

Guillemont Junior School

Inspection report

Unique Reference Number	116157
Local Authority	Hampshire
Inspection number	357892
Inspection dates	26–27 January 2011
Reporting inspector	Graham Lee

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Clive Norris
Headteacher	Kate Fuller
Date of previous school inspection	10–11 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The team observed 22 lessons, or parts of lessons, taught by 14 teachers. They held meetings with pupils, representatives of the governing body and various members of staff. They observed the school's work, and looked at school documentation including its self-evaluation form, information about the attainment and progress of pupils, and policies and procedures related to the safeguarding of children. Inspectors also considered the views of pupils, staff and 143 parents and carers expressed in their responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching is helping to accelerate pupils' progress, particularly in the lower juniors.
- The effectiveness with which new assessment and tracking systems are helping pupils to improve their work.
- The reasons why pupils with special educational needs and/or disabilities appear to be making better progress than other groups, particularly those in the specialist unit for pupils with speech and language difficulties.

Information about the school

Guillemont Junior is a larger than average school of its kind. Most pupils are of White British heritage and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average and many more have statements related to their needs than is the case in most schools. This is because the school has a specialist unit for pupils with speech and language difficulties. There are currently 21 pupils in the unit and all have statements of special educational needs.. A new headteacher has been appointed since the last inspection and a new deputy headteacher arrived in September 2010. The school provides before-and after- school care for its pupils. There is also a privately run nursery on site. This was not part of this inspection. The school has Healthy Schools status and has recently been awarded the information and communication technology (ICT) Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since the last inspection, it has consolidated on its strengths and has a clear vision to improve pupils' attainment and accelerate their progress still further under the inspirational leadership of the new headteacher and the leadership team. At the heart of the school's work is an inclusive ethos which offers a warm welcome to all pupils, whatever their background or needs. The school looks after its pupils extremely well and arrangements for their safeguarding are exemplary. The school goes that extra mile to support pupils and their families whose circumstances make them vulnerable. In consequence, pupils feel extremely safe and secure and enjoy all that school has to offer. They achieve well academically and are well prepared for the next stage of their education. This is recognised by most parents and carers who are very supportive of the school. One commented, 'I am very happy with the school where all teachers perform as a team and children are well supported, well cared for and parents are informed all the time.' These were typical of many that inspectors received.

After a slight dip in recent years, pupils' attainment in English and mathematics is improving and is now above average. Their progress is also improving, notably in writing, which has been a focus for development. Progress accelerates in the upper juniors where teaching is of consistently high quality. Good support enables those with special educational needs and/or disabilities to make as much progress as their peers. Pupils in the unit make particularly good progress because of highly focused support. Pupils are doing well because the teaching is mostly good and the curriculum is interesting and highly innovative in some respects. Different subjects are linked together in ways that help pupils to see the relevance of their learning and to apply skills in different contexts. Pupils use information and communication technology flexibly and very effectively to support their learning in a range of contexts. Teachers encourage pupils to challenge themselves through layered targets and this works very well in the upper school where they develop high levels of independence. This approach is not always as successful in the lower school where pupils often lack the maturity to really push themselves and, occasionally, there is not enough structure to enable some groups to make as much progress as they might. There are good examples of the use of targets and teachers' marking to help pupils to improve but this is not consistently effective in all classes.

The school is a harmonious community and pupils get on well together. There are extremely trusting relationships between adults and pupils. Most pupils respond well to the confidence placed in them and behave well in lessons and around the school.

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Although a few pupils have emotional and behavioural difficulties, they are supported very well, which enables them to make the most of the education and minimises disruption in lessons. Pupils adopt healthy lifestyles extremely well. They enjoy the wide range of sporting activities on offer and have a very clear understanding of the factors that constitute a healthy diet. One pupil for example, designed her super hero 'force girl' as 'a role model for healthy living'. The school's commitment in this area is recognised in its national award.

School leaders and the governing body have an accurate view of its strengths and weaknesses and seek to address the latter with rigour and determination, for example in improving writing in recent times. A new and sophisticated system to track pupils' progress has been introduced that is helping to identify potential underachievement at an early stage and to set challenging targets for improvement. Teachers are still getting to grips with the systems, and progress is not yet uniformly good across classes and subjects. Nevertheless, the school continues to provide a good education and is moving forward rapidly. This illustrates that it has a good capacity to continue to improve.

