

# Gosforth Park First School

## Inspection report

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<b>Unique Reference Number</b>	108442
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	356362
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Kate Pringle

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>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Victor Adams
<b>Headteacher</b>	Mrs Jini Sara
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Broadway East Gosforth, Newcastle-upon-Tyne Tyne and Wear NE3 5JQ
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons and 10 teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 126 parents and carers, 10 staff and 80 pupils.

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

- The attainment and progress of all pupils by the end of Year 4, but in particular those of girls and of pupils with special educational needs and/or disabilities.
- How well developments to the curriculum enhance learning opportunities for pupils.
- How successfully all children in the Early Years Foundation Stage engage in a breadth of learning opportunities to achieve good outcomes.
- How well all leaders and managers use their responsibilities to contribute to improving outcomes for pupils.

## Information about the school

This is an above average-sized first school. The majority of the pupils come from a White British background. The proportion of pupils from other minority ethnic groups is below national levels; however, the number of pupils whose first language is not English is higher than the national average. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils with special educational needs and/or disabilities is well below average and few pupils hold a statement of special educational needs. A privately-run after-school club is on site and will be subject to a separate inspection.

The school has achieved the following awards over the last three years:

the Activemark, Eco Green Flag, Healthy School status, Fair Trade Status and the Financial Management of Systems in Schools (FMSiS)

**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. It has a number of outstanding features, including the excellent quality of care, guidance and support which contributes significantly to the warm and caring relationships evident throughout the school. The vast majority of parents and carers support all aspects of school life. A parental comment reflected the views of many, 'a great deal of effort to include all children in a wide range of activities helps them to broaden their life experiences.' Parents and carers recognise that their children develop into well-rounded individuals because of the commitment of staff to provide a happy and secure environment. Pupils enjoy school. They feel exceptionally safe and their behaviour is exemplary. Good opportunities to develop personal and social skills ensure that pupils are reflective of their own needs and those of others.

Most children enter the Early Years Foundation Stage with the skills expected for their age. Pupils make good progress through the school leaving Year 4 with attainment that is above average. In many lessons, teaching captures pupils' imagination and matches their interest and level of understanding. However, on occasion work is not as well matched to pupils' abilities and so their attention wanes. In some lessons, there are too few opportunities for pupils to discuss new ways of learning, and occasionally teachers' instructions are unclear. Overall, pupils demonstrate good attitudes to learning because of the excellent relationships with teachers and other staff. Highly successful links with parents and carers, and with other partners, ensure that the needs of vulnerable pupils, those with special educational needs and/or disabilities and those at an early stage of learning English are fully met. These groups make good progress in line with other pupils. Overall outcomes are good and the school provides good value for money.

The headteacher successfully motivates staff and shares her aspirations well. Self-evaluation is accurate and leaders have clear responsibilities. However, not all leaders contribute to the monitoring and evaluation of whole school issues. Also, the system that tracks pupils' progress is not always detailed enough and this limits the overall analysis and understanding of attainment and progress. Clear improvements are evident in provision in the Early Years Foundation Stage, in an increasingly creative curriculum, a reduction in persistent absenteeism, and the use of new assessment strategies in lessons. Overall, the school continues to show a good capacity to improve.

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

- Ensure good and better teaching in all lessons by:
  - ensuring activities are well matched to individual abilities so that all pupils are challenged at the appropriate level

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- always ensuring that instructions clearly inform pupils of what they need to do to complete tasks
- providing more opportunities for pupils to discuss new ways of learning in order to enhance their understanding.
- Improve the effectiveness of the tracking system to enable better analysis and understanding of the attainment and progress of all pupils and groups across the school.
- Strengthen the roles of leaders and managers by:
  - delegating more responsibility for whole school issues
  - enabling leaders to monitor and evaluate the impact of their work more effectively.

