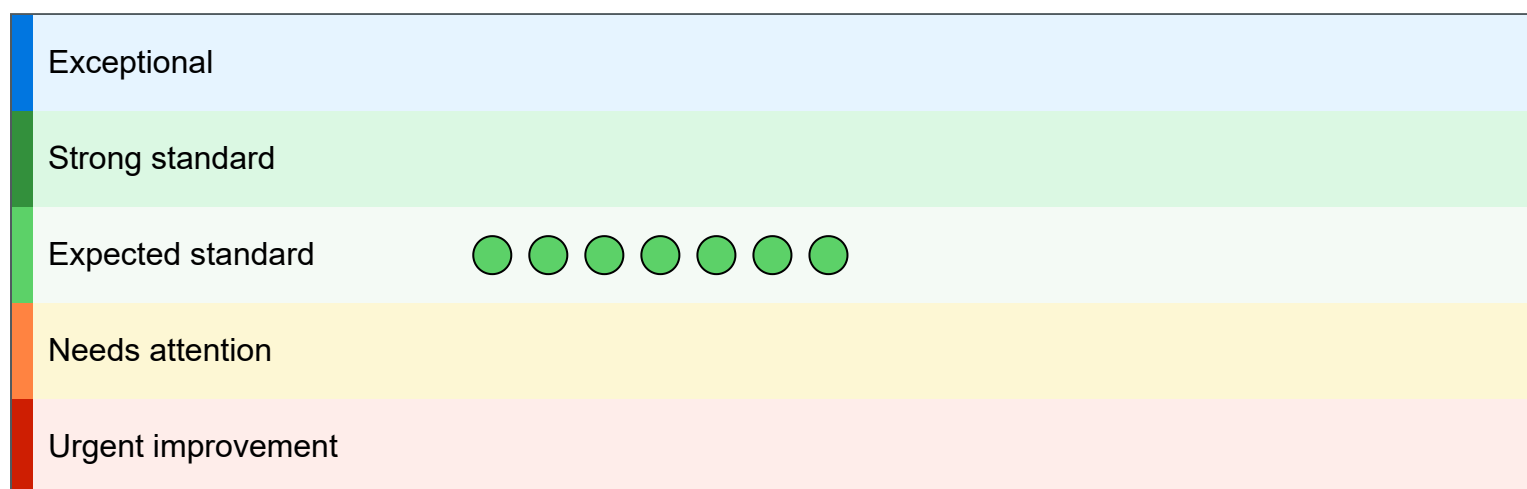


Lockerley Church of England Endowed Primary School

Address: Butts Green, Lockerley, Romsey, Hampshire, SO51 0JG

Unique reference number (URN): 116363

Inspection report: 20 January 2026



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 

There is some variation in the quality of some pupils' handwriting, spelling and grammar. Where this is the case, this affects the quality of those pupils' written work. Some pupils do not secure the necessary phonics skills as quickly as they might.

However, leaders take appropriate action to improve attainment. For example, pupils have additional daily phonics sessions. These are effective in helping them to catch up. The impact of these improvements is not yet evident in published outcomes.

Most pupils achieve outcomes in line with national expectations by the end of Year 6. The achievement of disadvantaged pupils and of pupils with special educational needs and/or disabilities continues to improve over time. For example, this is shown in their mathematics work and when pupils explain their knowledge confidently.

Attendance and behaviour

Expected standard 

Leaders focus relentlessly on improving pupils' attendance. They promote the importance of high attendance to pupils, parents and carers and staff. They analyse information accurately. Leaders then use this information to spot when families need help to improve attendance. Leaders continue to bring about improvements in attendance effectively through close partnerships and personalised approaches. The positive impact of leaders' work is clear. The school has improved punctuality and reduced persistent absence, and attendance levels are above the national average. The school nurtures a culture of belonging. Pupils want to come to school to learn alongside their friends.

Pupils behave well. They show positive attitudes to their learning and generally work hard in lessons. From the start of the Reception Year, children learn to follow clear routines. Throughout the school, pupils generally follow the school's rules and high expectations diligently. They support one another to respect others and make sensible choices. Leaders foster a calm and positive learning environment. At social times, pupils play harmoniously together. Older pupils model how to do this in their play leader roles. Staff put in place strategies to help pupils to identify and manage their feelings. If pupils struggle to manage their behaviour, leaders make sure that staff put the right help in place.

