

Fareham Academy

Address: St Anne's Grove, Fareham, Hampshire, PO14 1JJ

Unique reference number (URN): 140069

Inspection report: 3 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

Inclusion

Expected standard

Inclusion is at the heart of the school. Leaders use effective processes to identify the needs of pupils. Staff put in place appropriate support and interventions that are specific to pupils' needs. Leaders monitor the impact and adapt this where appropriate. Pupils become more independent over time.

Leaders have trained staff well to meet the needs of pupils in lessons. This is through their teaching as well as the use of individualised plans. Staff use effective adaptations, such as key words, access to technology and specialised hearing support. Teaching assistants support pupils well within lessons alongside the teachers.

Leaders use evidence to inform the support for disadvantaged pupils. Staff know what they need to do to support pupils and do this effectively in class. These actions are appropriate. Leaders work effectively with outside agencies to ensure that pupils known or previously known to social care get the help they need. Leaders use alternative provision appropriately for pupils who require this support. They are careful to link this to pupils' needs and support them to return to school.

Personal development and wellbeing

Expected standard

The personal development and wellbeing programme ensures that pupils develop an age-appropriate understanding of the curriculum. This includes relationships and sex education and health education. Pupils are confident to talk about relationships. They learn about other cultures and religions through the curriculum. The 'RAK days' allow pupils to immerse themselves in a topic such as culture. Lessons promote pupils' discussions of key issues. They listen to each other and reflect on what they have heard.

Pupils learn about the risks to themselves both online and in the community. They can describe these risks and how to keep themselves safe. The teaching of personal, social, health and economic education is adapted to meet the needs of both disadvantaged pupils and pupils with special educational needs and/or disabilities.

There are a wide range of opportunities beyond the curriculum available to all pupils. Leaders monitor pupils who attend enrichment opportunities and put in place support for those who would benefit most. Leaders ensure that disadvantaged pupils attend well. Staff ran an extensive range of trips in the last academic year. These focused on the curriculum, enrichment opportunities and developing pupils' independence.

The careers programme is thorough. Pupils appreciate learning about what they can do after leaving school. Careers advice and visiting speakers ensure that pupils are well informed to make the right decision for their next stage in their education. The school provides additional support for vulnerable pupils. This includes extra visits to providers in both further and higher education and trips to broaden their experiences.

Fundamental British values are taught through the curriculum, and pupils have a generally secure understanding of these. They know why there are protected characteristics and what

it means for them. Pupils are supported well to develop their character.

Needs attention

Achievement

Needs attention 

Pupils, including disadvantaged pupils, do not achieve as well as they could in national examinations by the end of key stage 4. This is also the case for younger pupils. Leaders have taken action to improve the achievement of pupils. However, it is too early to see the impact of their work. This means that pupils have gaps in their knowledge and are not fully prepared for the next steps.

Where the curriculum is taught well, pupils build their knowledge sufficiently over time and are able to remember their learning. They build on the learning they have secured. However, this is not the case in most subject areas. Teaching does not help pupils to build a deep understanding of new concepts and therefore pupils find it difficult to apply what they have learned.

Attendance and behaviour

Needs attention 

Pupils' attendance is not yet high enough. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders have taken effective action to reduce the number of pupils who are persistently absent. However, the wider attendance strategy is still in the early stages, and the impact cannot yet be seen. Leaders should ensure that attendance is a high priority for all pupils in the school.

Leaders have clear routines and systems in place to ensure that pupils' behaviour is positive in lessons and around the school. The behaviour policy is generally implemented well by staff. Leaders use suspensions appropriately and as a last resort. They have reduced the number of suspensions as they have put in place effective provision to support pupils. Pupils generally want to learn well in lessons. Disruption is rare, which means pupils are able to learn. Leaders deal effectively with discrimination and harassment. They have effective adaptations to the behaviour system for some pupils who require them. This includes the use of the wellbeing room to support pupils who need additional support.

Curriculum and teaching

Needs attention 

Teaching is not consistently effective across subjects. Leaders have the appropriate ambition for teaching to be better. However, the inconsistencies mean that pupils do not learn as well as they could. For example, teaching does not routinely check for understanding in a timely manner, and questioning does not deepen pupils' understanding sufficiently well. Pupils' misconceptions and gaps in knowledge are not addressed quickly enough. Leaders' strategies to improve teaching are not yet having a positive enough impact.

The curriculum is well designed and knowledge is organised in a sensible order. Teachers have the subject knowledge they need. For example, leaders support teachers effectively to ensure they understand the curriculum in their subject. Leaders have put systems in place to identify where pupils have gaps in their knowledge, such as in reading and mathematics. Leaders are further refining this work to ensure greater consistency and impact of this support.

Teachers make effective adjustments for pupils who have barriers to their learning. Pupils, including those with special educational needs and/or disabilities, are able to engage in learning the curriculum.

