

Gosford Park Primary School

Inspection report

Unique Reference Number	103643
Local Authority	Coventry
Inspection number	355417
Inspection dates	23–24 November 2010
Reporting inspector	Michael Miller

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Karen McKay
Headteacher	Tricia Wilkinson
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by four additional inspectors. They visited 26 lessons and 19 teachers were seen. Inspectors held meetings with representatives of the governing body, staff and groups of pupils. They looked at pupils' work, talked with many pupils, and met members of their families at the start of the school day. School documents were scrutinised including policies, development planning, self-evaluation reports, monitoring files, curriculum and safeguarding documents. Minutes of governing body meetings were examined, as well as the headteacher's reports to this body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 207 parents and carers, 27 members of staff and 86 Key Stage 2 pupils.

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

- How effective have the school's efforts been to raise pupils' attainment by the end of Year 6, particularly for boys and more able pupils?
- How well is the school developing its systems for assessing pupils' learning and progress?
- To what extent are the pupils' personal development and preparation for their future lives emerging strengths of the school?
- How effectively do the school's leaders monitor its provision through self-evaluation and improvement planning, in order to improve further pupils' attainment and progress?

Information about the school

This is a larger than average primary school serving an area of mixed housing close to Coventry city centre. Its catchment area reflects a wide social and cultural mix; transience in the area is well above average. The percentage of pupils from minority ethnic groups is well above average, as is the number speaking English as an additional language. There is a well above average proportion of pupils known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is average; most have moderate learning difficulties or behavioural, emotional and social difficulties. The proportion with a statement of special educational needs is below average. The school has received a Foundation Level International School Award, a Bronze Eco Award, and has gained National Healthy School status.

As a part of the school's extended services to its community, the governing body provides a breakfast club and an after-school club each day during term time for its pupils aged 3 to 8. The school has a Children's Centre on its site; this is reported on separately by Ofsted.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. School self-evaluation is satisfactory and has resulted in it gaining a sound understanding of what it does well and what needs to be improved further. School development planning recognises the main areas identified for improvement. Children enter the Early Years Foundation Stage with levels of skills below those expected for their age. They make good progress in the Nursery and Reception classes and their attainment is average overall by the time they transfer from Reception to Year 1. Thereafter, pupils make satisfactory progress to gain average standards in the national assessment tests and teacher assessments at the end of Years 2 and 6. In 2010, there was a slight closing of the gap between the rate of school and national improvement levels in standards. However, the school is still in the process of building a track record of consistent success in accelerating progress.

Since its last inspection, the school has established good new systems for the tracking of pupils' progress. These are enabling the early identification of potential underachievement and the establishment of intervention programmes and support for the pupils concerned. These systems are being used to good effect to support lower attaining pupils. However, their use is not yet fine-tuned sufficiently to ensure consistent challenge for more able pupils. Consequently, the proportion of such pupils gaining higher levels by Year 6 remains below average. The school has adopted effectively the national strategies for assessing pupils' progress in mathematics and writing. These strategies are helping gradually to raise standards in these areas, but have still to be implemented fully for reading and science. Overall, the school's capacity for further improvement is satisfactory.

There is good practice in the inclusive way the school monitors the individual pupils' progress. The attainment and progress of broad groups such as those with special educational needs and/or disabilities is evaluated by year group. However, the achievement of sub-groups such as school action, school action plus or the school's different ethnic groups is not analysed or evaluated systematically. From its individual monitoring the school does have the necessary information to do this, but the processes to ensure it happens are not established. Consequently, although the teaching plans for different work for higher, middle and lower attaining pupils, it does not plan consistently for the support or specific learning needs of other groups.

Monitoring records show the school has not been sharp enough in identifying pupils' different learning needs and styles, and the level of challenge offered to all groups of pupils. Senior leaders are now establishing a positive focus on learning through their regular observation of lessons, and the school is focusing more on evaluating the quality of its pupils' learning. However, the use of questioning by teachers to check pupils' understanding and the extent of their learning is inconsistent across the school. There is

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good practice, but some teachers still talk too much at pupils. This restricts not only pupils' active involvement in learning but also their motivation.

