

# Guillemont Junior School

## Inspection report

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Unique Reference Number	116157
Local Authority	Hampshire
Inspection number	312194
Inspection dates	10-11 June 2008
Reporting inspector	George Rayner

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

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Type of School	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	349
Appropriate authority	The governing body
Chair	Mr Gary Stevens
Headteacher	Miss Barbara Cook
Date of previous school inspection	13 September 2004
School address	Sandy Lane Cove Farnborough GU14 9ES
Telephone number	01252 666846
Fax number	01252 666848

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is larger than most schools. Most pupils have White British heritage and none are at an early stage of learning to speak English. The percentage of pupils with learning difficulties is significantly higher than in most schools and the proportion with statements of special educational need is also well above average. Most of these pupils have moderate or severe difficulties in developing language and communication skills and several have behavioural difficulties. The school has a specialist unit for the pupils with the most severe needs. The twenty-one pupils currently enrolled spend some time there and some in the mainstream classes.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade: 2

This is a good school. Most parents agree, saying that their children are happy here and that they make good progress. The pupils say that they enjoy school and show this by the good attendance and behaviour of the great majority and their enthusiastic involvement in all that the school has to offer. Most pupils attend school regularly, but overall attendance is only satisfactory, because of the frequent absences of a minority.

The school provides good care, guidance and support for pupils. This contributes to their good personal development and well-being. Pupils' personal development has outstanding features. These include the contribution they make to their school and wider community. Pupils eagerly undertake a wide range of duties around the school, including growing vegetables, answering the telephone at lunch times and serving on the school council. They contribute extremely well to the wider community, often coming up with their own ideas on good causes to support and ways to do this, for example in raising money to sponsor pupils in Africa and Nepal. Pupils have a high commitment to leading healthy lives and know how to do this by eating sensibly and taking exercise. Their knowledge of and commitment to keeping themselves and others safe is very strong. They are aware that, while most pupils behave well, a few have behavioural difficulties. They say that these pupils are still their friends and they are extremely committed to understanding, supporting and helping them, whilst keeping themselves safe. One parent said that her daughter had, '... matured into a caring young lady whilst at Guillemont,' and another said, 'Pupils learn to care for each other'.

Good teaching and learning, supported by a good curriculum lead to pupils achieving well to reach broadly average standards overall by the end of Year 6. Progress is best in English and science. Standards are most securely at expected levels in these subjects. They are less assuredly so in mathematics. Pupils make good progress in developing their basic skills in this subject, but while satisfactory, their ability to select and use these in independent work is weaker. Staff know that this is because they have not always given pupils effective enough opportunities to practise what they have learned. The staff are improving curricular planning and teaching methods to improve this, but the full impact of this has not yet been seen. The school succeeds well in ensuring that no groups of pupils achieve less well than others. Those who undertake some of their learning in the specialist unit are well supported there, and most significantly improve in their standards and confidence as a result.

Leadership and management are good. The headteacher and deputy work together coherently and effectively in setting the direction for the school. There is considerable unity of purpose, shared by staff working at all levels. With the help of local authority advisers, the school has effectively tackled the main issue identified by the previous inspection, by improving its self-evaluation procedures. It is also involving more staff in these. Self-evaluation is now giving the leaders a good awareness of the school's strengths and areas still needing improvement. The track record shows a good capacity for further improvement.

## What the school should do to improve further

- Raise achievement in mathematics by helping pupils to be better at independently using their skills and knowledge.
- Improve the attendance of the minority of pupils who are regularly absent.

## Achievement and standards

**Grade: 2**

Pupils enter the school with standards that are below average overall, although there is wide variation in the knowledge and skills of individuals. They achieve well and by the end of Year 6 they reach average standards overall. Standards in English and science are securely reaching average levels and several pupils are approaching the threshold of being above average. Many are able to produce interesting writing in a range of styles. Pupils are becoming increasingly proficient in finding things out for themselves in scientific investigations. Following recent improvements to teaching, progress is becoming good in mathematics. Although standards in mathematics are currently a little below average, the situation is improving. While most pupils develop sound basic skills, they do not use these well to independently tackle problems. Because their needs are carefully identified and effectively provided for, pupils with difficulty in developing language and communication skills make as much progress as their classmates.

