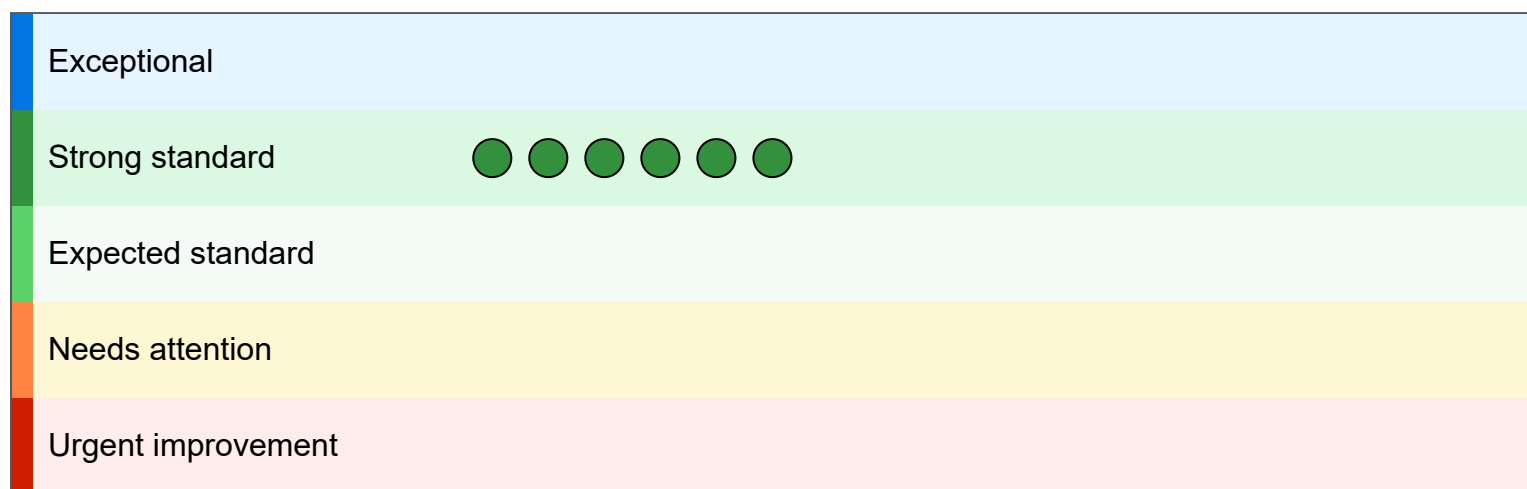


Porchester Junior School

Address: Standhill Road, Carlton, Nottingham, Nottinghamshire, NG4 1LF

Unique reference number (URN): 143887

Inspection report: 14 April 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.

Strong standard ●

Achievement

Strong standard ●

Leaders are relentless in removing barriers to learning and ensuring that all pupils can succeed. They invest purposefully in developing staff expertise so that teachers understand how pupils learn in small, manageable steps. This helps staff identify gaps quickly and support pupils to revisit and secure key learning. This improves pupils' recall and confidence.

Leaders ensure that teachers have a precise understanding of pupils' needs, including those with special educational needs and/or disabilities, so that learning is adapted effectively, while maintaining high expectations for all pupils. Clear, systematic writing procedures help pupils apply their reading and transcriptional knowledge with increased confidence, helping them to succeed across all subjects. While this strengthened approach is not yet reflected fully in published outcomes over a longer period, its impact is clear in recent years and in the learning of current pupils. Pupils develop secure foundations and are increasingly well prepared for their next steps in education.

Attendance and behaviour

Strong standard ●

Attendance is a high priority and is led carefully by school leaders. Clear routines, and adapted routines for a few, help pupils settle in and feel ready for the day. This has had a positive impact on those pupils who struggle to attend or be on time to school. Leaders monitor attendance patterns and trends closely. A small number of pupils with significant barriers to education impact the school's published attendance figures. The school avoids a one-size-fits-all approach and works closely with families and external professionals to provide personalised support. As a result, attendance continues to improve for pupils who need additional help, and persistent absence continues to reduce.

