

Gomer Junior School

Pyrford Close, Alverstoke, Gosport, Hampshire PO12 2RP

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment at the end of Key Stage 2 in national assessments is above the national average. The rate of progress pupils make from their different starting points in both English and mathematics also is good.
- The progress pupils make is tracked closely by the school and support is provided if this slows for some pupils.
- The quality of teaching and learning over time has been good and has enabled all groups of learners to make good progress including disabled pupils and those with special educational needs.
- Pupils' behaviour around the school is good and they enjoy learning in class.
- The senior and middle leadership teams have been effective in improving the outcomes for pupils by raising the quality of the teaching in class.
- Pupils are well prepared for their next stage in education both in terms of their academic development and their social, moral spiritual and cultural development.

It is not yet an outstanding school because

- Attainment in writing lags behind that in reading and mathematics; as a result achievement is not consistent between subject areas.
- Pupils are not always given clear targets that would help them improve their work.
- Although pupils are given guidance on how to improve their work they do not respond to the feedback so mistakes can be repeated.
- Governors do not review data rigorously enough to provide sufficient challenge to school leaders for the outcomes of groups of pupils.

Information about this inspection

- The inspectors observed 14 lessons and a school assembly.
- Meetings were held with groups of pupils, members of the governing body, senior and middle leaders. The lead inspector also held a telephone conversation with a representative from the local authority.
- The inspectors listened to pupils read and scrutinised samples of pupils' workbooks.
- A wide range of documents were examined, including the school's information on pupils' recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspectors also took account of the 52 responses to the online questionnaire (Parent View). The views of staff were considered through the eight staff questionnaires.

Inspection team

Dave Hogg, Lead inspector

Additional Inspector

Margaret Faull

Additional Inspector

Full report

Information about this school

- The school is average sized for a primary school. It draws an increasing number of pupils from outside of the local area.
- Pupils from the families of the service personnel posted at the naval base attend the school. The proportion of pupils eligible for extra funding provided for children of service families, looked after children, and those pupils known to be eligible for free school meals (pupil premium) is a little below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action and the number of those who are supported through school action plus or with a statement of special educational needs are broadly in line with the national average.
- The number of pupils from minority ethnic groups is much lower than the national average and there are no pupils who speak English as an additional language currently attending the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve standards in writing by:
 - ensuring pupils are given clear guidance on how to improve their work, with short-term targets that are linked to the learning tasks they are working on
 - providing pupils with opportunities to quickly act on the good feedback teachers provide in their books.
- Improve leadership and management by:
 - ensuring governors rigorously review information held on how well pupils are doing so that they are better able to hold the school leaders to account for the outcomes of different groups of pupils.

Inspection judgements

The achievement of pupils is good

- Overall pupils' achievement is good. Pupils make good progress in English and mathematics from their different starting points and attainment is above the national average in both. Pupils' attainment in mathematics is higher than in English as their starting points differ in writing and are lower but they catch up by the time they leave in Year 6.
- Pupils' work is monitored closely by their teachers, enabling their rate of progress to be assessed by school leaders. This has allowed the school to compare how well groups of pupils are achieving, for example those eligible for additional support through the pupil premium funding or disabled pupils and those with special educational needs.
- The information the school holds indicates that pupils from service families achieve well with progress and attainment above the national averages. Those in receipt of free school meals make better progress as they move through the school and close some of the gaps in skills between other pupils by the time they leave in Year 6. However, gaps in their attainment do remain in both English and mathematics of about two terms when compared with other pupils.
- Disabled pupils and those with special educational needs make similar progress to other pupils in the class due to good in-class support from teaching assistants and well-targeted interventions at other times.
- Reading is supported well by structured phonics activities (work on the sounds letters make) in the lower school. Pupils read with increased fluency as they get older. Year 6 pupils say they enjoy reading, especially books by Roald Dahl and Darren Shan.
- The school has identified the need to extend more able pupils as much as possible as outcomes for these pupils have been variable. The school now teaches a group of pupils in Year 6 in a focused group in mathematics to accelerate their learning with the aim of them gaining the higher levels at Key Stage 2 assessment tests.

The quality of teaching is good

- Teaching over time is good and has enabled pupils to achieve well in both English and mathematics. Outcomes for pupils' writing have improved because the school has put a lot of effort in the delivery of more effective teaching to overcome any gaps in the skills pupils may have when they arrive in school.
- Teachers' subject knowledge is good and, in the best teaching, planning is very closely matched to the learning that has taken place in the previous lessons. Good planning has meant that activities are well matched to the abilities of the pupils so they are not too difficult or too easy.
- Pupils' work is well marked, especially in English, and identifies to pupils what is good about the work and what needs to be improved. However, pupils do say that they sometimes get confused by the feedback and are not sure what to do. Although pupils are provided with longer-term targets they do not have ones that are linked to the tasks they are currently working on that show them what they can do to improve their work.
- Pupils enjoy their lessons and feel their teachers make the lessons interesting. Relationships in the class between pupils and with adults are good and pupils engage in the learning in their lessons well.
- Those pupils who need additional support are effectively supported in class and in intervention work by their teachers and teaching assistants.
- Pupils develop good skills in information and communication technology (ICT) and are confident using a range of software. The school uses blogging which allows pupils to share their work and opinions on issues raised by the school, for example the recent anti-bullying week.
- Trips to local places of interest are used as exciting learning opportunities, for example Year 3

pupils followed up a visit to Porchester Castle with a lesson in the ICT suite to write guide leaflets that could be used for a family visit to the castle.

