

# Goose Green Primary School

## Inspection report

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<b>Unique reference number</b>	132022
<b>Local authority</b>	Southwark
<b>Inspection number</b>	381436
<b>Inspection dates</b>	13–14 June 2012
<b>Lead inspector</b>	Sheena MacDonald HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert McDade
<b>Headteacher</b>	Sharron Marland
<b>School address</b>	Tintagel Crescent East Dulwich London SE22 8HG
<b>Telephone number</b>	0208 6933568
<b>Fax number</b>	0208 69338416
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	13–14 June 2012
<b>Inspection number</b>	381436



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**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

## Introduction

Inspection team

Sheena MacDonald

Her Majesty's Inspector

Stephen Fletcher

Additional inspector

Janice Thomas

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 26 lessons, involving all teachers, and carried out several shorter observations and learning walks throughout the school to look at the quality of learning. They held discussions with the headteacher, senior leaders, pupils and members of the governing body. They also had discussions with representatives from the local authority and London Challenge. They observed the school's work, talked with pupils, heard several read and discussed reading and writing with them, looked at case studies relating to a sample of pupils and scrutinised pupils' books. They looked at improvement plans, monitoring and assessment information, minutes of the governing body's meetings, policies and procedures relating to safeguarding. There were 15 responses for inspectors to consider from the online questionnaire (Parent View) when preparing for the inspection and the inspectors took account of the questionnaires from staff, pupils and 240 parents and carers.

## Information about the school

The school is much larger than most primary schools and the number on roll is rising. There is part-time nursery provision for 60 children aged three to four years. An above average proportion of pupils are known to be eligible for free school meals. Just over 85% of pupils come from a range of ethnic backgrounds other than White British: the largest groups are Black African and Black Caribbean. About one third of pupils are learning English as an additional language but few are at the early stages of acquiring English. There are average numbers of disabled pupils and those with special educational needs, including the proportion supported by school action plus or with a statement. The number of pupils joining the school at other than normal times is increasing and is now higher than average. The school provides breakfast- and after-school clubs.

In 2011, the school met the government's floor standard which sets the minimum expectations for attainment and progress.

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## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is a good school. It has made rapid progress since the previous inspection because of excellent leadership and management. Pupils, parents, carers and staff agree that this is a happy, safe school where pupils make good progress. The school is not yet outstanding because teaching and achievement are good rather than exceptional. Past weaknesses mean that there remain some gaps in pupils' learning and there is still some catching up to do to ensure that all pupils, and particularly more-able pupils, achieve as well as they possibly can.
- Pupils make good progress from relatively low starting points so that, by the time that they leave, attainment is broadly average. Pupils from potentially underachieving groups achieve better than similar pupils nationally and gaps in attainment are closing rapidly. The number of pupils achieving the expected levels in both English and mathematics is well above average; however, attainment at the higher levels remains relatively low.
- Lessons are well planned with a clear focus on learning and a strong element of enjoyment. Adults use effective questioning skills to extend the learning and to match it to pupils' different abilities. There is some outstanding teaching but teachers do not always provide sufficient opportunities for pupils to work independently and develop their thinking and problem-solving skills.
- Good behaviour is the norm and, throughout the school, there is a strong sense of security, enjoyment and social cohesion. Pupils want to learn and take pride in their achievements. Their attendance has risen significantly during this academic year.
- Senior leaders, including governors, are highly effective with a very clear understanding of the school's strengths and areas for further improvement. Staff performance is managed very well and the leadership of teaching is very

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effective leading to much improved provision and outcomes.

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

- Raise attainment and accelerate the progress, particularly of more-able pupils, by:
  - using the excellent teaching that already exists to raise the quality of all teaching and increase the percentage of pupils reaching the higher National Curriculum levels
  - increasing the opportunities for pupils to work independently, use their own initiative and develop their enquiry and problem-solving skills.

## Main report

### Achievement of pupils

Almost all parents, carers and pupils believe that children make good progress in school, particularly in their communication, reading, writing and mathematics skills. The inspection team agrees and, during the inspection, there were many examples of pupils keen to demonstrate their skills. For example, over lunch, a group of reception pupils enthusiastically showed off their counting prowess. Throughout the school, pupils are keen learners who take a pride in their work.