The school is an oasis of calm because expectations of pupils' conduct are taught clearly, reinforced and understood by all. In lessons, pupils are settled, focused and eager to learn. Staff support pupils swiftly when difficulties arise, preventing issues from escalating. Pupils are taught simple strategies to manage their emotions and use these with increasing independence. Rare instances of discrimination, including bullying online or offline, are dealt with quickly and fairly. Pupils show impeccable manners, positive attitudes and confidence. This creates a safe, inclusive environment where everyone feels respected.

Curriculum and teaching

Strong standard ●

Curriculum and teaching are led confidently to ensure that all pupils build strong foundations and achieve well. Leaders make clear choices about what pupils need to learn, when they should learn it, and how learning builds incrementally over time. This creates a well-organised curriculum that helps pupils understand new ideas, remember key knowledge, and use it confidently across different subjects. Leaders often review teaching and learning to ensure that their high ambitions are lived out consistently.

The school's curriculum places a precise focus on developing pupils' oracy, vocabulary, reading, writing, spelling, and mathematics through repeated practice. Leaders recognise that this essential knowledge and skills opens doors to the wider curriculum. Consistent approaches and routines ensure that pupils learn in a systematic and coherent way.

The curriculum is inclusive for all pupils. Teachers are confident in their subject knowledge and adapt lessons quickly when pupils need extra help, so that gaps are addressed before they grow. This ensures that all pupils who face barriers to learning access the same rich curriculum as their peers, without lowering expectations. As a result, pupils know more, remember more, and apply their learning with confidence as they move through the school. They are very well prepared for their next steps.

Inclusion

Strong standard ●

Leaders are relentless in ensuring that meeting pupils' needs is at the centre of school life. They take a planned and consistent approach to identifying need, using a wide range of information and checks so that support is put in place quickly. When a pupil's circumstances change, support is adapted quickly, rather than waiting for difficulties to escalate. This proactive approach ensures that barriers to learning and wellbeing are addressed early and effectively.

Disadvantaged pupils are supported well through the school's well-targeted use of pupil premium funding. Leaders track the barriers that these pupils face carefully and review the impact of the support in place often. This ensures that funding is used where it makes the greatest difference.

Teachers adapt lessons thoughtfully so that all pupils, including those with special educational needs and/or disabilities, can access the same curriculum as their peers. Robust pastoral systems ensure that needs are monitored and responded to consistently well. Pupils are encouraged to use strategies with increasing independence, reducing barriers without lowering expectations. Leaders work closely with families and external professionals to ensure that pupils are supported when extra help is needed. As a result, pupils feel included, safe and able to thrive, both academically and emotionally.

Leadership and governance

Strong standard ●

Leaders demonstrate a clear and accurate understanding of the school's strengths and priorities. Their actions are focused closely on what matters most for pupils and how best to prepare them for their next stages in education. Leaders maintain close day-to-day oversight of the school. This enables them to know pupils and their families, and the staff, well and to respond quickly and appropriately when concerns arise. As a result, decision-making is proportionate, informed, and rooted firmly in improving pupils' experiences and outcomes.

Those responsible for governance meet their statutory duties effectively. They provide strong support and challenge which enables leaders to act quickly in pupils' best interests. There is a sense of teamwork which leads to children thriving.

Leaders prioritise staff wellbeing and workload by providing clear systems, routines and expectations. This reduces unnecessary burden and allows staff to focus on delivering

high-quality teaching and supporting pupils' wellbeing. Opportunities for professional learning are prioritised and are an integral aspect of the school's culture. This helps to secure consistent practice and has a positive impact on pupils' learning and their experiences of school.

Parents and carers describe leaders as approachable and communicative. Engagement with families is purposeful, especially when additional support is needed. Leaders work closely with external professionals and agencies to ensure that pupils and families receive coordinated, timely support. Together, leadership and governance sustain a culture where pupils' needs and aspirations are central to all decisions.

Personal development and wellbeing

Strong standard ●

The personal development and wellbeing offer is planned carefully to reflect the school's values. Leaders ensure that the programme is aligned closely to the taught curriculum and adapted when needed to reflect local issues. The curriculum teaches pupils specifically about relationships, health, personal responsibility and safety, including online. This helps pupils understand how to stay safe in the world around them, strengthen their character and grow in cultural awareness. Leaders adapt the personal development provision so that all pupils, including those with special educational needs and/or disabilities, can fully access learning and wider experiences. Curriculum content is adjusted in response to individual needs or wider community issues, ensuring that the offer remains relevant and bespoke. This flexible approach has strengthened pupils' understanding of social expectations and supports their preparation for life beyond school.