A strength of the school is evident in the good care it provides. It works hard with its partners and support agencies to ensure its pupils' welfare, health and safety. The school plays an important role in the life of its local community. The school goes that extra mile to promote regular attendance and works hard with families to ensure this. While attendance is rising steadily, it remains too low. Not all families appreciate the importance of continuity in securing children's learning and progress.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their rate of learning and progress throughout the school by:
 - refining the school's systems for tracking pupils' progress to ensure more effective monitoring of its different groups of pupils
 - developing further the school's strategies to provide increasing challenge for its more able pupils, enabling them to achieve higher levels by Year 6.
- Increase substantially the proportion of good or better teaching by:
 - ensuring a more consistent approach to the planning for and use of assessment in the classroom, particularly through the use of questioning
 - extending the school's assessment strategies for mathematics and writing to include reading and science by the end of the Summer Term 2011
 - increasing challenge in lessons by engaging more effectively pupils of all abilities, in order to enhance motivation and interest and to promote more consistently their independent learning skills.
- Continue the school's work with its families to raise regular attendance levels.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment is broadly average by Years 2 and 6 and progress satisfactory overall. School data and national tests show that attainment overall is weaker in English than in mathematics and science. However, in a Year 2 lesson all groups of pupils made good progress when discussing and planning imaginative sentences for their stories based on 'The Gingerbread Man'. In most lessons observed, the large majority of pupils were making satisfactory progress. Most staff understand well the needs of pupils with special educational needs and/or disabilities, and those who find learning difficult. However, in some classes such pupils tend to be treated similarly to others in the lower ability groups and this affects their potential progress. Nevertheless, they do make better progress when given one-to-one support and in withdrawal groups. Gifted and/or talented pupils are identified. Although there is some evidence that they are beginning to make faster progress, lesson planning generally lacks a clear focus on challenging such pupils. Those who speak English as an additional language make satisfactory progress because of good

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resources, an awareness of their individual needs, and a good programme of language support.

Through their questionnaires, and in informal discussions, most pupils confirm they enjoy school. Some expressed concern about the more boisterous behaviour of a small minority. This was seen in the playground at times when games apparatus was not available. However, most pupils agree they are safe in school. They contribute well to safety in the community through 'Street Watch', the Safer Neighbourhood Group and the local residents' group. This is helping to prepare them well for an active role as future citizens. The cross-section of cultures and ethnicities within the school, over 30 different languages are spoken, ensures good awareness of a wider community on national and international levels. Pupils take good opportunity for healthy exercise, including the exercises to music enjoyed with their teachers at the start of school sessions. Eco Buddies help look after the local environment. The school choir and steel band perform frequently within the local area. School records show that pupils' involvement in such activities is valued by its local community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

There is good practice from both experienced and newly qualified staff, but a key issue for the school is to ensure consistency in its teaching quality. Some unsatisfactory teaching was seen where weaknesses in planning, pace and subject knowledge affected pupils'

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progress. Working relationships and pupils' disposition to learning are good where the teaching demonstrates the ability to explain things clearly and correct misconceptions while building pupils' confidence. Marking is regular and provides positive guidance for pupils. Their interest and curiosity are engaged when teachers challenge them with questions which make them think and explain their ideas. Such approaches to questioning and assessing pupils' understanding are not yet established consistently across the school.

Good curriculum elements include the way learning is made relevant through the teaching of local history, and the ways trips, and sometimes overnight visits to local museums, stimulate the pupils' imagination. The teaching of French is well-established. The personal, social and health education programme is well-designed. Strategies to make the curriculum more boy-friendly, particularly for writing, are having a positive impact. The 'blood and guts' aspect of a Year 6 lesson on Macbeth proved equally popular with boys and girls when using computers to create story lines from their own dramatised photographs. However, opportunities for pupils to use and apply the skills learnt in some subjects to support their learning in others are underdeveloped. There are insufficient adjustments to the curriculum to meet the needs of different groups of pupils.

Extended services contribute well to the school's provision for the care and welfare of its pupils. The breakfast and after-school clubs provide well for the pupils and their families. Regulations are met and good use is made of the school's facilities and resources. Good working relationships with parents and carers ensure staff get to know well the pupils' individual needs. Good use is made of a range of agencies to support pupils through, for example, counselling and speech therapy. Pupils whose circumstances may make them more vulnerable are supported very effectively. However, further work is required with families to ensure higher levels of attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school leaders, at all levels, fulfil their roles satisfactorily. They know they have to raise pupils' attainment beyond the average by the end of Year 6 in order to improve progress and the overall effectiveness of the school. Equality of opportunity is promoted satisfactorily because assessment is ensuring the school has good information about its individual pupils. However, securely sustained improvement for all its different groups of pupils has yet to be achieved. There is satisfactory self-evaluation involving both senior and subject leaders and the governing body. The monitoring responsibilities of subject and phase leaders have broadened successfully since the last inspection. The improvements in assessment and tracking systems, and the monitoring of teaching and learning, are

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beginning to have a positive impact on outcomes. The governing body ensures pupils are safeguarded well. In practice, safeguarding and child protection are very good. However, the promotion of pupils' awareness of Internet safety is still being established across the curriculum. Important strengths are to be seen in the range of the school's partnerships with its community. The school makes good use of its education and community partners, including those from local universities and the residents' groups which are represented on the governing body. Strategies to build further on the school's good contribution to community cohesion are embedded firmly in its development plans.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good provision in the Early Years Foundation Stage stems from a firm understanding of the needs of young children. A large minority of those currently in the Nursery and Reception classes speak English as an additional language. Teaching and non-teaching staff work hard throughout each day to encourage and develop the use of English through a focus on children's speaking and listening skills. Staff who are multilingual use their personal skills effectively to promote not only the children's language development but also their social skills and confidence in working and playing with others. Regular parental visitors and support staff also make an important contribution to the children's learning and development. The various areas in Nursery and Reception are well-organised, well-resourced, interesting places.

