

Goosewell Primary School

Inspection report

Unique Reference Number	113345
Local Authority	Plymouth
Inspection number	367399
Inspection dates	23–24 June 2011
Reporting inspector	Laurie Lewin

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	573
Appropriate authority	The governing body
Chair	Peter Sherlock
Headteacher	John Stephens
Date of previous school inspection	28 November 2007
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Introduction

This inspection was carried out by four additional inspectors. Teaching and learning were observed in 28 lessons and 20 teachers were seen. The inspectors met with pupils, staff, parents and carers, and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies; they also scrutinised samples of pupils' work. The inspectors analysed questionnaires from 263 parents and carers, 100 pupils and 74 staff.

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

- How effective are the support groups set up by the school to improve pupils' progress in mathematics?
- How well do more-able pupils progress?
- Are the targets set for pupils challenging enough?
- How effectively do subject leaders carry out their roles?

Information about the school

This is an above average-sized primary school. It serves the local area, with some pupils coming from outside the immediate catchment area and with 34% of pupils coming from services families. Associated largely with the services families, the proportion of pupils joining, leaving and sometimes rejoining the school other than at the usual times of admission or transfer is much higher than found in most other schools nationally. Although the overall proportion of pupils with special educational needs and/or disabilities is broadly average it is increasing, with a high proportion of pupils with statements of special educational need. In some year groups the proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is below average.

Nearly all of the pupils are White British, with a very small number coming from other ethnic backgrounds. The school has 20 classes, three of which are for reception-age group children. The school includes an Autistic Spectrum Disorder (ASD) base, which caters for 6 pupils with communication and interaction needs who come from the wider area of Plymouth. The school also works closely with a local special school which has two satellite classrooms on the school site. Pupils attending these classes integrate into many of the school's lessons, assemblies and take school lunch with all the other children in the school. Breakfast, after-school and holiday-time care clubs are run at the school, but these are not managed by the governing body. The school is accredited with the Healthy Schools award, Activemark, the Inclusion Kitemark and the Intermediate Level International award.

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 welcoming atmosphere and projects a strongly inclusive family atmosphere. Pupils enjoy their time here and their attendance is above average. Children get off to a good start in the Early Years Foundation Stage where they are taught well and make good progress. This good teaching and progress are also reflected throughout the school so that by the end of Year 6, pupils achieve well and attain broadly average levels.

The school does a good job of ensuring that the significant number of pupils who join the school during the year, such as those from service families posted to the area, settle in quickly and progress well. Staff have very good relationships with all pupils and use these well to encourage all groups of pupils, including those with special educational needs and/or disabilities, to become confident and enthusiastic learners. The curriculum is well planned to ensure pupils have a rich range of 'hands-on' practical activities. This boosts their enjoyment and ensures they develop an enthusiastic approach to learning.

As part of the drive to gain the Healthy Schools award and Activemark, the school involves pupils in a wide range of sports and ensures they gain a very full understanding about eating healthily and staying fit. Through the excellent work of the school council to help improve school facilities and their wide-ranging involvement in supporting local events, the pupils' level of contribution to the community is outstanding. Very good links with schools in other parts of England and overseas help pupils gain an excellent understanding about how people from different ethnic backgrounds live their lives. Through these involvements and charity fund-raising, pupils gain a very sensitive awareness of both local and global issues.

In the main, teachers plan activities that match pupils' abilities well. However, very occasionally, more-able pupils are not sufficiently challenged by the work provided and do not always progress as rapidly as they should. Although pupils achieve well in most areas of their work, attainment in writing is not as good as in reading and mathematics. Pupils do not always have enough chances to talk about their ideas before writing them down.

The excellent provision for care, guidance and support ensures that all pupils feel completely safe. Pupils are proud of their school and feel very well supported. Typically, pupils spoken to commented, 'Teachers and other adults in the school are like our friends• it's easy to talk to them when you need help• our school is the best!' Staff are very good at encouraging good behaviour. As a result, pupils' behaviour is good and sometimes exemplary, and they show an excellent level of moral and social awareness. Pupils with social and emotional difficulties receive very good support which helps them to become confident learners.

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The headteacher does an outstanding job of leading the staff. Well supported by the senior leadership team, he ensures that all members of staff feel valued and play a full part in improving the school's performance. The excellent relationships with parents and carers and very strong links with partner organisations are used very well to boost pupils' learning. Parents and carers have a very high regard for the work of the headteacher and his staff. A comment typical of those received was, 'The school is a wonderful community where my child continues to flourish.' The governing body has a very clear overview of the effectiveness of the school. Governors constantly check to see that all new initiatives are working effectively, liaise closely with staff and support them strongly in advancing action plans. The school's accurate self-evaluation, the strong teamwork and the good rate of improvement since the previous inspection mean that it has a good capacity to keep improving.

What does the school need to do to improve further?

- By July 2012, ensure that more-able pupils are always given tasks that challenge them and that enable them to progress rapidly.
- Improve attainment in writing by July 2012 through ensuring pupils are given a full range of opportunities to talk about their ideas before writing them down.

