

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

Grove Road, Gosport, Hampshire PO12 4JH

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Inspection dates: 9 to 10 July 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

**Good**

## **What is it like to attend this school?**

The school's ambition for all pupils to achieve well, including those with special educational needs and/or disabilities (SEND), is clear. However, pupils do not achieve as well as they should because the curriculum is not yet delivered effectively across all key stages.

Pupils are happy and secure in this friendly and welcoming school. They say that everyone is welcome. Pupils benefit from many leadership opportunities, such as being 'agents of change'. These opportunities help pupils to engage with the local community and be proud of the difference they are making to others, for example fundraising for local care homes.

The school's calm, orderly atmosphere contributes to pupils' well-being and to their enjoyment of school. Pupils behave extremely well and show kindness and empathy to each other. One said: 'Everyone can have a different opinion and that is fine.' Pupils feel safe and well cared for in school. They say that staff help them when they have any concerns.

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

The school has tackled weaknesses in provision with urgency, commitment and growing success. However, more work is needed to ensure that the curriculum is implemented effectively from early years to Year 6. These weaknesses were seen in the very low national test results in reading, writing and mathematics in 2023 at the end of Year 6. The curriculum is ambitious and well sequenced, and staff deliver content clearly. However, pupil understanding of what has been taught is not always checked carefully enough by staff. This leads to assessment information not being used consistently well enough across the curriculum to ensure staff identify and address gaps in pupils' knowledge. This means that some pupils, including pupils with SEND and disadvantaged pupils, achieve less well than they should and are not prepared fully enough for the next stage of their education.

The school's phonics programme is well organised and provides the content required to support pupils' reading. However, the programme has not been delivered systematically enough over time. Last year, the results of the Year 1 phonics check in 2023 were not strong. Changes have been made since then to improve phonics teaching. The quality of phonics has improved, expectations are higher, and daily support is given to pupils who need extra help. These steps have made a difference. More pupils in Year 1 are now achieving well in reading. The positive changes made to the writing curriculum mean that pupils' achievement is greater than it was, including for pupils with SEND and the high numbers of disadvantaged pupils at the school. Teachers implement the writing programme consistently and effectively from early years to Year 6.

Provision for pupils with SEND has improved. When the curriculum is adapted precisely to the individual needs of the pupils, these pupils achieve well. The school

should continue to build on this further as there is still some variation in the preciseness of adaptations for some pupils with SEND.

Behaviour is exemplary across the school. Pupils have highly positive attitudes to learning and these develop strongly in the early years. Expertly trained early years staff help pupils to develop their communication and language skills well through consistent modelling and opportunities for talk. Pupils learn about and skilfully use the different strategies staff teach them about how to be an effective learner. Pupils approach new learning keenly and attentively listen to teachers' explanations. Pupils show kindness and consideration towards each other.

The provision for pupils' personal development is exceptional. Pupils benefit from very well considered opportunities outside of the curriculum. They learn the skills of effective leadership through roles such as reading and well-being ambassadors. As a result, pupils become confident and highly resilient citizens. Through the curriculum, pupils also gain an in-depth knowledge of current issues, such as diversity and equality. Pupils display a deep understanding of diversity and equality through the way that they embrace each other's differences.

Leaders have accurately identified the areas in need of rapid improvement. The work in these areas has started and is making a difference. Staff well-being and workload are carefully considered before any change is made. Governors have an accurate understanding of the school's work, which they use to support and challenge leaders well.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupil achievement is not yet consistently strong in reading, writing and mathematics, including for pupils with SEND and disadvantaged pupils. The school must continue to develop consistent and effective pedagogical approaches across all areas of the curriculum, maintaining a focus on pupils' achievement at all stages of education.
- Assessment information does not always inform teachers about how well pupils develop their understanding. This means that some pupils do not always build on their prior knowledge effectively. The school needs to ensure that teachers check what pupils know and can do consistently well.

## 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

<b>Unique reference number</b>	116393
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10341452
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	376
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jean Watson
<b>Headteacher</b>	Carolyn Wilkinson
<b>Website</b>	<a href="http://www.st-johns-gosport.hants.sch.uk">www.st-johns-gosport.hants.sch.uk</a>
<b>Dates of previous inspection</b>	12 and 13 February 2019

## Information about this school

- This is an above-average-sized primary school.
- The school is a Church of England school in the Diocese of Portsmouth.
- This school has before-school provision provided by school staff.
- The school currently uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The 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 senior leaders, staff and pupils. The lead inspector also met with the representatives of the governing board.

- The inspection team carried out deep dives in these subjects: reading, mathematics, geography and art. They discussed the curriculum with subject leaders, teachers and pupils. Inspectors also visited lessons, looked at samples of pupils' work and looked at writing across the curriculum. In addition to this, inspectors also spoke to pupils about their work in history.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- 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 reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of governing board meetings and records of attendance and behaviour incidents.

### **Inspection team**

Neil Pilsworth, lead inspector	His Majesty's Inspector
Jason Philipasz	Ofsted Inspector
Oliver Allen	Ofsted Inspector

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