

Inspection of a good school: Gomeldon Primary School

Gomeldon, Salisbury, Wiltshire SP4 6JZ

Inspection date: 26 March 2024

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. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils arrive at Gomeldon Primary School happy and ready to learn. They embrace the school's values such as resilience and relationships in all they do and say. For example, pupils know not to give up when they find something hard. Warm relationships exist between staff and pupils. This creates a safe haven where everyone is welcome and valued.

The school aspires for all pupils to succeed academically. However, this ambition does not always translate well to pupils' typical classroom experience. High expectations are not consistent across all subjects and year groups. Therefore, some pupils do not progress well enough through the curriculum.

Pupils generally behave sensibly and conduct themselves positively in lessons. They follow teachers' instructions straight away so that learning time is not lost. A highlight for many pupils is receiving the 'star of the week' certificate. This boosts pupils' self-esteem and motivates them to work hard and do the right thing.

Older pupils proudly take on leadership responsibilities. These include roles as young ambassadors, house captains and reading buddies. They serve as good role models for younger pupils.

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

The school has recently experienced changes in leadership and staffing. This has impacted on its work to improve some aspects of the curriculum. The new headteacher has quickly identified where the school needs to get better. She is working at pace to lift aspiration and raise standards. This is starting to make a positive difference to pupils'

learning, notably in English and mathematics. Nonetheless, the school and governors recognise that more needs to be done, especially in the wider curriculum.

Reading is a core part of the curriculum. The school has selected a rich set of books to capture pupils' interests and enhance the topics they learn. For example, pupils in Year 6 know what life was like as an evacuee during World War Two from the books they read in class. Pupils are motivated by the 'reading raffle' tickets they receive for regular reading at home. Most become capable readers and writers by the end of Year 6.

The school has made effective changes to strengthen the early reading curriculum. It has introduced a new phonics programme that begins in the early years and continues into key stage 1. Most pupils can read and write the sounds they have learned. However, too many of the weakest readers do not keep up with the pace of the programme. Not all staff help pupils read unknown words using the agreed approach. This prevents pupils from using their phonics knowledge with accuracy.

A recent focus on teaching strategies to support pupils' progress is paying off. For example, in mathematics, teachers recap prior learning. They provide clear instructions to help pupils secure new concepts. Staff ensure that disruption to learning is rare. However, at times, expectations of pupils' written work are not high enough. Furthermore, the school's approach to assessment does not consistently help teachers to check whether pupils have gained the essential knowledge they need.

Work to develop the wider curriculum is in the early stages. The curriculum in many subjects does not specify what pupils need to learn and revisit. Sequences of learning do not routinely build on what pupils know and can do. Therefore, pupils do not acquire the required depth of knowledge over time. Additionally, some learning activities focus on tasks that do not help pupils secure the necessary knowledge.

The school includes pupils with special educational needs and/or disabilities (SEND) in all aspects of school life. It has clear systems to identify pupils' needs. Staff consider what extra support pupils might need to learn well alongside their peers.

Pupils benefit from opportunities to enrich their personal development. For example, they watch theatre groups and enjoy listening to live music. They are proud to represent the school in sporting fixtures. Pupils learn valuable life skills, such as online safety and how the law protects people with different characteristics.

Most parents are positive about the school and would recommend it to others. Many value the family ethos. They like the improved communication and invitations to open afternoons and celebration assemblies.

Staff are proud to work at the school. They value the ongoing training programme to help them teach the curriculum effectively. Governors and the local authority know the school well. They provide a range of expertise to help support the needed improvements. The school is well placed to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, the school has not identified the knowledge pupils should learn and revisit. This prevents pupils from deepening their knowledge or making meaningful connections with what they already know. The school needs to make the most important knowledge pupils must learn more explicit.
- Expectations of what pupils can achieve are not consistently high enough. Occasionally, pupils do not present their work clearly and learning activities do not help pupils secure the knowledge they need. This slows pupils' progress. The school should ensure that all staff insist on high expectations of the work they set pupils and the quality of presentation.
- The school has not established an effective approach to assessment for learning. Currently, gaps in pupils' knowledge and misconceptions are not picked up quickly enough. The school needs to ensure that assessment is used well to inform teaching so that gaps in pupils' learning are identified and remedied.
- Not all staff routinely use the agreed approach for the weakest readers when they listen to them read. This slows down the rate at which these pupils become fluent readers. The school should ensure that agreed systems are put in place when staff listen to pupils read so that pupils develop their reading accuracy and fluency.

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 second ungraded inspection since we judged the school to be good in September 2014.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126195
Local authority	Wiltshire
Inspection number	10313260
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair of governing body	Naomi Miles
Headteacher	Catherine Windross
Website	www.gomeldon.wilts.sch.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes to leadership and staffing since the previous inspection. The current headteacher took up post in March 2024, following a period of interim leadership. Three teachers have joined the school this academic year.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and staff. The lead inspector met with governors and a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics and physical education. 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.

- Inspectors also sampled the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. They spoke with pupils, parents and staff about behaviour.
- Inspectors spoke with a range of staff to discuss how leaders support their workload and well-being.
- An inspector spoke to parents at the start of the school day.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments, and responses to staff and pupil surveys.

Inspection team

Dale Burr, lead inspector

His Majesty's Inspector

Ken Buxton

Ofsted Inspector

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