Leadership and governance

Needs attention 

Leaders understand the school's strengths, the areas where improvement is needed and the actions they need to take. However, these actions are not yet having the impact needed.

Trustees know the school well. They clearly identify where the school needs to improve and ensure that leaders are actively supported and appropriately challenged. Trustees have recognised the impact of staff changes in the school but continue to challenge leaders to improve. Trustees fulfil their statutory duties well.

Leaders are committed to working in the best interests of the pupils in the school. For example, where leaders have focused their improvement work on supporting pupils with special educational needs and/or disabilities (SEND) it has been effective.

Staff value their professional learning programme. It has had a clear impact on their understanding of how to help pupils with SEND. Early career teachers are well supported to make a positive start. Staff are happy at the school. They feel supported by leaders and know that their workload and wellbeing are considered when decisions are made.

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

Warm relationships between staff and pupils mean that pupils feel safe in school. They are clear where to go if they need additional support.

In lessons, pupils behave well. They listen to their teachers, and any low-level disruption is dealt with effectively. Pupils know that attendance is important. However, the school is not yet secure in ensuring that pupils, including the most disadvantaged, attend the school on a regular enough basis. When bullying does happen, it is reported and dealt with effectively by staff.

Pupils enjoy their learning. However, they have a mixed experience of the curriculum across the school. Consequently, pupils do not achieve as well as they could. Leaders are ambitious for this to improve and have put improvement plans in place.

Leaders promptly identify pupils with special educational needs and/or disabilities. Leaders also remove barriers to learning and put effective strategies in place for these pupils.

Teachers support disadvantaged pupils effectively and provide them with a wide range of opportunities. However, disadvantaged pupils do not achieve as well as they could.

Pupils benefit from a range of opportunities beyond the curriculum. They are taught what it means to be a positive member of society. Pupils understand fundamental British values and appreciate the uniqueness of different cultures. There are a range of trips and visits, which enhance their experiences in school. The 'RAK days', which immerse pupils in activities such as culture experiences, are valued by both pupils and staff alike.

Next steps

- Leaders should ensure that their strategic approach to attendance results in declining absence rates for all pupils.
 - Leaders should ensure that they rigorously monitor the impact of their improvement strategies so that they secure the improvements needed.
 - Leaders should ensure that teachers' approaches, particularly checking for misconceptions and questioning, become more effective so that pupils secure foundational knowledge and achieve well across subjects.
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About this inspection

This school is a standalone academy, which means other people in the trust also have responsibility for running the school. The trust is run by the headteacher, who is also the chief executive officer, Christopher Pranker, and overseen by a board of trustees, chaired by Rachel Clifton.

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 leaders, trustees, pupils, staff and the school improvement partner during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school includes provision for hearing impaired pupils.

The school makes use of 9 alternative provisions, including 7 that are unregistered.

Lead inspector:

Paul Grundy, His Majesty's Inspector

Team inspectors:

Harry Kutty, Ofsted Inspector

julia Mortimore, Ofsted Inspector

Fae Dean, Ofsted Inspector

Linda Culling, His Majesty's 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 3 February 2026

School and pupil context

Total pupils

884

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: 1,067

School capacity

900

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: 1,152

Pupils eligible for free school meals (FSM)

29.75%

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: 28.9%

Pupils with an education, health and care (EHC) plan

6.90%

Well above 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: 3.09%

Pupils with special educational needs (SEN) support

21.04%

Well above average

What does this mean?

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

National average: 13.4%

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	30.6%	45.2%	Below
2023/24 (final)	33.1%	45.9%	Below
2022/23 (final)	38.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	38.4	45.9	Below
2023/24 (final)	40.5	45.9	Below

Year	This school	National average	Compared with national average
2022/23 (final)	44.2	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.40	-0.03	Below
2022/23 (final)	-0.36	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	18.0%	25.6%	Close to average
2023/24 (final)	11.8%	25.8%	Below
2022/23 (final)	20.6%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	29.7	34.9	Below
2023/24 (final)	29.0	34.6	Below
2022/23 (final)	35.1	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.03	-0.57	Below
2022/23 (final)	-0.79	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	18.0%	52.8%	-34.8 pp
2023/24 (final)	11.8%	53.1%	-41.4 pp
2022/23 (final)	20.6%	52.4%	-31.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	29.7	50.3	-20.6
2023/24 (final)	29.0	50.0	-21.0
2022/23 (final)	35.1	50.3	-15.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.03	0.16	-1.19
2022/23 (final)	-0.79	0.17	-0.96

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	92%	93%	Average

Year	This school	National average	Compared with national average
2021 leavers (revised)	91%	94%	Average

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)	11.4%	8.1%	Above
2023/24 (3 term)	11.3%	8.9%	Above
2022/23 (3 term)	10.6%	9.0%	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 term)	29.1%	21.9%	Above
2023/24 (3 term)	31.0%	25.6%	Above
2022/23 (3 term)	30.7%	26.5%	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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