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

When they start school, children's skills and knowledge are below the expected levels for their age. Their speech and language skills are often especially weak. They make good progress in the Early Years Foundation Stage and attain average levels in all areas of learning by the time they start Year 1. Pupils across the school learn to use and apply their mathematical skills competently. For example, Year 6 pupils enjoyed using mathematical games to advance their calculation skills and rose to the challenge of using inverse operations in problem-solving activities. Through this sort of approach and the good use of booster groups, the school has successfully improved pupils' attainment and progress in mathematics.

Similarly, pupils' writing has improved in recent times as a result of initiatives such as The Big Write. In some classes, pupils articulate their ideas well and discuss their ideas so that they approach writing tasks with confidence. For example, Year 2 pupils talked excitedly about the 'wow' words they would use in their acrostics poetry writing. However, at times in lessons, pupils did not talk sufficiently about what they were about to write and did not therefore develop the same kind of confidence and enthusiasm. Although pupils generally present their work neatly, not all learn to use joined-up writing by the end of Year 6.

Overall, pupils develop sound basic skills to help them progress in the future. A good standard of work was seen in sports work undertaken by Key Stage 2 pupils and the school often does well in local sports tournaments. Also, much good quality artwork is in evidence in attractive displays around the school. The fact that the large majority of pupils walk or cycle to school, attend after-school sports clubs, and participate in swimming lessons and the school's health week contributes strongly to their high levels of awareness as to how to stay fit and healthy.

Across the school, pupils carry out a wide range of responsibilities in a mature and sensible way, with older pupils, for example operating very effectively as playground

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buddies. Pupils spoken to said they have lots of opportunities to voice their opinions and bring about school improvements. Parents and carers are confident that their children are very safe. Through its work towards gaining the Intermediate International award the school is helping pupils gain a very good knowledge of how pupils in schools in other countries, such as India and China, live their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teachers use a good range of strategies to help pupils learn in different ways. For example, in a good Year 6 English lesson, the teacher skilfully used a range of visual prompts on the interactive whiteboard, discussion work and attractive worksheet resources that fully engaged pupils' interest. Teachers make learning fun for the pupils. For instance, Year 6 pupils thoroughly enjoyed their outdoor artwork making natural sculptures. In almost all lessons, teachers make good use of assessment information to help them plan work that matches the needs of all individuals. Teaching assistants work well to support the teachers and the pupils.

As part of its work towards gaining the Inclusion Kitemark, the school has worked well to put good provision in place to support pupils with a range of different special educational needs and/or disabilities. For example, work in the autistic spectrum base helps the pupils involved to progress well. The integration of pupils from the special school satellite classes

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on the school site into some of the school's activities works very successfully and broadens pupils' awareness of how they can relate well to one another.

The curriculum is enlivened by a wide range of interesting topics. For example, the residential trip for Year 4 pupils in London resulted in pupils being inspired to work at home to construct very good quality models of London landmarks. The wide range of trips, visitors, links with other partner organisations and extra-curricular activities strongly enriches pupils' learning. Good provision is made for extra-curricular activities that cater specifically for gifted and talented pupils.

Very occasionally, activities in lessons are not matched precisely enough to the needs of the more-able pupils. Sometimes, this is because too long is spent on a whole-class activity, with all pupils working at the same level of challenge. While some good teaching of writing takes place, teachers do not always provide enough opportunity for pupils to talk about their ideas prior to commencing written activities.

Staff have a very detailed knowledge of the pastoral and academic needs of all individuals in their care. They are quick to react and put the necessary extra support in place if they see any individuals encountering problems. They work very well together to ensure there is a happy and caring atmosphere so that all pupils feel entirely secure. Where needed, excellent use is made of external agencies to support pupils' needs. Staff are extremely vigilant in all matters concerned with ensuring pupils are kept safe at all times. Through the work of the parent support advisor, the school does an excellent job of helping parents and carers whose children encounter difficulties. The school has worked very well to improve pupils' attendance in recent times.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, staff and governors work closely together to ensure that provision and pupils' achievement are constantly improved. For example, the establishment of good quality intervention and support groups across the school has been a successful recent initiative to help improve mathematics standards. The headteacher, well supported by his senior leadership team, has worked hard with teachers to sharpen procedures for assessing pupils' attainment and progress. Using the information gained, teachers set precise, challenging targets for pupils' achievement. This has led to improved teaching and helped to accelerate pupils' progress across the school. Senior leaders, subject leaders and their teams carry out their roles well and in the main, they have an accurate overview of pupils' attainment and progress in different year groups.

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The school's close monitoring of pupils' progress ensures that all individuals are helped to be successful and that no discrimination occurs. Consequently, equal opportunities are promoted well. However, not all staff are sufficiently acquainted with using the newly implemented electronic systems for storing and retrieving assessment information. Their work in gaining a whole-school overview of pupils' progress is therefore not as efficient as it should be. Lessons are frequently monitored by the headteacher and senior staff. They make good use of all information gained to help staff improve the quality of their lessons.

The excellent communication with parents and carers ensures they are kept fully informed about their children's progress. Their views are regularly surveyed and acted on where appropriate. The work of the parents' council and the parent-teachers association strongly contributes towards boosting home-school communication as well as helping to drive school improvements.