**Outcomes for individuals and groups of pupils****2**

Pupils' achievement is good. They love their school and clearly enjoy the many opportunities it offers them. For example, lessons in German and in drumming enable pupils to work very well together as they develop skills in listening and sequencing. Pupils are eager to please and are motivated to engage to their best ability in learning activities. Pupils make good progress and their levels of attainment are above average at the end of Key Stage 1 and also in Years 3 and 4. The school quickly identifies and addresses the needs of pupils with special educational needs and/or disabilities, and also the needs of pupils who are at an early stage of learning English. As a result, both groups of pupils make good progress throughout the school. Overall, there is little difference between the attainment and progress of boys and girls.

Pupils speak very well of their school. They recognise that the very harmonious relationships that they have with teachers, and other staff, contribute much to their enjoyment of school. Behaviour in lessons and about the school is outstanding. Pupils feel exceptionally safe because of the extremely nurturing environment. They develop a very good understanding of how to keep themselves safe, through additional opportunities to learn about, for instance, e-safety. A wide range of opportunities successfully promote good understanding of how to keep healthy through a good range of physical activities, growing produce and peer massage. Pupils demonstrate good citizenship as they interact well with each other showing the utmost respect for each other and for themselves. They take care of others when they find them unhappy. Pupils celebrate the differences of those from other cultures and backgrounds in their school and through links with other schools and charities. The resulting ethos contributes positively to pupils' consistently above-average attendance. This, together with their above-average attainment, means that pupils are well-prepared for their future education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Very harmonious relationships underpin pupils' positive attitudes to learning. This is shown by the comments from pupils who spoke of lessons being the most enjoyable aspect of school. The imaginative use of interactive whiteboards and other resources engage pupils effectively. In the best lessons, pupils are given time to reflect, consider, investigate and practise their skills, all of which leads to effective learning. Although teachers' use of assessment to support learning is good overall, not all use this information effectively, on a daily basis, to provide tasks that are accurately matched to individual pupil's abilities. Where teaching is less effective the pace and challenge of learning decreases and progress slows. This is because teachers dominate lessons and this leaves too little time for pupils to discuss their learning or to apply their skills. On occasion pupils are given too little explanation about what to do or the purpose of lessons.

The curriculum provides pupils with increasingly interesting and varied opportunities to build on their skills in reading, writing and numeracy. This helps pupils understand how these skills can support their wider learning. A range of visits and visitors, particularly those who provide specialist knowledge, for example, in modern foreign languages, provides pupils with experiences which excite their imagination and make outstanding use of partnerships. Personal and social education is strong, ensuring pupils' good moral and emotional development. This is extended by residential opportunities in Year 4 when pupils' confidence and self-esteem demonstrably increase. The wide range of good-quality

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enrichment activities provides additional opportunities for pupils to extend their skills through physical and creative pursuits.

Vulnerable pupils, those with special educational needs and/or disabilities, those at an early stage of learning English and their families are extremely well-supported through a wide range of external agencies and by other partners. Pupils indicate that they recognise the high-quality care given to them when they have concerns. Excellent communication with parents and carers ensures a high level of shared information and offers opportunities for them to be involved in their children's learning. Systems to ensure exemplary behaviour and to sustain above-average attendance further support the positive climate with parents and carers. Transition links with middle school are very well embedded and, together with additional links with the secondary school through specialist staff, ensure confident moves to pupils' next stages in education.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

A highly motivated team of leaders and managers share a strong sense of purpose. Developments are planned to improve outcomes for pupils and there is a clear picture of improvement within identified priorities. The school demonstrates effective commitment to equal opportunities for all pupils in the good, and sometimes outstanding, personal and academic outcomes. Leaders have dedicated roles of responsibility and are encouraged to lead individual developments. However, there is not enough delegation of the leadership of whole-school issues and, as a result, fewer opportunities for staff to play a full role in monitoring and evaluating the effectiveness of the school. Challenging targets are well embedded and new tools to aid teachers to assess attainment and progress are now in hand. However, leaders do not yet make full use of this data to analyse the attainment and progress of pupils and groups as they move through the school. The monitoring of teaching and learning is well established and there is clear evidence of professional development linked to school priorities. The sensitive approach and highly inclusive nature of this school ensure that concerns are quickly highlighted and addressed. Every child is recognised as an individual and the school ensures that any discrimination is quickly tackled.