The behaviour and safety of pupils are good

- Pupils feel safe and well looked after at school. They have a good understanding of personal safety, for example when using the internet. Parents echo the views of their children and also feel their children are well cared for by the school. The pupils are delightful, keen to talk about their school and proud of it too.
- Acts of unkindness and bullying are rare and pupils say the school works to give the pupils the skills so that they get along together. Visitors are used to promote a strong anti-bullying message through assemblies and an event led by an ex-bodyguard of Nelson Mandela which culminated in pupils launching 280 balloons, carrying their messages of how to beat bullying.
- Pupils get on in lessons and demonstrate good skills in discussion and are provided with opportunities to work on tasks independently of the adults. They demonstrate good levels of engagement especially when teaching in lessons is stronger and the level of challenge is higher. In a science lesson Year 4 pupils explored how buzzers work in circuits. Pupils developed intense discussions in their groups when debating true and false statements and were challenged to give reasons for their answers.
- Pupils themselves say behaviour is generally good with silliness in class rare and that does not stop them from learning. The behaviour system is well known to the pupils and they have been able to have an input in improving it further.
- Attendance is high and the school works with outside agencies to keep absence as low as possible.

The leadership and management are good

- School leaders have worked very effectively as a team to improve and develop the school further. They have identified areas for development and have taken action to secure the improvements necessary. Some aspects of the development plans they have lack specific outcomes that would help governors to more rigorously monitor the impact of the work of the school. The work of the leadership team demonstrates that the school can develop further.
- The outcomes for pupils are tracked carefully and this is linked to the teachers' salary progression and promotion. The performance management arrangements for staff are well organised and the senior leaders have a very good understanding of the quality of teaching and learning. Weaker teaching has been eradicated through targeted support when needed.
- The quality of the middle leadership team is high. They are experienced and support the senior leaders very effectively in taking a lead in improving the quality of teaching and learning across the school by providing coaching and mentoring of new members of staff.
- The curriculum is creative and engaging, delivering good outcomes in mathematics and improving outcomes in English. Opportunities for extended writing in other subject areas, for example ICT and science, have been developed so pupils can practice their skills in other areas. Extra-curricular visits to places of significance are used to give a real world link to activities in class, and interesting visitors such as an ex-member of the rock band Status Quo, have been used to excite pupils' interest in music and the arts.
- The school has taken steps to grow the pupils' social skills and understanding of what is right and wrong alongside an appreciation of the faiths and beliefs of others. The cultural diversity of the modern world is explored through lesson activities and creative activities including music and drama, some of which happen after school. Consequently, pupils are welcoming of others and through the school's efforts to ensure equality of opportunity, pupils are accepting of the

differences in other people.

- The school has well-thought-out and creative plans to raise participation rates of pupils in sports activities and the skills of staff in their delivery of specific sports such as gymnastics. It has linked with a local secondary school to access additional coaching expertise. The plans the school has include how the impact will be reviewed and will allow school leaders to evaluate if the additional sport funding has been used effectively.
- The school has worked well with the local authority for a number of years and has used the expertise of advisors and consultants effectively especially in developing the skills in all staff to recognise the quality of pupils' work through accurate moderation.
- Safeguarding procedures are robust and provide a good framework to care for the pupils at Gomer Junior School.

■ **The governance of the school:**

- The governing body has undergone some changes in key personnel and is at present developing its expertise in some areas. Governors are knowledgeable about the school, its strengths and improvement areas. They monitor the quality of teaching through linking observations from the headteacher and those of external consultants. The governors are still developing their skills in reviewing the outcomes of pupils and do not hold the school sufficiently to account for the progress pupils make, for example those pupils in receipt of additional funding from the pupil premium grant. Governors are developing their skills through accessing training provided by the local authority and through online means. They are rigorous in their monitoring of the financial position of the school and are beginning to develop plans to review the spending plans for the sports premium funding. Safeguarding arrangements are reviewed carefully to ensure pupils are well looked after.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116181
Local authority	Hampshire
Inspection number	426591

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Paul Lane
Headteacher	Craig Williams
Date of previous school inspection	6 November 2008
Telephone number	023 9252 4312
Fax number	023 9258 1380
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