

Inspection of Gomer Infant School

Pyrford Close, Alverstoke, Gosport, Hampshire PO12 2RP

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils rush into school each morning. They are eager to see the staff and there is a mutual excitement about the day to come. Pupils are positive about their peers and the opportunities they have. These positive attitudes to school mean that pupils attend well and are rarely late. Pupils relate to and are fluent in the school's values. They readily explain how the 'values aliens' help them with everyday situations.

Pupils expect to achieve well. They have confidence in their abilities and enjoy their learning. The school expectations are well defined and are usually followed closely by staff. Consequently, pupils generally achieve well. Pupils love studying the local area. For instance, their debates about where Lord Nelson's column should be positioned are passionate and well informed.

Pupils behave well. They are confident that peers are kind and that adults will resolve any worries they may have. Pupils see that the school goes to great lengths to support their well-being and happiness. They appreciate the 'comfort corners' and find the 'colour monster' posters useful. As a result, they feel safe and manage their feelings effectively.

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

There is an exceptional offer to support pupils' personal growth. The school has a broad range of purposefully selected trips and events for pupils. These are chosen to support the personal, social and health education curriculum coherently. Pupil leaders, such as the 'young governors', play an active and effective role in developing the school. The school has a significant number of pupils from service family backgrounds. The school has worked closely with the Royal Navy to construct a coherent and specialist provision for these pupils. Pupils with any disadvantage attend other clubs and take up opportunities in high numbers.

The curriculum is ambitious for all pupils. Pupils learn the full breadth of the national curriculum. The school has carefully defined what will be learned and when from Reception onwards. Pupils with special educational needs and/or disabilities (SEND) are swiftly identified and supported effectively. The school has identified how it intends lessons to be taught. Many teachers closely follow the intended curriculum and focus on the key content precisely. Staff use resources well to promote learning. Most use modelling effectively. This helps pupils to grasp new content swiftly. Generally, staff check pupils' understanding effectively, but this is variable across different subjects and classes. As a result, pupils typically achieve well, including pupils with SEND.

Most pupils are fluent and accurate readers. The school treats reading as one of its highest priorities. There are clear and effective systems for reading. Staff ensure that all pupils learn sounds in a specific order to build learning over time. Pupils are able to apply these sounds in the books they read. The school has a stringent system for checking what sounds pupils know and provides support for them to close any gaps in their knowledge. Pupils love reading and have a wide range of books and stories to enjoy. Children in Reception Year revel in the telling of traditional tales and independently recite known

rhymes. As a result, pupils achieve well in reading and exceed the national average for the phonics screening check.

The school has an effective strategy for promoting good attendance. Staff rigorously track individuals' and groups' attendance and use this information to inform their work. Consequently, all pupils attend well. The school has recently introduced a new approach to promoting positive behaviour, which is fully understood by all staff. Generally, pupils behave well, although some occasionally lose concentration in lessons. Pupils feel safe and trust that any of their worries will be dealt with swiftly. Children in Reception Year and pupils across the school learn the importance of kindness. They are explicitly taught how to use their words to resolve disagreements. They demonstrate this in their play and when talking with adults in the setting.

The school's leadership is effective. Governors are highly informed, well trained and consistently challenge the school to do its best. The school meets all of its statutory duties. All staff feel part of the team and well looked after. The school is highly effective at working with the community and organisations in the area. The school's leadership has a clear plan for future development. This is based on reflective and accurate self-assessment.

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 instances, the teaching that pupils receive does not consistently reflect the planned curriculum precisely. This means, on occasion, not all pupils learn as well as they could. The school must ensure that the planned curriculum content is taught consistently and accurately by all staff.

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	116176
Local authority	Hampshire
Inspection number	10321817
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Matthew Dixon
Headteacher	Sarah Duffy
Website	www.gomerinfantschool.co.uk
Date of previous inspection	15 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.

- During the inspection, the inspectors met with the headteacher, local authority representatives and the governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- The views of parents and carers were considered through their responses to Ofsted's online survey, Ofsted Parent View, and on-site activity. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, governing body minutes, attendance records and behaviour incident logs.

Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

Kirstie Fulthorpe

Ofsted Inspector

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