

# Gossey Lane Junior Infant and Nursery School

## Inspection report

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<b>Unique reference number</b>	103375
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376888
<b>Inspection dates</b>	13–14 March 2012
<b>Lead inspector</b>	David Shepherd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bracher
<b>Headteacher</b>	Zoe Driver
<b>Date of previous school inspection</b>	8 October 2008
<b>School address</b>	Gossey Lane Kitts Green Birmingham B33 0DS
<b>Telephone number</b>	0121 4642909
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	13–14 March 2012
<b>Inspection number</b>	376888



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## Introduction

Inspection team

David Shepherd

Additional inspector

Trevor Neat

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons led by nine different teachers, for a total of eight and a half hours. Meetings were held with the senior staff, five groups of pupils and the Chair of the Governing Body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at safeguarding documentation and the school's analysis of its data on pupils' achievement. Questionnaires from 35 parents and carers, 12 staff and 100 pupils were received and analysed.

## Information about the school

This school is smaller than the average-sized primary school. The majority of pupils are White British, with a very small minority whose heritage is White and Black Caribbean. Few speak English as an additional language. An above average proportion of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is average. A few pupils have behavioural difficulties. The Early Years Foundation Stage consists of one Reception class and one Nursery class. The school meets the government's current floor standard. It has gained Healthy School status and the Basic Skills Agency's Quality Mark. A new headteacher was appointed in September 2010.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. The school is not good because progress in reading, writing and mathematics is no more than satisfactory, and the quality of teaching is not consistently good or better. However, behaviour and safety are good.
- Achievement is satisfactory. Attainment in reading, writing and mathematics is improving and is broadly average overall. Progress in reading, writing and mathematics is satisfactory and not good because some pupils in Key Stage 2 do not have a secure understanding of the sounds made by individual letters and groups of letters (phonics). Pupils are not given enough opportunities to write at length across the curriculum and are not taught basic number skills well, so some are slow to solve mathematical problems for themselves.
- Teaching varies in quality and is satisfactory overall. Some is good and occasionally outstanding and fully engages and motivates pupils in their learning. In these lessons, the teacher's expectations of what pupils can achieve are high. However, teaching is typically satisfactory.
- Parents, carers, pupils and staff are rightly positive about behaviour. Pupils' considerate behaviour contributes to a safe and orderly environment. Pupils feel safe because they are looked after well. Relationships between adults and pupils are good. Pupils from different backgrounds get on well together and learn to respect each other's views, customs and differences.
- Monitoring and evaluation of teaching are carried out accurately and school performance is managed satisfactorily. The headteacher, effectively supported by the deputy headteacher, has successfully brought about sustained improvements in spite of high staff turnover. The main school development plan is useful but gives limited detail. Subject improvement plans give more detail but are less clear on the measurable impact that should result.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By September 2012, raise achievement in reading, writing and mathematics by:
  - implementing a systematic programme of phonics throughout Key Stage 2 for those pupils who are not fully secure in their understanding
  - providing pupils with more opportunities to write at length across the curriculum
  - improving pupils' basic skills in number.
- By December 2012, improve the quality of teaching to good or better by ensuring that all teachers consistently:
  - explain clearly to pupils of different levels of ability what they are to learn in lessons, and provide learning activities that are well matched to these levels
  - correct any misunderstandings during lessons of pupils working independently
  - indicate the next steps in pupils' learning to them in marking and provide them with opportunities to act on the guidance given.
- Improve leadership and management by:
  - extending the training of subject leaders in the techniques of monitoring and evaluation
  - devising and implementing plans that give enough detail about strategies to be used and lead to improvements in clearly defined measurable outcomes for pupils.