Curriculum and teaching

Expected standard 

Leaders have improved the curriculum so that it is ambitious and well matched to pupils' needs. The curriculum is thoughtfully designed to challenge pupils and adapt to changing needs. For example, leaders have strengthened the teaching of mathematics within mixed-age classes. This helps pupils to build their knowledge more securely alongside their peers.

Staff have secure subject knowledge. On the whole, they deliver the school's intended curriculum effectively. Staff adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities. They check what pupils understand and address any

gaps in their knowledge. However, the teaching of handwriting, spelling and grammar is not consistently effective.

Pupils across the school enjoy listening to stories. Children in Reception class delight in retelling and acting out familiar tales. Reading is a top priority for the school. Pupils enjoy a wide and diverse range of texts. These help pupils to develop their language skills and ideas. Pupils who are still developing their reading skills get the right help to develop their accuracy and fluency. When pupils fall behind, timely interventions help them catch up and close gaps in learning. Pupils who have initially struggled with phonics continue to make progress and become confident, fluent readers.

Early years

Expected standard 

Leaders and staff understand the importance of getting children off to a good start in the early years. Smooth transitions into the school are given a high priority. Staff are aware of children's starting points. They work well with parents and carers to get to know children's individual needs when they join the school. They use this information to tailor the curriculum to the needs and interests of children.

The early years provision is safe and resourced well, especially for outdoor learning. Classrooms are happy and exciting places to be. Children with special educational needs and/or disabilities are quickly identified, and appropriate support is put in place. Children benefit from high-quality care, and strong relationships are built with each other and with adults from the start.

Staff ensure that there is an effective focus on vocabulary and speaking skills. This supports the school's work to develop the key foundational knowledge of reading, writing and number that children will need to be successful learners. Staff promote reading and the love of books well. High-quality interaction supports the development of children's communication skills. Staff actively introduce new words and help them practise them. As a result, most children secure the language and vocabulary skills they need and are well prepared for the transition to Year 1.

Inclusion

Expected standard 

Leaders know pupils' individual needs well. Leaders demonstrate a clear commitment to ensuring that pupils' needs are met, both in their learning and in their wider lives. They understand the school's context and are ambitious for the high proportion of pupils who face additional barriers to learning to achieve well.

Staff identify pupils with special educational needs and/or disabilities and any gaps in understanding as soon as pupils join the school. Staff work in close partnership with parents, carers and specialists to put the right help in place. For instance, they draw on professional expertise to provide tailored support, such as speech and language provision. Interventions start promptly and are effective.

Staff have the right skills to support pupils to learn key knowledge well. Training and modelling have developed staff's skills to adjust their teaching so learning is accessible and

challenging for pupils. Staff provide effective pastoral support for all pupils, including those with social and emotional needs.

The school uses its additional funding effectively. It ensures that disadvantaged pupils enjoy the same experiences as others. Leaders evaluate the impact of their actions with rigour, ensuring that strategies are refined where necessary. As a result, pupils receive help that is both targeted and meaningful.

Leadership and governance

Expected standard ●

Leaders have an accurate understanding of the school's context and strengths. They are reflective and accurately identify when improvement is needed. Leaders and governors ensure that decisions are made in the best interests of pupils, including those who are disadvantaged and face other barriers to learning and/or their wellbeing. Governors hold leaders to account to make the necessary improvements. For example, governors gain precise insights into leaders' work to promote high attendance and assure themselves of the impact of work to reduce persistent absence. Governors ensure that the school fulfils its statutory duties. For instance, they have effective oversight of safeguarding processes.

Leaders are mindful of staff workload and care for their wellbeing. This has a very positive impact on staff, who feel valued and involved in the direction of the school. Leaders ensure that all staff have access to an appropriate professional learning programme. This helps staff to build their expertise and confidence to implement the curriculum effectively. Staff are overwhelmingly positive about working at the school.

Parents and carers appreciate the inclusive education their children receive at this school. They value that their children are accepted and known as individuals.

Personal development and wellbeing

Expected standard ●

The school has a well-designed programme to support pupils' personal development and wellbeing. It includes a range of enrichment opportunities, including residential trips for pupils in key stage 2. The bedrock of the school's offer is based on its ethos and core values. Pupils understand these deeply and appreciate how they drive their attitudes and behaviour, both inside school and beyond the school gates. Learning about other faiths and world religions helps prepare pupils successfully for life in modern Britain. Older pupils have a growing understanding of important issues, such as equalities and discrimination, which they learn about in lessons.

