

St John's, Gosport Church of England Voluntary Aided Primary School

Grove Road, Gosport, Hampshire, PO12 4JH

Inspection dates

23–24 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders have not yet ensured that teaching is consistently good.
- Leaders at all levels, including middle leaders, have not been effective enough in improving pupils' achievement.
- Pupils do not always behave well in class or in the playground because staff are inconsistent in their application of the school's behaviour policy.
- Teachers do not always have high enough expectations of what pupils can achieve. They do not consistently give pupils work which is challenging enough.
- The quality of teachers' marking is too variable. Teachers do not always give pupils detailed enough written comments to help them improve their work, or make sure that pupils are following their advice.
- Achievement is not yet good because pupils' progress is too uneven, within year groups and across different key stages.
- The progress of children in the Reception class is too variable. Leaders have not ensured that staff make good use of all available resources so that children can achieve well.

The school has the following strengths

- Senior leaders are strongly committed to improving the school's effectiveness and have identified the right priorities for improvement. Governors know the school well and are aware of its strengths and weaknesses.
- The school's curriculum is well matched to pupils' abilities and interests. It makes a good contribution to their spiritual, moral, social and cultural development.
- The school takes good care of pupils. Pupils feel safe in school and have few concerns about bullying. Attendance has improved and is now average.
- The school has made good use of additional government funding for disadvantaged pupils. They are taught well and are helped to catch up with their peers. Gaps between their attainment and that of other pupils have narrowed considerably.
- Standards in English and mathematics have risen significantly in recent years, ensuring that pupils are now better prepared for secondary education.
- Most parents agree that their children enjoy school, feel safe and are well looked after there.

Information about this inspection

- The inspectors observed teaching and learning in 21 lessons, taught by 17 teachers, one being jointly observed with the headteacher. Inspectors made shorter visits to a number of other lessons and activities. They also attended an assembly, examined samples of pupils' written work together with senior leaders, and listened to pupils read.
- Inspectors held discussions with groups of pupils, the Chair and several other members of the Governing Body, as well as staff and a representative from the local authority. Inspectors also held informal discussions with a number of parents and carers.
- The inspectors observed the school's work and looked at a range of documents, including the school's information on pupils' attainment and progress, and records of attendance. They examined safeguarding procedures and records of the school's own lesson observations, as well as the school's self-evaluation, performance management and planning documents.
- In planning and carrying out the inspection, inspectors took account of 30 responses to the Ofsted online survey, Parent View. They also considered letters from a parent and a member of staff, and 32 questionnaires completed by members of the teaching and support staff.