## **Main report**

### **Achievement of pupils**

By the end of the Early Years Foundation Stage, most children have made satisfactory progress and they reach broadly average standards in all areas of learning. They continue to make satisfactory progress through Key Stage 1. Progress has been slow in Years 3 and 4 because of frequent changes of teachers. It accelerates in Years 5 and 6 and is, consequently, satisfactory overall. By the end of Year 6, pupils' attainment is broadly average. Attainment in reading, writing and mathematics has been rising steadily over the past three years as evidenced by test results and school data, as well as by standards seen by inspectors in lessons and pupils' books.

The majority of pupils read confidently for their ages. By the end of Years 2 and 6, pupils' attainment in reading is broadly average. However, not all pupils in Key Stage

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2, especially those of lower ability, have a secure understanding of how to sound out and sub-divide unfamiliar words. Some read to inspectors and showed they would rather guess them or skip over them in their reading. In discussions, pupils reported that the school helps them develop their reading well, although they say they do get stuck sometimes on new words.

Most parents and carers are positive about how well the school develops their children's skills in reading, writing and mathematics, but inspectors could not fully endorse their views. Progress slows when work is not pitched at the right level. Some higher-ability pupils were making good progress in a Year 1 lesson as they were editing their writing from the previous day. However, some lower-ability pupils found this task too hard and made slow progress.

Disabled pupils and those who have special educational needs make satisfactory progress overall. In small group sessions led by teaching assistants, these pupils learn the sounds letters make, but sometimes are not given enough opportunities to practise the sounds themselves. This slows down the progress they make, and prevents it from being good.

Over the past three years the school has successfully closed the gap on national standards. Girls, pupils who speak English as an additional language and those known to be eligible for free school meals have generally achieved at similar levels to their peers in reading and writing. Boys' achievement has significantly improved in both English and mathematics, so there is now little difference in their progress to that of girls, who have also improved in mathematics. In this subject pupils, particularly those from a White British heritage, were not achieving as much as their peers, and this gap is narrowing rapidly.

### **Quality of teaching**

Evidence from pupils' questionnaires and discussions with pupils indicate that most regard teaching as good. Parents and carers are equally positive about the quality of teaching. Inspectors found evidence of good and outstanding teaching, but this was not consistent in all classes. Although teachers' planning indicates the main focus of learning, it does not always show what pupils of different levels of ability are expected to learn, nor are activities always pitched with the correct level of challenge; this slows progress, particularly of high-ability and low-ability pupils. Teachers and teaching assistants work well together but, on occasions, not enough support is given to pupils working independently and their mistakes are sometimes not corrected quickly enough to enable them to make faster progress. Marking is encouraging but does not consistently provide guidance about how to improve. Not enough opportunities are provided for pupils to respond to suggestions made in marking.

In the best lessons, teachers enthuse and motivate pupils in their learning. For example, pupils in Year 6 were captivated by their teacher's animated style that engaged their attention and secured their commitment to work at their different

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tasks during guided reading. This helped their learning and raised the standard of reading. Staff in the Reception class prepared a wide range of interesting activities for the children, and this helped their learning to proceed at a satisfactory pace and supported the development of good attitudes to learning. These were typified by the child who found the sponge he was using for washing a ride-on car under the car itself, and said with good humour, 'Oh, I wondered where that was hiding'.

The teaching of reading is stronger in Key Stage 1 than in Key Stage 2. This is because a programme of systematic phonics is taught in Key Stage 1 that helps pupils tackle unfamiliar words, but not in Key Stage 2 where some pupils, especially those who find reading difficult, do not have the skills to help them work out new words. The teaching of writing is only satisfactory because pupils have limited opportunities to consolidate and extend their writing skills in subjects such as science, geography, history and religious education. The teaching of mathematics is satisfactory and not good because, though pupils are taught their times tables, and can carry out simple calculations using them, they do not develop fluency effectively enough to enable them to work out more complex calculations and solve problems.

Teaching promotes satisfactory spiritual, moral, social and cultural development, with some areas of strength. For example, the teaching of values, such as friendship, respect and responsibility is good and promotes pupils' spiritual development well.