Fun in learning is encouraged. This was seen during a 'welly walk' with Nursery children through the school's environment area. Children enjoyed attempting to creep up on seagulls on the field, listening to the sounds around them, and spotting a passing balloon. Their knowledge and understanding of the world was enriched. In Reception, there is a good focus on literacy and numeracy. Great fun was had by one group doing actions to a

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rocket 'blast-off' while counting down numbers from 10. Frequently used vocabulary such as 'it' and 'in' are emphasised, not only to promote correct spoken use but also to support the children's writing skills.

The Early Years Foundation Stage is led and managed well; good teamwork is evident. Planning is related well to all the required areas of learning. This helps ensure children make good progress from their starting points. Effective systems for assessing and recording children's progress are established. Learning diaries provide helpful records of the children's development, although families do not yet provide regular contributions to these. Good attention is paid to the children's welfare and safety, including when attending the breakfast or after-school club. Good links exist with extended services; one teacher also works at the school's partner Children's Centre. This not only ensures good continuity and links with families of pre-school children but also strengthens well the school's role and profile within its community.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher than average proportion of parents and carers returned the questionnaires. The percentage agreeing or strongly agreeing to each question was above average. This reflects the very high levels of satisfaction expressed by parents and carers in discussions with inspectors at the start of the school day. Written comments show a few parents or carers have concerns about the progress their children are making and the ways the school meets their children's individual needs. While the inspection finds pupils make satisfactory progress, the rate of progress is not yet fast enough because of inconsistencies in the ways pupils are challenged to succeed. A few responses also expressed some concern about the management of behaviour. The inspection finds this is satisfactory, but there are a number of pupils who find it difficult to control their own behaviour throughout the school day.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gosford Park Primary 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 207 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	63	70	34	4	2	1	0
The school keeps my child safe	129	62	75	36	2	1	0	0
My school informs me about my child's progress	115	56	87	42	3	1	0	0
My child is making enough progress at this school	109	53	85	41	7	3	0	0
The teaching is good at this school	115	56	84	41	4	2	0	0
The school helps me to support my child's learning	117	57	82	40	4	2	0	0
The school helps my child to have a healthy lifestyle	101	49	96	46	5	2	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)	91	44	98	47	3	1	1	0
The school meets my child's particular needs	90	43	102	49	7	3	0	0
The school deals effectively with unacceptable behaviour	85	41	102	49	9	4	1	0
The school takes account of my suggestions and concerns	84	41	105	51	8	4	0	0
The school is led and managed effectively	88	43	106	51	2	1	2	1
Overall, I am happy with my child's experience at this school	120	58	79	38	3	1	1	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



25 November 2010

Dear Pupils

Inspection of Gosford Park Primary School, Coventry, CV1 2SF

We would like to thank you for the very friendly welcome you gave to us when we visited you recently. We enjoyed talking with you and appreciated the way you shared your thoughts and opinions about school life. Yours is a satisfactory school.

These are the things we found are best about your school.

You receive a good start to your school life in Nursery and Reception.

You know how to keep each other safe at school.

The adults at your school take good care of you and make sure you are safe.

You have a good understanding of the importance of living healthily.

You make a good contribution to the school and wider community.

Your school works well with your parents and carers to help you learn.

We have asked your headteacher and the other teachers to do three main things to help all of you make better progress. First, they will be working to help you to gain higher standards by the time you leave the school at the end of Year 6. Those of you who are more able, or find learning easier, will be given that extra touch of challenge in your work.

Secondly, your teachers will be developing the ways they assess your work. You will find them asking you even more questions during lessons. This is to help you understand more clearly how to improve in all subjects. We have also asked them to complete the work they have started to involve you more in lessons and help make your learning more interesting. We hope that more of you will find those notices reading 'I'm working independently' appearing on your tables.

Thirdly and finally, you can help by attending school more regularly so you don't have to catch up following an absence. Your school is working very hard with some of your families to encourage improved attendance. Please support your teachers.

Yours sincerely

Michael Miller

Lead inspector

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