

Goose Green Primary School

Inspection report

Unique Reference Number	132022
Local Authority	Southwark
Inspection number	341273
Inspection dates	9–10 June 2010
Reporting inspector	Robin Hammerton HMI

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	418
Appropriate authority	The governing body
Chair	Ms Rachel Montgomery
Headteacher	Mrs S Marland
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 18 lessons involving 17 teachers, and many other aspects of the school's work, including two assemblies. They held discussions with pupils, staff, governors and the local authority and scrutinised documents including data about pupils' progress, local authority reports and the school's plans and self-evaluation. The 141 questionnaires returned by parents were analysed; inspectors also spoke with some parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

how assessments of pupils, targeted interventions and recent whole-school curriculum changes affect pupils' learning and attainment

how robustly and precisely the school tracks pupils' progress

the accuracy of school self-evaluation and its effect on improvement

the contribution to school improvement made by subject leaders.

Information about the school

This large primary school, with a nursery, serves a mixed area with pockets of advantage existing alongside some social deprivation. Its pupils come from richly diverse backgrounds with the largest groups being from African, Caribbean and White British heritages. Thirty-three languages are represented in the school. More than twice the average proportion of pupils speak English as an additional language, although the large majority of this group speak English well. The school identifies an average proportion as having special educational needs and/or disabilities. At its last full inspection, the school was deemed to require special measures.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. It provides a satisfactory education and pupils' attainment by the end of Year 6 is average. Parents are supportive. One said, 'My children are happy, motivated to learn and socially aware.'

The school's long journey through special measures was not smooth. However, it took the significant recommendations from Ofsted's last monitoring visit to heart. Much has become better in the short time since, and earlier improvements have been consolidated.

Teaching has improved considerably from a very low point and is now satisfactory, but inconsistent. There is some good teaching, most notably and reliably in Year 6. Pupils make satisfactory progress, but this is faster in some lessons and year groups than others, depending largely on the quality of teaching. Sometimes teachers lecture their classes, without much good interaction with pupils, which inhibits pupils' thinking for themselves and can lead to them 'switching off'. Staff frequently remind pupils about paying attention which slows the pace of many lessons. Teachers have recently begun to use assessment data better to match work to pupils' particular needs, although there is room for greater precision in this so that pupils are challenged more. Intervention programmes, often led by teaching assistants, help carefully selected pupils overcome particular academic difficulties. No groups of pupils perform notably better or worse than any others. The school uses good, personalised interventions for any emotional or personal difficulties, ensuring pupils stay on track.

The headteacher, working closely with her senior leaders and the good governing body, has taken shrewd and sometimes difficult decisions. These have moved the school forward and kept up staff morale. The local authority has tapered its support as the school has built its own capacity to improve, which is satisfactory. Thorough self-evaluation linked to suitable improvement planning is paying dividends.

With helpful support and training, the very enthusiastic subject leaders have worked hard to organise the new broad curriculum plan which motivates pupils. However, despite some improvements, too many lessons remain insufficiently challenging. Subject leaders, especially for foundation subjects, are not yet ready or fully empowered to check precisely on pupils' attainment or to ensure a clear progression of subject skills and knowledge from one year to the next. Additionally, too little emphasis is placed on extended and ambitious writing, with the result that pupils' attainment in writing is lower than that in reading and mathematics.

Pupils enjoy school, pointing out steady improvement in behaviour in the last two years. They feel safe and secure which reflects the school's good safeguarding procedures and the good care, guidance and support provided to them. Attendance has improved and is

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now satisfactory due to the school's much more robust procedures and raising awareness of its importance among the school community.

What does the school need to do to improve further?

- Ensure that, before the end of summer term 2011, all pupils learn and progress well by:
 - ensuring staff use assessment data with precision, so that work set in lessons is carefully matched to pupils' needs and challenges them
 - encouraging teachers to interact effectively with all pupils during whole-class teaching, so that pupils routinely have to pay close attention, contribute their ideas, listen and respond to each other and explain their thinking
 - providing better structured and ambitious opportunities for pupils' writing
 - continuing to raise the excitement, challenge and progression of skills and knowledge from year to year within the curriculum.
- Improve the demonstrable impact of subject leaders' enthusiastic work on pupils' attainment through further training and by improving planning and accountability systems for them.

