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Mrs D Martin
Headteacher
Gossops Green Community Primary School
Kidborough Road
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Crawley
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Dear Mrs Martin

Ofsted monitoring of Grade 3 schools: monitoring inspection of Gossops Green Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on 18 October 2011, for the time you gave to our planning meeting and for the information which you provided before and during the inspection. Please also pass on my thanks to the two governors, the staff and the pupils who took the time to meet me during the day.

The school has experienced some changes since its last inspection. The overall number of pupils attending the school has risen and there are more pupils leaving and joining the school at different times during the school year. This means that the school's pupil population is not as stable as it was at the last inspection. There has also been an increase in the proportion of pupils who have special educational needs and/or disabilities.

As a result of the inspection on 15 and 16 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time, the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.



INVESTOR IN PEOPLE

Improving outcomes for children in the Early Years Foundation Stage over the last few years and better provision in Years 1 and 2 are now having an impact on attainment at the end in Key Stage 1. Assessments at the end of Year 2 in 2011 showed significant increases in levels of attainment in reading, writing and mathematics. School tracking data suggest that improvements will be sustained in the future. The trend of improvement in outcomes for pupils at the end of Key Stage 2 has been slower. In 2011, the percentage of pupils achieving Level 4 in English in the tests at the end of Year 6 in 2011 increased slightly. However, test results in mathematics were disappointing and did not match with teachers' assessments of pupils' attainment in this subject. The subject leader for mathematics has analysed the reasons for this and staff have made changes to provision to address the issues. The school continues to make good use of assessment information to track each pupil's progress to ensure that any underachievement is spotted and dealt with promptly. Inspection evidence confirms the school's view that rates of progress are increasing, with a higher proportion of pupils now making accelerated progress in reading, writing and mathematics. School leaders are continuing their drive to secure consistently good rates of progress across the school.

Improving the quality of teaching and learning has been a high priority for the school. The deputy headteacher has coordinated professional development opportunities for staff, and senior leaders have used innovative approaches to ensure that best practice in the school is spread. For example, teachers take turns to share good ideas for mathematics lessons during staff meetings in 'maths moments' and several teachers have been given the opportunity to work in another local school for three weeks to develop an aspect of their practice. Across the school, there is evidence that teachers are planning carefully to match activities to the varying needs of pupils so that pupils enjoy their lessons, behave well and make progress. A brisk pace is maintained in lessons, and teachers deal effectively with misconceptions so that little time is lost. Accurate subject vocabulary is used in lessons where appropriate and is displayed in classrooms to act as a prompt for pupils. Scientific skills and knowledge are developing and pupils are given more opportunities to carry out investigations in lessons. Targets are used consistently in all classes and pupils understand how the school's system works and value the information they receive about their progress. Teachers' marking is generally thorough and pupils say they like the way teachers use the 'blue footprint' stamps to indicate the next steps in learning. In all of the lessons observed during the inspection, additional adults in the classroom made a good contribution to the quality of learning. For example, in a Year 3/4 class, the teaching assistant acted as a scribe for the teacher and took part in a joint role-play activity to model high quality responses to questions.

All senior and middle leaders are now making a contribution to the school's development and are driving improvement in their areas of responsibility. Middle leaders are increasingly able to demonstrate the impact of their work on improving



outcomes for pupils. They, together with the senior leadership team, make good use of a range of monitoring activities to evaluate the quality of teaching and learning across the school. Senior leaders regularly review the school's effectiveness and this self-evaluation informs future development planning. For example, senior leaders have correctly identified that many pupils have poor spelling skills and have introduced a programme of systematic small-group teaching to ensure that all pupils learn their letter sounds and can segment and blend them to spell phonically regular words in their written work. Governance continues to be strong, providing consistent challenge and support to school leaders. The track record of improvement and the determination of leaders and managers at all levels to continue to develop and make progress mean that the school is demonstrating a greater capacity for sustained improvement.

The school has made good use of support from the local authority and has developed successful partnerships with local schools. This support has been well targeted and has had a positive impact on the school's improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in June 2010:

- Improve the quality of teaching and learning so that more is consistently good or better by:
 - increasing opportunities to share the best practice in the school and secure greater consistency between subjects and classes
 - ensuring assessment information is used consistently to match activities to the full range of pupils' different needs
 - making consistent use of pupils' targets and teachers' marking comments in lessons to challenge and support pupils to move on to their next steps in learning
 - assessing pupils' understanding throughout the lesson so that any misconceptions are corrected promptly and a brisk pace is maintained
 - making effective use of additional adults to support learning
 - using accurate subject vocabulary and encouraging pupils to do the same to help them develop their understanding.
- Increase the impact that all senior and middle leaders have on raising standards and improving the quality of teaching by:
 - developing their leadership skills, including in monitoring their areas of responsibility and evaluating the impact they are having on improvement
 - using their expertise to develop teachers' subject knowledge and classroom practice.