Pupils from disadvantaged backgrounds are positively encouraged by staff to engage in the wide range of activities available. This helps to develop their talents, interests and broaden their life experiences. The school ensures that experiences, visits and clubs are open to all. Cost is never a barrier to participation to ensure no one misses out on enrichment or enjoyment. The school carefully selects activities to meet the aspirations and needs of the school community.

Pupils understand how to maintain their physical and mental wellbeing. They learn how to be healthy through the school's relationships and sex and health education curriculum. Pupils understand what makes a good friend and how to stay safe while online.

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

Lockerley is a school that welcomes and accepts everyone. This is because the school's inclusive ethos ensures that everyone feels a strong sense of belonging. All pupils are welcome here, no matter their background or barriers to success. They are prepared well for life beyond the school gates. Those who are new to the school settle quickly because they are accepted by other pupils and supported well by staff. Pupils are proud of their school. Across the school, pupils attend regularly.

Staff greet pupils each day with a warm smile. They show genuine care and compassion towards pupils by taking the time to understand them as individuals. This helps create a sense of safety and acceptance. It also gives pupils the confidence to share any worries they have. Pupils have respectful, trusting relationships with staff who are deeply mindful of pupils' wellbeing and their starting points. Staff anticipate and remove any barriers to pupils' participation in school life. This helps everyone to feel included. Some pupils do not secure some of the basic skills they need. This includes in handwriting and spelling. Some pupils do not learn to read as quickly as they might.

As soon as children start in the early years, they quickly learn how to socialise and follow routines. Most pupils maintain their focus in lessons so that learning continues uninterrupted. Pupils show genuine care and kindness towards one another, ensuring that bullying and unkind behaviour are rare.

Pupils appreciate the additional opportunities that the school provides, such as play leaders and house captain roles. Older pupils act as positive role models. They enjoy the responsibility of leading others by organising games at lunchtime for younger children.

Parents and carers appreciate the core values of the school. They also value that the school is the heart of the village. One parent, reflecting the views of many, said, 'There is a great community at Lockerley, a real family feel.'

Next steps

- Leaders should continue their work to improve outcomes in phonics to ensure that more pupils quickly gain the knowledge and skills they need to become successful readers.
 - Leaders should ensure that the curriculum for writing, and how it is taught, supports pupils to achieve consistently well in handwriting, spelling and grammar.
-

About this inspection

The chair of the board of governors in this school is Christina Randles.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the assistant headteacher and 7 members of the governing body, including the chair of governors. The lead inspector also spoke with an officer from the local authority and a representative for the Diocese of Winchester.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school is registered as having a Church of England religious character. It is part of the Diocese of Winchester. It received a section 48 inspection for schools of a religious character in June 2025.

At the time of the inspection, school leaders reported that there were 78 pupils on roll.

Headteacher: Katy Kwiatek

Lead inspector:

Gareth Flemington, His Majesty's Inspector

Team inspector:

Judith O'Hare, 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 20 January 2026

School and pupil context

Total pupils

70

Well below 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

105

Well below 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)

22.86%

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

4.29%

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

8.57%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	62%	61%	Close to average
2024/25 (revised)	80%	62%	Above
2023/24 (final)	45%	61%	Below
2022/23 (final)	62%	60%	Close to average

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	71%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	64%	74%	Below
2022/23 (final)	69%	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	71%	72%	Close to average
2024/25 (revised)	100%	72%	Above
2023/24 (final)	45%	72%	Below
2022/23 (final)	69%	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	76%	73%	Close to average
2024/25 (revised)	100%	74%	Above
2023/24 (final)	64%	73%	Below
2022/23 (final)	69%	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	29%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	43%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	29%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	43%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	29%	68%	-39 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	43%	80%	-37 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	29%	78%	-49 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

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	43%	80%	-37 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.2%	5.2%	Below
2023/24 (3 term)	3.1%	5.5%	Below
2022/23 (3 term)	3.6%	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 (2 term)	11.1%	13.3%	Close to average
2023/24 (3 term)	6.8%	14.6%	Below
2022/23 (3 term)	5.2%	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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