Inspection team

Robin Gaff, Lead Inspector

Additional Inspector

Alison Botarelli

Additional Inspector

Stephen Schwartz

Additional Inspector

Full report

Information about this school

- This school is larger than the averaged-sized primary school.
- Most pupils are from White British backgrounds.
- More than one in three pupils is eligible for the pupil premium, which is additional government funding provided for disadvantaged children who are looked after or known to be eligible for free school meals. This proportion is above the national average.
- The proportion of disabled pupils and those with special educational needs who are being supported at school action plus or with a statement of special educational needs – just under one in 20 - is below the national average. About one in five pupils is being supported at school action. This proportion is well above the national average.
- An above average proportion of pupils join or leave the school at other than the usual times.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school runs a breakfast club each school day for up to 20 of its own pupils.
- Since the school's previous inspection, there have been several changes in staffing. These include a number of staff who have been appointed to positions of responsibility.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make good or better progress by ensuring that teachers:
 - have high expectations of what pupils can achieve and give them work which is sufficiently demanding
 - give pupils detailed advice on how to improve their work and check that pupils have acted on their comments.
- Improve pupils' behaviour so that it is consistently good by ensuring all staff apply the school's policies for managing pupils' behaviour.
- Ensure leaders at all levels make regular checks on the quality of teaching and of pupils' work so that teaching is consistently good.
- Ensure staff in the early years provision use all available resources well so that children have enough opportunities to develop all aspects of their learning.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because teaching has not been good enough over time to enable all pupils to achieve and behave as well as they should.
- Leaders do not check the quality of teaching and of pupils' work regularly or thoroughly enough. This means that they have not always been able to identify weak teaching promptly and provide support for teachers as soon as it is needed.
- Staff who have responsibility for particular subjects, including some who have been appointed relatively recently, are not yet playing a fully effective part in improving teaching and pupils' achievement. They are not, for example, observing teaching and learning during lessons.
- Leaders have not ensured that all members of staff, including playground supervisors, apply consistently the school's policies for managing pupils' behaviour.
- The headteacher and senior colleagues are strongly committed to providing the best possible education for all the school's pupils. This includes pupils from different backgrounds, those who join the school at other than the normal times for transfer, and those who find it difficult to conform to the school's expectations.
- Together with the governing body, senior leaders have accurately identified the areas in which the school needs to improve. Staff are proud of their school, are keen to improve their own practice, and share leaders' ambitions. These factors, together with leaders' success in raising pupils' attainment and in improving attendance, demonstrate the school's capacity for further improvement.
- The headteacher, supported by the governing body, sets appropriate targets for teachers. Any pay rises or promotions depend on teachers' success in meeting these targets, which are closely related to pupils' achievement, including disadvantaged pupils. Staff, including newly qualified teachers, speak positively about the support they have received from senior leaders and of the opportunities they have had to share examples of successful teaching.
- The local authority has recently increased the amount of support it gives the school. It has helped leaders to identify urgent priorities for improvement.
- The school has adapted its curriculum well so that it is in line with new national requirements. It gives pupils good opportunities to learn through studying a range of subjects and topics, as well as from special events, such as the 'Stone Age Day'. This fired pupils' imagination, for example by enabling them to create art work using only tools and materials available to people of the time.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. It ensures that pupils learn about different faiths and traditions, and prepares them well for life in modern Britain.
- The school has made good use of the additional sports funding to extend the range of activities it provides and to increase pupils' participation in physical activity. As a result, their levels of fitness and of performance have begun to rise.
- The school meets current safeguarding requirements.
- **The governance of the school:**
 - Members of the governing body share leaders' ambition for the school. They know how well pupils' performance compares with that of pupils in other schools nationally. Through their regular visits to the school, as well as the reports they receive from the headteacher, governors know about the quality of teaching and what senior leaders are doing to improve it. They are fully aware of how targets are set for teachers and of the links between teachers' pay and their meeting targets. Governors understand how additional funding to support disadvantaged pupils is being used and the impact it has had on their attainment and progress. They also know how the extra sports funding is being spent and appreciate its contribution to improving pupils' well-being. Governors are prepared to undertake relevant training to improve their ability to challenge as well as to support the school's leaders. They make sure that the school's child protection policies and procedures are reviewed regularly and are implemented effectively.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- Teachers do not always make sure that pupils concentrate on their work. They allow pupils to become distracted too often, so that they do not work as hard as they could. This slows their own learning and that of others.
- Pupils do not always behave sensibly and considerately in the playground and staff do not always

intervene quickly enough to help them to do so.

