

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5307  
**Email:** rachel.evans@tribalgroup.com



1 July 2014

Mr D Foster  
Headteacher  
Guillemont Junior School  
Sandy Lane  
Farnborough  
Hampshire  
GU14 9ES

Dear Mr Foster

### **Serious weaknesses first monitoring inspection of Guillemont Junior School**

Following my visit to your school on 30 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's most recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in February 2014. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During this inspection I met with you and the deputy headteacher, and the Chair of the Governing Body. I spoke to a representative from the local authority, visited classrooms and looked at work in pupils' books. I reviewed the single central record to check safeguarding procedures for newly appointed staff, and I evaluated the local authority's statement of action and the school's improvement plan.

### **The quality of leadership and management at the school**

Since the last inspection you have adapted the school action plan to address the required areas for improvement and are working closely with the deputy headteacher to make the necessary changes. Although the improvement plan is clear and detailed, it is not yet fit for purpose because it is not explicit enough about the intended impact on pupils' learning. This means that teachers and leaders

cannot see if what they are doing is making learning better, and governors cannot monitor the impact effectively.

You are taking appropriate action to improve the quality of teaching. You are evaluating lessons regularly and meeting with teachers to inform them of next steps. It is positive that all teachers have spent time at other schools, observing good or outstanding teaching to help them improve their practice. Where teaching has been inadequate, you are successfully addressing performance and improving teaching.

You are keeping thorough records of the monitoring taking place and are using a range of information, including planning and marking, to evaluate teachers' work. However, your evaluations do not take enough account of pupils' progress.

The work of middle leaders remains underdeveloped and most are not effective in helping the school to improve. This is slowing progress because you and the deputy headteacher are trying to do too much. You do not have sufficient support 'on the ground' to promote the improvements you want to make; you need to accelerate your plans to address this.

The governing body is very supportive of school leaders. Through training on how to understand information about pupils' progress, governors have an increasing understanding of how well pupils are doing. They are becoming more familiar with and involved in school life, such as through the learning walk the Chair of the Governing Body and mathematics leader undertook to see teaching and learning in practice.

Governors know they should be asking you more challenging questions about the impact of the work being done but this is not happening enough. They are keen to help you but should not, as is starting to happen, take on tasks which are your responsibility, for example monitoring the middle leaders. The governors' action plan accurately identifies areas for improvement.

The local authority has provided effective support for senior leaders and governors. Support for middle leaders is effective for those who understand their role and is helping them improve their subjects. Some middle leaders require more extensive support to fulfil their roles properly. The leadership learning partner has worked well with the school to monitor pupils' work and confirm lesson judgements. The strategy group, which includes school leaders, governors and the local authority, is focused on helping the school to take appropriate action to improve quickly. The local authority has confidence in what you are doing to move the school forward and recognises the progress you have made to date.

Following the monitoring inspection, the following judgements were made:

The school's improvement plan is not fit for purpose.

The local authority's action plan is fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Hampshire and the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Louise Adams

**Seconded Inspector**