Outcomes for individuals and groups of pupils

3

The present Year 6 cohort have reached broadly average standards, catching up earlier lost ground, largely as a result of consistently very purposeful teaching this year. In Year 6 lessons observed, pupils paid particularly close attention to well-paced teaching and worked on focused tasks with enthusiasm making rapid progress. Nevertheless, their attainment in writing is lower than that in reading and mathematics, with too few pupils reaching higher levels. Across the other year groups, pupils' progress is satisfactory but not even due to differences observed across the school in the quality and style of teaching, learning and curriculum. In many year groups, learning observed in lessons, and assessment data, show that the speed of pupils' learning needs to increase further for pupils to reach average attainment levels. In Year 2, for example, despite lively teaching leading to notable improvements in pupils' learning, pupils' attainment remains below average. As in Year 6, writing is the weakest area.

There are no notable differences in the progress made by different groups of pupils. Suitable support is provided to those with special educational needs and/or disabilities, and this means they make satisfactory progress. Those who speak English as an additional language are involved well in lessons, even though there is limited specifically-targeted provision for them.

Most pupils feel safe and have a good knowledge of how to act safely. They say that bullying is rare and have full confidence in adults to sort out any problems. Their behaviour around the school has improved and is increasingly self-disciplined, although they know it could still be better. Pupils behave best when enjoying what they do, for example at playtime, when singing in assembly and in lessons where they are active. In some lessons, however, behaviour deteriorates when they lose interest. All pupils experience high-quality sport and have a good understanding of the importance of healthy eating and lifestyles. The school council has made some helpful, if limited, changes, but

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pupils note a lack of consistency from class to class about how to engage with council members. Pupils also contribute to the school community as eco-warriors and play leaders.

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	3
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	3
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?

The improved curriculum is satisfactory and captures the imagination. Physical activity features strongly with many challenging activities arranged by the sports coach throughout the day, including popular coaching sessions from Millwall Football Club. The school choir is improving rapidly, singing with enthusiasm and accuracy. A recent art project involved older pupils producing attractive tiles. All subjects have their place and there is a sound range of valuable visits out. However, expectations are often not high enough. Opportunities for well-focused writing are too centred on short bursts during individual lessons. Pupils sometimes enjoy active, but undemanding, tasks in lessons so learn too little from them. There is a sound range of clubs and activities outside the school day, attended by a large minority of pupils. The school is beginning to analyse which groups of pupils join in most.

Teaching is satisfactory and sometimes good. Key strengths, seen most in the better lessons, include:

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precise learning objectives being identified, enabling lessons to proceed at a fair pace, with purposeful activities

the use of stimulating resources

high-quality questioning from teachers, enabling children to think more deeply than before
frequent good use of peer partners to encourage relevant discussion about the learning.

In one of the best lessons observed, in Year 6, the teacher kept pupils alert by moving around to draw pupils' attention to different interactive displays and resources around the classroom. He explained things expertly, but briefly, sometimes using questions to ensure pupils understood, which any pupil might be asked whether or not they offered.

Weaker aspects of teaching, seen more often in satisfactory lessons, included:

teachers talking for too long without involving all of the pupils enough

too little use of assessment data to make work challenging for all pupils

teachers over-controlling lessons, limiting pupils' opportunities to think for themselves or work at higher levels.

The school's care and guidance for its pupils have improved rapidly. Pupils feel well supported, and know who to go to for a listening ear if they have any problems or need reassurance. They say staff always respond quickly if they put their names in the playground letterbox. Where needed, multi-agency work is very good, especially for some more vulnerable children who have a named worker and whose progress is reviewed at least termly with their parents.

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?

Clear and decisive actions, along with supportive coaching and accountability for staff, have improved teaching and learning quickly from a point where pupils made inadequate progress in most lessons. This is also reflected in the school's very astute evaluation of teaching.