- Pupils are keen to contribute ideas in class. When teaching is good, they respond quickly to teachers' requests and instructions, helping to ensure that lessons proceed at a good pace.
- Pupils are polite and helpful to adults and are keen to tell them about their experience of the school.
- Staff have been successful in working together, and with outside agencies, to improve the conduct of pupils whose behaviour has caused serious concern.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils report that they feel safe in school and trust the staff to look after them well.
- Pupils know about different types of bullying. They say that, although it happens occasionally, staff deal with it quickly and effectively.
- The school has succeeded in improving pupils' attendance so that it is now in line with national expectations. It has also significantly reduced the proportion of pupils who find it difficult to attend school regularly.
- The school's breakfast club provides a safe and supportive environment for those pupils who attend.
- The school's arrangements for safeguarding pupils and children in the Reception class fully meet government requirements.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is too variable and does not enable pupils to achieve as well as they could.
- Teachers too often underestimate the standards which pupils are capable of reaching. They do not always include activities in their lessons which stimulate pupils, including the most able, and encourage them to work hard.
- Teachers mark pupils' written work regularly. They do not, however, give pupils enough detailed information about what they have done well or specific advice about what they need to do to improve their work. Teachers do not check sufficiently that their advice has been acted upon.
- Teachers know their subjects well. This enables them to explain tasks clearly and accurately, including how to approach mathematical problems and to make good use of punctuation in writing.
- In most cases, teachers establish good working relationships with pupils. Classrooms are tidy and well organised, and displays, for example of pupils' writing, encourage them to take pride in their work.
- Most pupils speak positively about their experience of classroom activities, and inspectors found evidence of good teaching in all key stages and subject areas.
- Pupils who require extra support, for example in learning to read, are taught well to enable them to catch up with their classmates.
- Teachers make good use of the information they receive about disabled pupils and those with special educational needs to plan tasks at the right level. Together with teaching assistants, they make sure that these pupils are fully included in classroom activities.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because pupils do not make consistently good progress throughout the school. This is confirmed by the school's own records of pupils' achievement, as well as by inspectors' observations of teaching and learning, and samples of pupils' work.
- Pupils make less progress than they could because teachers do not always give them work which stretches them sufficiently. Pupils told inspectors that, too often, activities are too easy.
- The progress made by the most-able pupils in the school is above that of other pupils. Teachers, however, do not always make sure that these pupils benefit from tasks which enable them to extend their knowledge and understanding. As a result, pupils sometimes finish tasks quickly and time is not used well.
- Pupils' attainment in national tests in reading, writing and mathematics at the end of Key Stage 2 is now broadly average. The standards reached by pupils in this age group have risen in recent years, and at a faster rate than found nationally.
- Disadvantaged pupils achieve well, and gaps between their attainment and that of other pupils have narrowed substantially in recent years. These pupils make good progress because the school uses the additional government funding well to give them the extra support they need to catch up with other pupils

in the school and with all pupils nationally.

- In 2013, disadvantaged pupils' results in English and mathematics at the end of Year 6 indicated that these pupils were just under a term behind all pupils nationally. However, in 2012, the equivalent group's attainment had been more than one-and-a half terms behind other pupils in the school and all pupils nationally. This shows that gaps in attainment had narrowed between 2012 and 2013. Provisional results for 2014 show that this trend has continued.
- Disabled pupils and those with special educational needs achieve at least as well as, and often better than, other pupils in the school and similar pupils nationally. The school quickly identifies individual pupils' barriers to progress, and makes sure that they receive the help they require to overcome them. This shows the school's success in promoting equality of opportunity and in avoiding discrimination.

The early years provision

requires improvement

- The early years provision requires improvement because leaders have not ensured that teaching is consistently good so that children make as much progress as they could. This indicates that leadership and management of the early years provision require improvement.
- Children join the Reception class with levels of knowledge and skills which vary considerably between individuals, but which, for some, are well below those expected for their age.
- Children's progress is uneven because children do not benefit from enough opportunities to develop all their skills to the same extent. Staff do not make sufficiently good use of the outdoor area to enable children to improve their physical development and their ability to work and play independently. As a result, children are not as well prepared to start Year 1 as they could be.
- Children are kept safe and learn to get on well together. Although children's behaviour is not always good, staff usually deal promptly and effectively with any unwanted behaviour.
- The teaching of phonics (the links between sounds and letters) is good. Staff model clearly and distinctly the sounds and shapes of individual and groups of letters, so that children learn to recognise and reproduce them accurately. This helps children to make a good start in learning to read and write.
- Those parents who spoke to inspectors confirmed that they were pleased with the way their children had settled in at school. They said they were happy with the information they were given by the school's leaders and staff about their children's learning and development.

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	116393
Local authority	Hampshire
Inspection number	449357

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Carrie Thompson
Headteacher	Joy Squibb
Date of previous school inspection	10–11 May 2011
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