

Inspection of a good school: Innsworth Junior School

Rookery Road, Innsworth, Gloucester, Gloucestershire GL3 1AX

Inspection dates: 4 May 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to Innsworth Junior School. They firmly believe in the school's values of enjoy, achieve and aspire. Pupils value the strong friendships they make. They are tolerant of one another and appreciate the rich, diverse community of the school. Pupils celebrate difference. They are supportive of each other, and they know the importance of sharing their feelings.

Pupils are welcoming and behave well around the school. They know and understand the school rules of being ready, respectful and safe. Pupils say bullying can happen on rare occasions, but it is sorted out quickly by adults.

Leaders enrich pupils' learning through clubs such as rugby, dance and choir. Pupils enjoy sports trips and visits to museums and galleries.

Leaders have prioritised early reading. As a result, many pupils are catching up quickly. However, leaders have not planned a comprehensive reading curriculum, so pupils do not learn from a broad and well-sequenced curriculum. Leaders are yet to complete work on the implementation of the wider curriculum, so pupils are not developing the depth of knowledge they could.

What does the school do well and what does it need to do better?

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). They are making essential changes to improve the school. These changes have improved pupils' behaviour. Staff feel consulted with, valued and supported by leaders. Staff are positive about leaders and the impact they have had. Governors and leaders work together well to manage staff workload.

Leaders have a clear vision for the school, but their work to develop aspects of the curriculum is in the early stages. For example, the key stage 2 reading curriculum is not planned sufficiently well. Leaders have selected texts for pupils to study. However, they have not thought about how these texts link to the skills they are teaching. Leaders have not decided on the knowledge they want pupils to learn and when they want them to learn it. The curriculum in reading is too narrow and does not meet the ambition of the national curriculum. Consequently, pupils are not prepared well enough for the next stage of their education.

Despite the weaknesses in the reading curriculum, leaders have put in place an effective phonics programme to teach early reading. Staff teach the programme to any pupils who need it, including those who are new to the English language. All staff are trained in how to teach phonics. Pupils practise daily and apply their phonic knowledge when reading. Leaders use assessment well to identify gaps in pupils' knowledge. They put in place effective support to make sure pupils catch up quickly.

In mathematics, the curriculum is well sequenced. Leaders have carefully considered the knowledge they want pupils to learn. Teachers have the subject knowledge to be able support pupils in learning the curriculum well. They use assessment effectively to address gaps in pupils' knowledge. Pupils understand key concepts and apply them in their learning.

Leaders have not implemented the wider curriculum with the same precision as mathematics. Some staff lack the subject expertise they need to explain new learning with clarity. The activities that teachers plan do not deepen pupils' learning well enough. Consequently, pupils do not gain the sufficient depth of knowledge for future learning.

Leaders are ambitious for pupils with SEND. Staff know pupils' needs well. They liaise with external agencies to provide the support pupils need. As a result, pupils with SEND learn well alongside their peers.

Staff expectations for how pupils should behave are clear. The new behaviour policy is understood by all members of the school community. Pupils engage well with peers during breaktime. They have positive attitudes to learning.

Leaders have developed a curriculum to enhance pupils' personal development. Pupils learn about relationships in an age-appropriate way. They appreciate the views of others and understand the impact of their actions. Pupils learn about other cultures and religions. They are proud to be a member of this diverse community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture where safeguarding is the top priority. Staff know that everyone is responsible for safeguarding. Leaders train staff regularly so they know the signs that a child might be at risk. Staff relay concerns quickly. Leaders work effectively

with outside agencies to ensure that pupils get the support they need. They make sure all staff in the school are safe to work with children.

The school's curriculum teaches pupils about well-being and safety, including when online. Pupils know they can talk to adults if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In reading, leaders have not identified the knowledge they want pupils to learn and in what order. Pupils do not learn from a broad, well-planned and sequenced curriculum in line with the national curriculum. As a result, they do not build their knowledge over time as well as they could. Leaders must ensure they identify the key knowledge they want pupils to learn and when they want them to learn it, so that pupils remember more over time.
- The wider curriculum is not yet implemented as leaders intend because staff do not have the subject knowledge to precisely match activities to the intended learning. Consequently, pupils have not yet gained the depth of knowledge that they should. Leaders need to develop staff subject knowledge so that the curriculum for these subjects can be effectively implemented.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115562
Local authority	Gloucestershire
Inspection number	10287458
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Derek Cross
Headteacher	Marcella Scoles
Website	www.innsworthjunior.org.uk
Date of previous inspection	7 and 8 February 2018, under section 5 of the Education Act 2005

Information about this school

- There have been changes in leadership since the previous inspection. The current headteacher took up post in September 2022.
- The school runs its own before- and after-school club.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, pupils, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils read from Years 4, 5 and 6.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's single central record and records of concerns and at how staff work to keep pupils safe. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunch and break times. In addition, they met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the pupil survey and responses to the staff survey.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

Wendy Marriott

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023