What does the school need to do to improve further?

- Improve the quality of teaching, especially in the lower juniors, so that all lessons are good and an increasing proportion outstanding by July 2012 through:
 - ensuring that activities are consistently planned and structured to meet the wide range of needs in each class
 - ensuring that target-setting and marking always helps pupils to improve
 - sharing the high quality practice in the school more widely.
- Embed the new tracking systems so that leaders and teachers ensure that individuals and groups of pupils make consistently good or better progress.

Outcomes for individuals and groups of pupils

2

Pupils arrive at the school with attainment that is broadly average. They develop a very mature and individualistic approach to learning and enjoy researching and generating ideas for themselves. In the upper school particularly, they are able to sustain concentration well and enjoy pushing themselves to achieve some of the aspirational targets set for them. This was evident, for example, in topic lessons in the upper school where some pupils were enjoying designing and making musical instruments, while others were conducting a range of experiments related to sound. They showed a very good understanding of the scientific principles involved. They cooperated extremely well in pairs and groups, an element which was evident in lessons throughout the school. Pupils also apply themselves well for the most part in literacy and numeracy lessons and make good progress in the acquisition of basic

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skills.

The curriculum is carefully structured to enable boys and girls to make equally good progress. In the unit, high levels of adult support enable pupils with speech and language difficulties to make very good progress in the acquisition of basic skills, often from very low starting points. Elsewhere in the school, the progress of pupils with a variety of special educational needs broadly mirrors that of other groups. Those with often quite severe emotional and behavioural difficulties are supported well by staff and pupils. This enables most to make good progress in the development of social skills.

Most pupils attend regularly and on time. The school has been successful in reducing the number of persistent absentees. However, there are a few pupils who still do not attend regularly enough. Pupils have great confidence in the adults around them and this enables them to feel safe at all times. Pupils make a very strong contribution to the life of the school and take their many responsibilities very seriously. They are also involved in the local community and raise money for various charities. Pupils get on well together and are very supportive of one another. This contributes to their good social, moral, spiritual and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

The curriculum is interesting and exciting in many ways and brings learning alive for pupils through a lot of practical experiences, visits and creative links between different subjects. In these sessions teachers skilfully probe and deepen pupils' understanding through perceptive questioning which consolidates pupils' learning and extends their thinking. ICT is used very flexibly by teachers and pupils as a natural adjunct to their learning and makes a significant contribution to the quality of teaching and learning. This has recently been recognised in the awarding of the ICT Mark. Teachers often model learning well for pupils, for example when a teacher in the lower school demonstrated the construction of a paragraph for her pupils, which inspired them to write interesting and creative descriptions of a castle. Teachers generally make good use of the developing assessment systems to provide good structure and support for pupils of all abilities, for example when lower junior pupils were learning about the properties of shapes. The work was designed well at different levels to enable all pupils to make good progress. Nevertheless, the quality of teaching is not as consistently strong in the lower school. Sometimes, this modelling and structure was not as evident and assessment routines not used as effectively.

The school can point to striking examples of the highly effective care and support it has provided for pupils in vulnerable circumstances, and the impact it has made on their achievement and social development. A number of parents and carers attest to the difference it has made to the lives of their families. Support for pupils with a variety of special educational needs and/or disabilities is also very strong, enabling them to do well. In this respect, the highly effective team of support assistants make a considerable contribution to the quality of learning. The school also provides good quality support to its pupils and families through their popular and well attended before- and after-school clubs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has galvanised the enthusiasm of the whole-school community and created an ambitious and shared vision for the school, illustrated in its challenging targets for the future. Leadership at all levels has been extended and strengthened and the new deputy headteacher has enhanced the leadership team further. Leaders and managers provide good support to staff, who feel that their work is valued, as

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well as using a range of monitoring activities to evaluate the effectiveness of its work. A new tracking system is having a considerable impact in ensuring that pupils make more consistent progress from year to year. Although a great deal has been accomplished in a relatively short period of time, more remains to be done to ensure that teaching is consistently good and that pupils’ progress accelerates throughout the school.

