

# Inspection of Lockyer's Middle School

Blandford Road, Corfe Mullen, Wimborne, Dorset BH21 3HQ

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Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are proud to attend Lockyer's Middle School. They are punctual at the start of the day and to lessons. They know how the six values of the school are relevant to their lives.

Leaders have high expectations of pupils' learning, including those who have special educational needs and/or disabilities (SEND). Staff use recognition and rewards to reinforce expectations. Most pupils live up to these expectations. They are keen to learn and are proud of the work they produce.

The behaviour of pupils is typically good. Pupils behave sensibly and enjoy social times. They know the rules and understand what will happen if they break them. Bullying is not common and is usually dealt with well if it does happen. However, some pupils do not change their behaviour when it is not good enough.

Leaders have prioritised reading. Pupils enjoy reading and know how important it is. Pupils read books with their tutors that help them to explore complex issues. For example, they read books which help them to understand neurodiversity, racism and mental health difficulties.

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

The curriculum is ambitious. Leaders have identified the most important learning in each subject. They have considered the order in which it should be taught. Teachers check that pupils understand new concepts and correct any misconceptions that arise. Teachers are knowledgeable about the subjects they teach and present information clearly. However, teaching does not always help pupils to develop long-term recall. Pupils do not always remember what they have learned before. In light of this, leaders have begun work to improve how well pupils recall knowledge.

Staff understand the needs of pupils with special educational needs and/or disabilities (SEND). Staff know how best to support pupils so that they can learn the same curriculum as their peers. Leaders work with parents and carers so that they are involved in decisions about their children.

The reading curriculum is rigorous. Pupils read often. Teachers make sure that pupils understand new words that they encounter in all of the subjects they learn. Pupils who are not fluent readers get the help they need to improve. Leaders have ensured that characters in the books used for teacher-led reading are positive role models for pupils from all backgrounds, including those who are disadvantaged or have SEND.

Pupils are friendly and courteous to adults and when speaking to one another. However, a small number do not meet the high expectations of leaders. This includes a few who are unkind to their peers. Not all staff deal with poor behaviour

effectively. As a result, the behaviour of those pupils who need to improve does not always do so.

Leaders ensure that all pupils have opportunities to try new activities and develop their interests. Pupils learn how to be healthy, both physically and mentally. They know about different types of relationships and how these may change over time. Careers education is appropriate and meets the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. Pupils feel well prepared for upper school. Pupils develop their cultural understanding through the books they read, the art and music they learn about and create, and visits from theatre companies.

Leaders have acted to reduce staff workload. Staff enjoy working at the school and say that their well-being is considered by leaders. Leaders seek the views of staff, parents and pupils. Pupils feel listened to and can give examples of where changes have been made after leaders have sought their views.

Governors know the school well. Trustees support leaders in school by ensuring that they can focus on the most important priorities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The curriculum teaches pupils about potential risks and how to avoid them. Pupils feel safe. Leaders adapt the curriculum in response to local or national trends.

Staff all know what signs to look out for that may indicate a pupil is at risk. Staff report concerns promptly to the designated staff. Leaders take appropriate actions when they receive concerns. They are tenacious in securing the help that pupils need.

Robust processes check the suitability of all staff for working with children.

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

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

- A small number of pupils do not behave well enough. Their poor behaviour is not always dealt with effectively. As a result, it continues. Leaders need to ensure that poor behaviour is dealt with effectively so that the small number of pupils who need to improve their behaviour do so.
- Teaching does not always help pupils to remember what they have learned long term. Where this occurs, pupils do not always build on what they already know. This affects some pupils' progression through the curriculum. Leaders need to ensure that teaching helps pupils remember more across all areas of the curriculum.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145811
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10254086
<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	9 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Kingston
<b>Headteacher</b>	Antonia Dufek
<b>Website</b>	<a href="http://www.lockyersmiddle.org">www.lockyersmiddle.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Lockyer's Middle School converted to become an academy in July 2018. When its predecessor school, Lockyer's Middle School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use any alternative providers.
- The school meets the requirements of the Baker Clause.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, governors and trustees.
- Inspectors carried out deep dives in these subjects: art, mathematics, English and technology.

- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons in subjects including personal, social, health and economic education, religious education, music, geography and science, as well as the deep dive subjects.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- Inspectors spoke to parents as they dropped their children off at school.
- The lead inspector met with representatives of the trust.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
John Weeds	Ofsted Inspector
Gary Schlick	Ofsted Inspector

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