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7 November 2014

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

Dear Mr Foster

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

Following my visit to your school on 6 November 2014 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in February 2014. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school improvement plan is fit for purpose

The school is making reasonable progress towards the removal of the serious weaknesses designation.

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

Yours sincerely

Louise Adams  
**Seconded Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2014**

- Improve teaching so that pupils' progress is at least good by ensuring that:
  - teachers have high expectations of what all pupils can achieve, including the most-able
  - marking is more consistently effective in driving rapid improvement through giving pupils clear guidance as to what they need to do to improve
  - teachers share best practice across the school to ensure that all are equally effective in driving forward learning
  - disabled pupils and those who have special educational needs are provided with the help and support they need to achieve as well as their peers.
- Improve achievement, particularly in mathematics by:
  - ensuring that teachers have high expectations of the quality and presentation of pupils' written work
  - providing pupils with more opportunities to practise their skills in writing and mathematics through their work in other subjects.
- Improve the leadership and management of the school by:
  - increasing the effectiveness and impact of middle leaders, in raising standards in the areas for which they have responsibility
  - setting higher expectations for what pupils can achieve across the school.

## **Report on the second monitoring inspection on 6 November 2014**

### **Evidence**

The inspector met with the headteacher, deputy headteacher, middle leaders and the Chair of the Governing Body, and spoke to the school's leadership learning partner (LLP) from the local authority. The inspector also visited classrooms and observed lessons, scrutinised work in pupils' books, spoke to pupils about the school and their work, and spoke to a few parents when dropping off pupils at the beginning of the school day. The inspector also reviewed the school improvement plan and other documentation.

### **Context**

Four new teachers have joined the school, including two newly qualified teachers. The deputy headteacher is leaving at the end of January 2015 and a replacement has been appointed to start at the beginning of the term, prior to her departure.

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

Since the first monitoring inspection in June, the headteacher has rightly prioritised improving the effectiveness of middle leaders, which he has tackled with determination. He has ensured all leaders know and understand their roles and, through training, mentoring and regular meetings, he is developing their skills and knowledge to enable them to fulfil their responsibilities. Where middle leaders are not meeting his expectations, he is taking appropriate action.

Most middle leaders are enthusiastic about the new accountabilities and are becoming more effective in helping the school to improve, with some having a greater impact than others. Middle leaders now lead team meetings and the fortnightly pupil progress meetings. The outcomes of these are shared at the weekly leadership team meetings and action is taken to ensure that pupils who are not making enough progress are supported quickly.

The changeover of deputy headteachers is being managed well by the headteacher and governing body, who have planned an extended handover period. The deputy headteacher has played a crucial role in improving the school to date and it is good to see the handover being approached in a well-planned way.

Leaders are accurate in their assessments of teachers' strengths and areas for development. It is positive that the regular monitoring of lessons and pupil progress is beginning to be undertaken by middle leaders. Senior leaders are now giving a strong message to teachers that the effectiveness of teaching can only be accurately judged by pupils' attainment and progress.

Teaching is continuing to improve. Teachers are becoming increasingly reflective about what helps pupils to learn and are adapting their practice accordingly. An example of this is that teachers reflect on how much time they need to talk for when introducing a topic or task, so that pupils have as much time as possible to share their ideas and carry out learning activities.

The mathematics leader, with support from the local authority adviser, is driving improvements in the subject. The new system of planning and the recent training on mathematics teaching are helping ensure lessons deepen pupils' knowledge and understanding. Although the recent mathematics standard assessment test results for Year 6 pupils were similar to 2013, lesson observations and the work in pupils' books showed that the pupils are learning more and having increased opportunities to develop their mathematics skills. In one Year 5 lesson, the activity was carefully structured to take account of the differing abilities of pupils to help them understand how to solve word problems. Pupils made their own decisions about whether to use practical equipment to help them.

All teachers are consistently marking work and providing useful feedback to pupils, both in books and during lessons. Leaders are aware that not all teachers make sure pupils act upon advice and improve their work and have planned appropriate follow up to ensure consistency.

The provision for disabled pupils and those with special educational needs has been reorganised so that teachers are now responsible for meeting their needs. Where this is working well, teachers are reflecting on how well what they do in class helps or hinders the learning of the pupils requiring further support. However, some teachers do not have a good enough understanding of how to meet the needs of particular pupils or groups of pupils. For example, a child who speaks English as an additional language was not accessing the correct text during a guided reading session and did not make progress.

Pupils and parents speak very positively of the school. Pupils state that they are working much harder than they were before the section 5 inspection in February. Although pupils also say that they are expected to behave better and to present their work more carefully, standards of behaviour and presentation are still not high enough. Senior leaders identified that more needs to be done and have plans to tackle what the headteacher described as a 'culture of low expectations'.

Governors are still not holding leaders fully to account. Although governors have a better understanding of information about pupils' progress and are able to ask relevant questions, some important questions are not being asked, such as 'why did the school believe that this year's test results would be better than they are?' An audit is necessary to ensure all members have the relevant skills to carry out their specific roles and the understanding to fulfil their corporate responsibilities.

### **Strengths in the school's approaches to securing improvement:**

- The headteacher is tackling staff performance with rigour and determination.
- Teachers are now being held to account for the performance of their pupils.
- Leaders are now focused on pupils' attainment and progress.

### **Weaknesses in the school's approaches to securing improvement:**

- Staff expectations of the presentation of pupils' work and their behaviour in lessons are not high enough.
- Information about pupils' achievement is not being analysed rigorously or frequently enough by leaders to make sure specific groups are doing as well as they can.
- Governors do not have sufficient expertise to hold the headteacher fully to account.

### **External support**

The local authority continues to provide effective support for leaders. The leadership learning partner has worked effectively with senior and middle leaders to ensure they are focusing on the correct priorities and know what they need to do to improve the school. Subject leader training has been provided and, where necessary, adapted to meet the school's specific needs.