**Behaviour and safety of pupils**

Good relationships promote pupils' positive attitudes to school and their willingness to respond promptly to their teachers in lessons and work cooperatively with each other. The positive attitudes are seen throughout the school and are reflected in the improving levels of attendance, declining persistent absence during recent years, a sharp reduction in incidents of poor behaviour in school and a reduction in the number of days lost to pupils being excluded.

Discussions with pupils indicate that they, including those with identified behavioural difficulties, are aware of the school's strategies for managing and improving behaviour, and think they are appropriate and carried out fairly by staff. Pupils are generally successful in conforming to them.

In replies to their questionnaires, the large majority of parents, carers, pupils and staff were very positive about behaviour and the lack of bullying. Although a very small minority of pupils and parents and carers commented that behaviour is not always good, inspection evidence gained from pupils and discussions with staff confirmed that any inappropriate behaviour and all types of bullying, mainly very occasional name-calling, are addressed quickly and effectively by the school.

In replies to their questionnaire, the very large majority of pupils indicated they feel safe, and their parents and carers agree with them. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, around water and in

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the event of fire. Older pupils in particular have a good understanding of internet safety.

## Leadership and management

Leaders at all levels are clearly focused on improvement and have successfully instilled a sense of ambition and drive to improve the work of the school. They incorporate the right areas for improvement into plans of action which have clear targets and success criteria, though these are not as effective as they might be because they do not always define what is to be carried out in order to raise achievement. Subject plans show strategies clearly but do not have clearly defined success criteria to identify the expected impact on learning. In spite of this, monitoring and evaluation by senior staff and subject leaders are having a positive impact on school performance. Sustained improvements have been effected over a considerable period in the progress of boys in English and mathematics, girls in mathematics, and in behaviour and attendance. These show the school has a satisfactory capacity to sustain further improvement. An extensive programme of professional development of staff is contributing effectively to school improvement, although some senior staff and subject leaders do not have secure expertise in the techniques of monitoring and evaluation.

The curriculum is enriched by a range of themed weeks, visits to places of interest and visitors to school. Out-of-school clubs are popular with pupils and support their learning. The curriculum ensures satisfactory provision but does not yet give a good framework to phonics teaching, because of the limited extension of phonics to Key Stage 2. It is not ensuring consistently good opportunities for pupils to consolidate and extend their writing skills in different subjects, nor ensuring they focus well on developing and practising their number skills. It provides satisfactory opportunities for pupils' spiritual, moral, social and cultural development.

The members of the governing body are keen, enthusiastic and show high levels of commitment to the school. It provides a satisfactory level of challenge and has supported the school conscientiously during the high levels of staff turnover over the past 18 months, during which time eight new staff have been appointed, six of them teachers. Safeguarding procedures comply with statutory requirements. Pupils and their parents and carers indicate that the school provides a secure environment for learning.

The school promotes equality of opportunity for all groups of pupils and tackles discrimination appropriately. This enables all groups to achieve satisfactorily. Provision is allocated effectively to pupils whose circumstances have made them vulnerable and there are examples of these pupils making good progress. However, provision is not always tailored to challenge more- and less-able pupils and these pupils do not always achieve as much as they could.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



15 March 2012

Dear Pupils

**Inspection of Gossey Lane Junior Infant and Nursery School, Birmingham, B33 0DS**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. The progress you make in lessons is satisfactory. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel safe and work in a calm, colourful and stimulating environment.
- You like your teachers and teaching assistants and try your best to please them.
- You are well mannered and courteous to each other and adults.
- You are enthusiastic about all the different activities provided for you, including visits out of school and extra clubs out of school hours.
- You enjoy reading and talking about books and stories you have read.

We have asked your headteacher, teachers and the governing body to do three things to make your school even better.

- Provide you with more opportunities to practise reading, writing and times tables.
- Let you know what you are expected to learn in lessons, set you challenging activities, check on the work you are doing when working independently and tell you what you need to do next with time to improve your work.
- Make sure that the plans that the school has to help you learn in different subjects are working well.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd  
Lead inspector

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