Over the past two years attainment has risen across the school and there has been a particularly noticeable improvement in children's attainment by the end of the Early Years Foundation Stage. The school has vigorously tackled previous underachievement so that most pupils make good progress and, by the time they leave, achieve the expected levels for their age in both English and mathematics. However, fewer than average attain at the higher National Curriculum levels. By the end of Key Stages 1 and 2 attainment in reading is broadly average. Last year mathematics was weaker at Key Stage 1. Current assessments and the work in pupils' books show that effective action has led to this weakness being rectified.

A whole-school focus on encouraging communication and language development means that pupils enjoy good opportunities to discuss their learning and use the correct vocabulary. For example, in a physical education lesson, Year 4 pupils discussed their movement sequences using terms such as transition, balance, control and stable, and in a Year 1 art lesson, pupils used words such as shading when evaluating their observational drawings. During the inspection, there were many good examples like this; however, there were also missed opportunities for pupils to fully develop their ideas. Younger pupils are keen to read and are able to identify and blend sounds to read unfamiliar words. Older pupils are confident readers and discuss a good range of books with evident enjoyment and understanding.

The school uses assessment information very well and links this to lesson

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observations and pupils' work to quickly identify any pupils or groups who may be falling behind. Well-targeted activities in lessons, small group work and effective support from teaching assistants enable these pupils to catch up. As a result, all groups, including disabled pupils and those with special educational needs, make good progress.

### **Quality of teaching**

Teachers promote pupils' spiritual, moral, cultural and social development very well by providing an engaging and wide-ranging curriculum; being good role models and having high expectations with regard to behaviour. The impact of this is very clear in the warm relationships, pupils' pride in, and attitudes towards, learning. Lessons are generally lively and interesting and teachers inject an element of fun so that the school's goals of life, learning and laughter become a reality. The inspection team agrees with parents, carers and pupils that teaching is good and this explains pupils' good progress.

Pupils say that teachers make lessons interesting and make sure everyone understands how well they are learning, what their targets are and how to improve their work. Teachers' lesson planning shows that they have a very clear understanding of what learning is needed to achieve the next steps. They use assessment information effectively to build on previous learning and to identify areas of weakness. They also make good use of assessment during lessons to check on pupils' understanding and tackle any misconceptions. This was evident during a Reception class mathematics lesson where the teacher used thought-provoking questions to probe children's learning. She encouraged them to give extended answers and gave them good opportunities to discuss their learning with each other.

The quality of teaching across different subjects observed is consistently good. High quality teaching in subjects such as music, physical education and art gives pupils valuable opportunities to develop knowledge, skills and their interests and to improve their literacy and numeracy skills in different contexts. Disabled pupils and those who have special educational needs are given additional, well-targeted support in lessons and small-group activities. During the inspection, very little outstanding teaching was seen. This is because, occasionally, adults talk too much, which reduces the time for pupils to make leaps in their learning. Generally, there are too few opportunities for pupils to take the initiative and develop their enquiry skills.

### **Behaviour and safety of pupils**

Pupils are polite and friendly while at the same time being sparky, confident and full of beans. The inspection agrees with the vast majority of parents, carers and pupils who believe that children are safe and that behaviour is usually good and well managed. Pupils understand about different types of bullying and are confident that any type of bullying is taken seriously and managed well. They are proud of the cultural diversity of the school and are very interested in the views and ideas of

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others. They co-operate well and have good attitudes in lessons. These attitudes are supported by the rich curriculum which has a strong emphasis on social and moral development and also offers a wide range of interesting learning opportunities that successfully extend and enrich learning. Pupils know how to stay safe and behave when they are on visits outside school and understand that this is important because, as one said, 'We learn more when we go outside to exciting places.' Breakfast and after-school clubs and lunchtimes are well organised and pupils enjoy the good range of activities provided.