The governing body is well organised and fully involved in all self-evaluation and ensures all statutory responsibilities are met. Governors ensure that excellent provision for safeguarding is underpinned by robust systems for risk assessment, excellent site security, rigorous procedures to ensure pupils and staff are kept safe and thorough training for staff and governors. The school makes excellent use of links with other partner organisations such as schools nearby and further afield to boost pupils' learning. The school's provision for promoting community cohesion is good with effective plans constructed that help the school to engage with a range of community groups beyond the school and the immediate community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The reception classrooms are lively and attractive areas, with a rich range of interesting resources and activities laid out to engage children's interest and inspire an enthusiastic

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approach to learning. Much very effective use is made of real-life experiences for the children. For example, the live chicks and incubator for hens' eggs in the central area cause much excitement and fascination for the children.

Staff work together as a strong team and provide excellent care, guidance and support for all individuals. As a result, children behave very well and are happy and confident learners who enjoy all activities. For example, in one lesson observed, children very much enjoyed discussing the story of Rosie the Chicken and the adventures of the fox who was trying but failing to catch her. Teachers make good use of everyday class activities such as register time and updating the class calendar/weather board to boost children's language and numeracy skills. In this way they help children make good progress in all areas of learning and do especially good work in boosting children's speech and language skills. Children acquire sound basic skills in reading, writing and numeracy to help them progress in the future.

Teachers use assessment information well to inform their lesson planning so that activities closely match the ability levels of the children. They constantly assess how well children are progressing. However, they rightly recognise that they do not do enough to moderate each other's observations to increase the precision of their assessment.

Children's competent skills are well grounded in a confident approach acquired through the wide range of practical exploration and investigation provided. Children are given good opportunities to develop independence; for example being well trained to get out and put away all materials needed to carry out different activities.

Within the good curriculum, children acquire a very good understanding of how to stay healthy and fit, with very good routines established to help them understand the need for personal hygiene; for example the need to regularly wash their hands. The classrooms have good access to a spacious and well-laid-out outdoor area where the children work and play happily and safely. The Early Years Foundation Stage is well led and managed, with accurate self-evaluation and good plans in place to keep provision improving at a good pace.

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

There was a high return of questionnaires. Almost all parents and carers who responded indicated that they are happy with their children's experience at school. In particular, almost all agreed that the teaching is good and that their children enjoy school, feel completely safe and gain a strong awareness about leading a healthy lifestyle. The level of

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negative responses was low. A very small minority of parents and carers did not agree that the school deals effectively with unacceptable behaviour, keeps them well informed about their children's progress, helps them support their children's learning or takes account of their suggestions or concerns. Inspectors looked at these areas and found that good systems are in place to encourage good behaviour and that pupils' behaviour during the inspection was good and sometimes exemplary across the school. Inspectors found that there are excellent systems in place to keep the parents and carers fully informed about their children's progress and to help them support their children's learning. Through provision such as the parents' council the school has good systems for listening to and acting on the suggestions and concerns of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goosewell 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 263 completed questionnaires by the end of the on-site inspection. In total, there are 573 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	170	65	84	32	6	2	2	1
The school keeps my child safe	193	73	66	25	2	1	0	0
My school informs me about my child's progress	131	50	115	44	13	5	2	1
My child is making enough progress at this school	149	57	95	36	11	4	4	2
The teaching is good at this school	180	68	76	29	3	1	1	0
The school helps me to support my child's learning	138	52	107	41	12	5	2	1
The school helps my child to have a healthy lifestyle	152	58	106	40	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)	136	52	107	41	6	2	1	0
The school meets my child's particular needs	153	58	91	35	11	4	3	1
The school deals effectively with unacceptable behaviour	124	47	117	44	12	5	4	2
The school takes account of my suggestions and concerns	121	46	113	43	14	5	2	1
The school is led and managed effectively	182	69	70	27	5	2	1	0
Overall, I am happy with my child's experience at this school	191	73	62	24	6	2	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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">■ 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.



26 June 2011

Dear Pupils

Inspection of Goosewell Primary School, Plymouth, PL9 9HD

Thank you for making us feel welcome at your school. We have judged that yours is a good school. Through talking to you and through the questionnaires you completed, we know that there are many things that you like about your school.

Here are some of the good things that we found in your school.

- You make a good start to school in the Early Years Foundation Stage.
- We can see that you enjoy school a lot and the well-planned curriculum makes sure you get lots of interesting activities to take part in.
- You are very fit and healthy and know a lot about how to stay this way.
- Good teaching helps you to do well and your teachers work hard to make your lessons interesting and fun.
- Your behaviour is good and you have good attitudes towards learning.
- You all have an excellent understanding about how to stay safe. The adults in the school do an outstanding job of taking care of you.
- The headteacher, staff and governing body have done well to improve your school and they work hard to make sure it keeps improving.

This is what we have asked the school to do now.

- Ensure that those of you who learn quickly are always given challenging work.
- Help you improve your writing by giving you more chances to talk about your ideas before you write them down.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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