The school's broader self-evaluation has improved very recently and is now thorough. In some areas, it takes a slightly more rosy view than the evidence allows. The school's main strategic plan is suitably ambitious and effective in moving the school forward. The headteacher and her senior team have arranged effective systems which ensure the school operates smoothly. A recent audit of local needs, and some actions taken as a

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result, mean the school contributes adequately to community cohesion. For example, links with local groups, such as churches, are becoming purposefully established.

The impact of middle leaders is improving, with the experienced leaders for English, mathematics and information and communication technology contributing usefully to improvements in teaching. All subject leaders have begun to develop their subjects further but this has yet to raise expectations consistently. The well-being coordinator makes an effective contribution. Staff morale is high and the school works closely and effectively with many parents and carers. A recent audit of parental skills is enabling more parents to become productively involved. The school has initiated some useful partnerships, for example, with other local schools and an artist.

The dynamic governing body supports and challenges the headteacher and staff astutely. With the headteacher and staff, it has overseen the development of good safeguarding procedures. Governors are often constructively involved in improvements and are taking a leading role in arranging possible future building developments.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter school at very different stages of development. They make satisfactory progress through Nursery and Reception and, by age 5, have broadly average outcomes. Assessments are carried out methodically, with parental involvement, and suitably used to inform future planning. However, they are complex which sometimes means they are not used quickly enough. There is a judicious balance between child-initiated and adult-led activity. In the sessions observed, well-timed and effective questioning and participation in play by adults enhanced children's learning. Occasionally, some children misbehaved a little when uncertain of the rules or expectations. The learning environment is stimulating, although the outdoor area for Reception children is not readily accessible. Statutory

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requirements for children's welfare are met. Recent improvements have been knowledgeably led by the senior member of staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents like the school and have become increasingly confident in it. One said to an inspector: 'Everything has got much better.' They consider staff to be accessible and helpful. The questionnaires they returned show high levels of satisfaction. They are just slightly less positive about how well some individual pupils' needs are met and how pupils are prepared for their next stages of education. These views reflect inspection evidence and the school's stage of development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils at Goose Green 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	63	46	33	6	4	0	0
The school keeps my child safe	72	51	64	45	4	3	1	1
My school informs me about my child's progress	65	46	68	48	5	4	3	2
My child is making enough progress at this school	72	51	56	40	12	9	0	0
The teaching is good at this school	65	46	67	48	5	4	1	1
The school helps me to support my child's learning	68	48	60	43	11	8	0	0
The school helps my child to have a healthy lifestyle	53	38	81	57	6	4	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)	49	35	69	49	12	9	1	1
The school meets my child's particular needs	53	38	73	52	14	10	1	1
The school deals effectively with unacceptable behaviour	56	40	68	48	10	7	2	2
The school takes account of my suggestions and concerns	39	28	81	57	9	6	2	2
The school is led and managed effectively	56	40	68	48	11	8	1	1
Overall, I am happy with my child's experience at this school	68	48	60	43	7	5	1	1

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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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.



22 June 2010

Dear Pupils

Inspection of Goose Green Primary School, London, SE22 8HG

I have visited your school often in the last two years to see how it has been getting on in special measures. I have enjoyed meeting with many of you over that time. Thank you for your welcome, telling me what you think and filling in questionnaires.

I am glad to say that on my most recent visit I was able to take the school out of special measures. That is a good thing, to be celebrated, and it shows the school is right back on track. It now provides you with a satisfactory education. It is great to see how much most of you enjoy school and the way in which it is a safe and friendly place. Well done to school council members, eco-warriors, play leaders and all those who contribute. You told us, however, that the school council could be even more effective, so do work on that. You are all learning better and faster now because the lessons and the curriculum have improved. Standards at the top of the school, in Year 6, are about average. Attendance has risen too, which is very important.

The school now wants to move forward further to become really good. We have made some recommendations that we hope will help. These are to help standards to rise further by:

using the assessments made for each one of you to ensure each of you are given work which is just right for you

asking teachers to involve you more and ask even more questions in lessons

providing better opportunities for you to do interesting writing

making activities in all the subjects build on each other so that you develop skills and knowledge systematically as you go through the school

giving teachers who lead each subject for the whole school even more opportunities and training to make all the subjects more exciting and challenging.

With best wishes for the future.

Yours sincerely

Robin Hammerton

Her Majesty's Inspector

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