Pupils take responsibility for each other's well-being and understand that they make a valuable contribution to the ethos of the school. Older pupils know that they have played an important role in the improvement of the school. They know that their views are valued, are keen to participate in all aspects of school life and take on responsibilities enthusiastically even when these are rather unglamorous, for example collecting and stacking the dirty plates during lunchtime. Pupils support new arrivals effectively by making sure they have someone to play with and showing them how to fit in with school systems and routines. Several very recent arrivals were seen happily mixing with other pupils and clearly enjoying being at Goose Green.

The improvement in behaviour and in the quality of education on offer means that attendance which has been low in the past is improving well. The number of pupils who take a lot of time off has reduced dramatically because of the good work the school does in partnership with parents, carers and others.

## **Leadership and management**

Parents, pupils and staff are very complimentary about the positive impact of the headteacher and rightly so because she has achieved a great deal in a relatively short time. One of several parents and carers who commented specifically about this said, 'The strong leadership shown by the headteacher and the dedication of her staff to the well-being and learning of the children have meant the reputation and profile of the school have improved dramatically over the past two years in the community.' This is reflected in the very high numbers of parents and carers seeking places for their children at the school.

Senior leaders, including governors, are talented and provide excellent role models. Morale is high and there is strong corporate responsibility and accountability with every member of staff clear about their responsibility for ensuring pupils have the best chances possible. Senior leaders know the strengths and weaknesses of the school exceptionally well because of regular monitoring which is sharply focused on pupils' specific needs. Staff performance is managed very well so that individual requirements are followed up with coaching and training. Strategies to improve achievement, teaching, behaviour and safety are evaluated rigorously to ensure that they are effective. Safeguarding arrangements are exemplary and the school is very effective in promoting equality and tackling discrimination. This is clearly evident in

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the strong cohesive community and reducing gaps between the achievements of different groups. As a result, the school provides excellent value for money and the track record of improvement shows that it has strong capacity for further improvement.

The curriculum is very well planned with a strong focus on celebrating diversity, enriching pupils' language skills and ensuring that their interests are central. Regular opportunities are taken to link learning to real life. Learning is enriched by regular visits and by working in partnership with external specialists. The school's effective systems of evaluation, review and improvement planning support subject leaders to have an increasingly positive impact as they enthusiastically promote the learning and opportunities in various subjects.

The school has developed strong relationships with parents and carers. This is reflected in the high number of parents and carers who returned the inspection questionnaires, the vast majority of whom were positive about all aspects of the school's work. They say that the school responds well to their concerns, keeps them well informed and helps them to support their children's learning effectively. One commented that, 'There is always something interesting going on for parents and children.'



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

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

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

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

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

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

15 June 2012

Dear Pupils



### **Inspection of Goose Green Primary School, East Dulwich SE22 8HG**

Thank you for being so friendly and polite when inspectors visited your school recently and an especially big thank you to all of you who spent time with us at playtimes and lunchtimes. Everyone, including your parents and carers, was keen to show us how much your school has improved and we agree. Goose Green is a good school.

You are thoughtful, get along well together and help to make your school a safe and happy place. We could see that you take a pride in your work and you are making good progress in reading, writing and mathematics. You also have lots of opportunities to do well in other subjects such as physical education, art and music. We enjoyed looking at the lovely artwork around school and listening to your enthusiastic and tuneful singing in assembly. Your teachers plan good lessons and make the learning fun.

The school has improved so much because your headteacher and the other leaders have a very good idea of what an excellent school should be like and they are very good at inspiring other people, including you, to aim high. They also make sure that you are very well looked after. We know they want the school to be even better so we have made some suggestions which we think will help.

Although you do well, and more of you achieve the National Curriculum levels expected for your age than pupils in other schools, not so many achieve the higher levels. We think that some of you would enjoy even harder work! We have asked your teachers to share their good ideas so that much more of the teaching can be excellent. We have also asked them to give you plenty of opportunities to use your own ideas and develop your problem-solving and thinking skills.

Your school lives up to its goals of, 'life, learning, laughter' – well done! You can help make it even better by always trying your hardest. Thank you again for your help and I wish you well for the future.

Yours sincerely

Sheena MacDonald  
Her Majesty's Inspector

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