.

Pupils value the wide range of clubs and trips the school provides. Sports, street dance and outdoor education are particularly popular. Sports ambassadors are proud of their role in encouraging physical activity at playtimes. Pupils also enjoy taking on responsibility through roles such as reading ambassadors and student council representatives. Pupils know how to keep themselves safe, including online.

Next steps

- Leaders should ensure that pupils develop reading and mathematical fluency so that they can access the curriculum as intended and achieve stronger outcomes across all areas of learning.
 - Leaders should carefully monitor the impact of the new approach to teaching handwriting and spelling so that they can adapt it appropriately and ensure it meets the needs of all pupils.
 - Leaders should ensure that the school's curriculum is delivered consistently by all staff, taking account of pupils' starting points and addressing errors and misconceptions, so that pupils learn as well as they can.
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About this inspection

This school is part of Hamwic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Robert Farmer, and overseen by a board of trustees, chaired by Gary Plummer.

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, other leaders and groups of staff. The lead inspector met with the CEO and other trust leaders as well as the chair of the local governing body and the vice-chair of the board of trustees.

Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff and pupil surveys.

The inspectors confirmed the following information about the school:

Since the previous inspection, there is a new headteacher. She started in January 2024.

The school uses 5 unregistered alternative provisions.

The school was previously a middle school with capacity for 600 pupils. It is now a junior school with capacity for 200 pupils.

Executive Headteacher: Claire Addis

Lead inspector:

Victoria Griffin, His Majesty's Inspector

Team inspectors:

Phil Minns, Ofsted Inspector

Carl Thornton, 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

221

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

600

Well above 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)

38.46%

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

2.71%

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

12.67%

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	52%	62%	Below

Year	This school	National average	Compared with national average
2023/24	52%	61%	Below
2022/23	51%	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	67%	75%	Below
2023/24	73%	74%	Close to average
2022/23	56%	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	65%	72%	Below
2024/25	65%	72%	Below
2023/24	62%	72%	Below
2022/23	67%	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	61%	74%	Below
2023/24	67%	73%	Close to average
2022/23	62%	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	40%	47%	Close to average
2023/24	43%	46%	Close to average
2022/23	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	55%	62%	Below
2024/25	56%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24	65%	62%	Close to average
2022/23	45%	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	56%	59%	Close to average
2024/25	56%	59%	Close to average
2023/24	57%	58%	Close to average
2022/23	55%	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	56%	61%	Close to average
2023/24	57%	59%	Close to average
2022/23	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%	-27 pp
2024/25	40%	69%	-29 pp
2023/24	43%	67%	-24 pp
2022/23	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	55%	80%	-25 pp
2024/25	56%	81%	-25 pp
2023/24	65%	80%	-14 pp
2022/23	45%	78%	-33 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	56%	78%	-22 pp
2024/25	56%	78%	-22 pp
2023/24	57%	78%	-21 pp
2022/23	55%	77%	-22 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	56%	81%	-25 pp
2023/24	57%	79%	-23 pp
2022/23	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 (2 terms)	6.8%	5.2%	Above
2023/24	8.0%	5.5%	Above
2022/23	8.0%	5.9%	Above

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 terms)	18.1%	13.3%	Above
2023/24	23.9%	14.6%	Above
2022/23	21.4%	16.2%	Above

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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