The governing body is knowledgeable and committed, and offers a good balance of support and challenge to school leaders. Governors fulfil their statutory duties well and do so particularly effectively in relation to the excellent procedures for ensuring that children are protected and properly safeguarded. They take a leading role in this work and safeguarding is ingrained in every aspect of school life. Policies and procedures are rigorous and the school’s collaborative work with other agencies is exemplary. The school’s commitment to promoting equality of opportunity and eradicating discrimination is clearly evident in its everyday life. Leaders monitor the progress of different groups of pupils effectively. The school promotes community cohesion well. It is a harmonious community and has a good awareness of the context in which it works. The school has a clear strategy to develop its emerging links with other schools at the national and international levels.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

There was a higher than average return from parents and carers. The responses show that they are overwhelmingly positive about all aspects of the school's work, with almost all saying that their children are happy at school and that they are confident that their children are safe. The vast majority are pleased with their children's overall experience of the school. Many added comments of support. These tended to commend the interesting curriculum, the care and support of the staff and the quality of the leadership. One, for example, wrote 'Guillemont's approach to the curriculum is refreshing and keeps my child interested. I feel he is learning well and being kept interested and engaged in all activities.'

A few parents and carers indicated that they do not believe that the school deals effectively with unacceptable behaviour. Inspectors found during this inspection that most pupils behave well in lessons and around the school. There are a number of pupils who present challenging behaviour from time to time. These pupils are managed well by staff and inspectors found the impact on learning to be minimal. A few parents and carers expressed concerns about the school's homework policy. Although inspectors found this to be appropriate for pupils of this age, school leaders have agreed to revisit and clarify the policy.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Guillemont Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 143 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	44	76	53	4	3	0	0
The school keeps my child safe	66	46	73	51	3	2	0	0
The school informs me about my child’s progress	53	37	79	55	11	8	0	0
My child is making enough progress at this school	45	31	79	55	13	9	1	1
The teaching is good at this school	58	41	70	49	11	8	0	0
The school helps me to support my child’s learning	51	36	77	54	13	9	0	0
The school helps my child to have a healthy lifestyle	44	31	92	64	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	31	73	51	6	4	1	1
The school meets my child’s particular needs	48	34	80	56	11	8	1	1
The school deals effectively with unacceptable behaviour	43	30	73	54	15	10	3	2
The school takes account of my suggestions and concerns	35	24	95	66	3	2	0	0
The school is led and managed effectively	65	44	70	49	5	3	0	0
Overall, I am happy with my child’s experience at this school	62	43	72	50	7	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

28 January 2011

Dear Pupils



Inspection of Guillemont Junior School, Farnborough GU14 9ES

You may remember that I visited your school recently with two other inspectors. I am writing to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You are right to be proud of your school because it is a good school which gives you a good education. Teachers provide you with lots of creative activities which you told us you find interesting and exciting. You particularly enjoy the chances you have to find things out for yourselves and carry out investigations. The teachers help you to make good progress in English and mathematics and, by the time you leave, you are reaching standards that are above average.

You told us how safe you feel in school and we saw very trusting relationships between you and the adults around you. Everybody looks after you very well and makes sure that you are safe at all times. We were very impressed with how well you help one another and your good behaviour in lessons and around the school. You also help those who find it a bit more difficult to concentrate and control their behaviour. You also understand extremely well that it is important to have a healthy lifestyle.

Your headteacher and all the staff are determined to make the school even better. All of you can help by making sure you come to school every day, except when you are ill. We have asked the school to do two things that will help it to improve.

- Most of the teaching is good but sometimes in the lower school you do not get enough help with your learning. We have asked your teachers to make sure that the work they give you is always at the right level to help you make progress. Some of you told us that you are not clear about targets. We have asked the school to make sure that targets and marking always help you to improve.
- The school keeps a careful track of how well all of you are doing. We have asked your school leaders and teachers to make even better use of this information to help you all to make more rapid progress.

Yours sincerely

Graham Lee
Lead Inspector

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