The governing body draws upon a range of experience to support and challenge the school and the delegation of its responsibilities reflects best use of individual governing body members' individual expertise. Good community cohesion is strongly evident in the harmony between the different cultural groups in the school and its promotion is enhanced through established links with local, national and global communities.

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Arrangements for safeguarding are good and systems go beyond the requirements. Well-developed strategies clearly focus upon providing an environment which is assured to be safe through regular and well-documented checks to minimise risks.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

This safe and secure setting provides a warm and caring environment in which young children thrive. Children settle quickly, including those with special education needs and/or disabilities, those who are vulnerable and those who are at a very early stage of speaking English. Excellent links with other partners and agencies support identified needs very well. Children quickly gain in confidence and happily access a range of learning opportunities to develop a range of skills and abilities. Simple rules enable children to understand how to keep safe and healthy, and children show respect for others as they share and take turns. Because of this, children play and learn together happily and confidently. Pupils make good progress and their behaviour is excellent.

Since the last inspection, increased access to child-initiated learning and improved use of resources outdoors has enhanced the setting. Independent choice is becoming central to learning as children increasingly motivate their own learning through exploration and investigation. Good leadership promotes effective teamwork through well-developed systems and strategies which support children's learning. Links with parents and carers are recognised as being central to development and every effort is made for them to participate in their children's learning. Staff effectively assess children's progress using a range of recording systems. Their address of the limitations of the present data base is improving evidence of the progress of different groups from entry to exit. Effective monitoring and evaluation identifies the necessary improvements required to build upon present good practice.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

The vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children's needs well. Few issues were raised by parents and carers and there was no obvious pattern to those raised. All were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gosforth Park First 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	75	31	25	1	1	0	0
The school keeps my child safe	90	71	35	28	1	1	0	0
My school informs me about my child's progress	48	38	66	52	8	6	2	2
My child is making enough progress at this school	53	42	60	48	6	5	1	1
The teaching is good at this school	62	49	56	44	3	2	0	0
The school helps me to support my child's learning	55	44	62	49	7	6	1	1
The school helps my child to have a healthy lifestyle	77	61	45	36	3	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)	55	44	55	44	3	2	0	0
The school meets my child's particular needs	61	48	54	43	8	6	0	0
The school deals effectively with unacceptable behaviour	55	44	57	45	5	4	0	0
The school takes account of my suggestions and concerns	51	40	62	49	7	6	0	0
The school is led and managed effectively	77	61	47	37	1	1	0	0
Overall, I am happy with my child's experience at this school	75	60	48	38	2	2	0	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	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 January 2011

Dear Pupils

**Inspection of Gosforth Park First School, Newcastle-upon-Tyne, NE3 5JQ**

It was lovely to meet you all when I and other inspectors visited your school recently. We enjoyed talking to you and were very impressed with how confidently and positively you spoke about your teachers and lessons. Your awareness of how to keep yourselves and each other safe is excellent. You greatly respect each other and this means that your behaviour and the way that you take care of each other are exceptional.

Yours is a good school. You know this because you told us how much you enjoy lessons and all of the other opportunities that the staff provide for you. Gosforth Park has outstanding qualities because it puts you and your families at its heart. Staff work very hard to make sure that you and your families have all of the care and guidance needed. They make sure that whenever you are upset, or when changes in your lives are upsetting, you get the support from other people to help you through these difficult periods. Your parents and carers recognise that you are extremely well looked after and they help by making sure that you attend school regularly.

We feel that your school could be even better by making a few changes. We would like the teachers to make sure that every lesson is good or better by making sure that your work is matched to your individual needs. We think that teachers' instructions could sometimes be clearer and some times they could give you more opportunities to be involved when they show you new ways of how to do your work.

We think that a good system that tracks your progress would help staff to have a better understanding of what you can do and the progress you are making. We would also like the roles of leaders and managers to be stronger by giving them more responsibility for how well the different aspects of the school are improving.

Well done to all of you who contribute to this good and caring school.

Yours sincerely

Mrs Kate Pringle

Lead inspector

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