Pupils demonstrate a secure understanding of fundamental British values and can explain how these shape daily life in school and in the wider world. The school actively encourages pupils to respect difference and diversity in their peers and in the local community. This helps pupils to develop empathy and understand the barriers that others may face.

Pupils say they feel happy, safe and supported. They know how to seek help in different ways. Access to trusted adults and nurturing spaces, such as 'The Nest', support pupils to regulate their emotions and manage their wellbeing. Pupil leadership roles and wider experiences build pupils' confidence and resilience and develop a strong sense of belonging.

By the time they reach Year 6, pupils feel well prepared for the next stage of education. They recall key aspects of the personal development programme with confidence and can explain how they use strategies they have learned to manage their emotions, build positive relationships and make safe, informed choices in their everyday lives.

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

At Porchester Junior School, each day starts with a reassuring welcome. This sets the tone for learning. Pupils enjoy coming to school and are greeted warmly by staff who know them well. Calm, well-established routines help pupils feel secure and valued. Pupils settle quickly, while those who need additional reassurance are supported thoughtfully so that they

are ready to engage. Pupils speak confidently about 'Porchester Pride'. They describe this as treating others with respect, showing kindness, and taking pride in their learning and their school. They speak about the school with genuine pride and describe Porchester as 'one big family'. Parents and carers are positive about the school's work. They also feel very much part of the Porchester community.

Pupils enjoy learning the school's curriculum. They explain with confidence what they are learning and why. Lessons are clear and purposeful, helping pupils build new knowledge on what they know already. Reading is valued, with pupils making good use of the school's library to explore and enjoy books. Pupils say this approach builds confidence and prepares them well for secondary school. From their starting points, all pupils make significant progress towards their next steps in learning.

Pupils understand that some classmates need different levels of support to help them learn or feel calm. They demonstrate genuine empathy and treat others fairly and with respect. Pupils understand equality and equity, which are taught well through the curriculum. They appreciate that fairness means providing different support so that everyone can succeed. This helps all pupils participate fully in school life.

At Porchester, everyone belongs. Relationships are affirming and trusting. Classrooms are calm and respectful, and pupils are confident that staff will listen and act if concerns arise. Pupils value the range of opportunities beyond lessons. These include a wide range of clubs, leadership roles, and recent success in a trust-wide debating competition. These activities develop pupils' confidence and pride in contributing to their school community.

Next steps

- Leaders and those responsible for governance should continue to strengthen and extend the impact of their work to reduce gaps in attendance and achievement for disadvantaged pupils, so that outcomes for all pupils improve even further.

About this inspection

This school is part of The Flying High 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), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson. 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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other senior leaders during the inspection. The lead inspector held a meeting with representatives of the trust, including the CEO and the local governing body.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection: The headteacher took up post in September 2023. The deputy headteacher took up position in September 2024.

Headteacher : Vicki Welsby

Lead inspector:

Shaheen Hussain, His Majesty's Inspector


Team inspectors:

Dawn White, Ofsted Inspector

Michael Wilson, 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 14 April 2026

School and pupil context

Total pupils

175

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

180

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)

30.29%

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

0.00%

Well below 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

16.57%

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

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	69%	61%	Above
2024/25 (revised)	73%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	60%	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	76%	74%	Close to average
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	67%	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	78%	72%	Above
2024/25 (revised)	80%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	71%	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	80%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	76%	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	58%	46%	Above
2024/25 (revised)	73%	47%	Above
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	43%	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	65%	62%	Close to average
2024/25 (revised)	80%	63%	Above
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	43%	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)	80%	59%	Above
2023/24 (final)	73%	58%	Above
2022/23 (final)	50%	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	68%	60%	Close to average
2024/25 (revised)	80%	61%	Above
2023/24 (final)	73%	59%	Above
2022/23 (final)	50%	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	58%	68%	-10 pp
2024/25 (revised)	73%	69%	4 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	43%	66%	-23 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	65%	80%	-15 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	43%	78%	-35 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)	80%	78%	2 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	50%	77%	-27 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	68%	80%	-12 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 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)	4.0%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	6.6%	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)	9.3%	13.3%	Below
2023/24 (3 term)	12.4%	14.6%	Close to average
2022/23 (3 term)	15.0%	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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