## Personal development and well-being

**Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. The vast majority of pupils display high levels of confidence, consideration and maturity, which contributes significantly to the very positive relationships throughout the school. Pupils take good advantage of the many opportunities that they have to use initiative shown, for example, when they work together in teams without requiring close supervision. They enjoy their physical education lessons, attend sports clubs and take part in tournaments. Pupils take full advantage of the excellent and varied outdoor areas to play exuberantly during playtimes and lunchtimes. Although pupils know about and have very positive attitudes towards cultures across the world their awareness of cultural diversity in the United Kingdom is less well developed. While most pupils attend school regularly, the progress of a minority is affected by their frequent absences. Because of their good achievement and personal development, most pupils are well prepared for future life and learning.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teachers often plan interesting activities and succeed in generating positive relationships, so that pupils are willing learners. They use questioning effectively, and this encourages pupils to think and contribute well to discussions, often by asking their own thoughtful questions. Teachers provide many opportunities for pupils to work together in small groups and guide them on how to cooperate, so that these activities work well. Effective teamwork between teachers and teaching assistants ensures that pupils who need extra help to keep up with the pace of work quickly receive this. The best lessons are characterised by imaginative tasks that match pupils' learning needs very well and encourage them to become independent and enquiring learners. This is not fully consistent in all lessons however. In a few, tasks are more mundane, or do not meet the needs of all pupils so well, so that the involvement and progress of a few pupils temporarily slows. Teachers use marking well to encourage pupils and this boosts their confidence. They often give effective guidance on how to improve, although this is also not fully consistent.

### Curriculum and other activities

**Grade: 2**

Provision for English, science and information and communication technology places considerable emphasis on independent and personalised learning. The development of this is more recent in mathematics, so that the impact is

not yet being so fully seen in this subject. Several parents commented upon how well the integrated topic work motivates their children. This is a real strength of the curriculum by making learning enjoyable and providing relevant and varied contexts for pupils to use their developing skills. Many integrated topics are based upon themes in science and are helping pupils well to develop an investigative approach in this subject. Others involve periods when the normal timetable is suspended for topics in subjects such as religious education, history and poetry. Provision for pupils with learning difficulties is good, both in the unit and the mainstream classes. A strength of the curriculum lies in the way it promotes pupils' personal development. This is enhanced by a very good range of extracurricular activities, including well attended breakfast, lunchtime and after-school clubs.

## Care, guidance and support

**Grade: 2**

All staff are highly committed to the welfare and pastoral support of the pupils. Systems to ensure pupils' health and safety are secure and robust, and outside agencies are effectively consulted to provide further help whenever necessary. Although a few parents expressed concerns about the behaviour of some pupils, and consequent safety of their children, inspectors found effective procedures, which pupils and staff know well. Key staff, for example teaching assistants who supervise pupils with behavioural difficulties, have had effective additional training to further ensure this. Assessments of pupils' progress are detailed and frequent. These are generally used effectively to quickly help any pupils in danger of falling behind their targets, although this is not yet fully consistent in all classes and subjects. The systems are more recently established and less well developed in mathematics than in English. The school is improving its procedures further by developing computerised profiles to show each pupil's academic and personal development and needs.

## Leadership and management

**Grade: 2**

The leaders have introduced some good improvements since the last inspection. These include innovative approaches to learning, currently having greatest impact on pupils' progress in the integrated topics and English and plans are in hand to extend this to mathematics. Responsibility for leading colleagues and monitoring performance is becoming more widely shared among staff. This contributes well to their feeling of ownership and accountability for their areas of responsibility and also to the quality of shared self-evaluation. The contribution of staff working at middle managerial levels, such as subject leaders, is not yet fully consistent in all areas, however. For example, not all are obtaining first hand evidence of the quality of teaching and learning in their subject by systematically observing lessons. Governors are well informed and support the school's work effectively, while being ready to challenge as 'critical friends' whenever necessary.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

<sup>2</sup> IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B



## Letter to pupils explaining the findings of the inspection.

20 June 2008

Dear Pupils

Inspection of Guillemont Junior School, Farnborough, GU14 9ES

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and showing us your work. We were able to see that yours is a good school.

You make good progress in your learning. This is because most lessons are good and you are willing to work hard. You are especially good at English and science. We enjoyed reading some of the interesting things that you write in your English books. We could see by your science work that you are good at finding things out for yourselves. You also develop mathematics skills well. You are not quite so good at using these when working on your own to solve problems. The teachers know that they need to give you more practice at this and I have asked them to do this as quickly as possible. It was good to see that those of you who find learning difficult still do well, because the adults give you lots of good help.

Many of your parents told us how much you enjoy the topics. We could see that this is a very good way for you to learn because it is exciting and lets you use your skills in lots of different ways.

The adults are very proud of you. They told us that you help them a lot by being cheerful and joining in really well with all of the things that happen in your school. Some of you told us that you know that a few pupils find it difficult always to behave well, but that they are still your friends and you always help them. Most of you come to school regularly, but a few of you are absent too often. This makes it more difficult for you to make good progress. I have asked the staff to do all that they can to make sure that everyone comes to school more regularly and you can help by only staying away when you really have to.

The headteacher and other adults know how to make your school even better. Well done to you all and very best wishes for your future lives.

Yours sincerely

George Rayner  
Lead Inspector