

Goxhill Primary School

Northend, Goxhill, Barrow-on-Humber, North Lincolnshire, DN19 7JR

Inspection dates

22–23 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils do well at the school. They get an excellent start in the Early Years Foundation Stage and continue to make good progress throughout their time at the school.
- Almost all pupils reach the nationally expected standards by the end of Year 6 with many doing much better than this.
- The quality of teaching is good overall and often it is outstanding. This supports the good progress made by pupils.
- Pupils behave well and their attitudes to learning are good. They have a clear understanding of how to stay safe.
- Leadership and management are good overall. The headteacher's leadership is outstanding. The school's arrangements for checking the quality of teaching and learning are thorough.
- Governance is good. Governors support the school well. They know the strengths of the school and where improvements need to be made.

It is not yet an outstanding school because

- The good work of the senior leadership team needs to be consolidated for it to be fully successful in improving the school.
- In a few lessons, pupils, particularly the more able, are not given work that challenges them well enough and gets the best out of them.

Information about this inspection

- Inspectors observed nine teachers teaching in 12 lessons. Two lessons were joint observations with the headteacher.
- They observed pupils in lessons, at play, as they moved around the school and in assemblies.
- Discussions were held with the staff, members of the governing body, pupils and a representative of the local authority.
- Inspectors heard pupils read from Years 1, 2 and 6. They analysed in detail the written work of pupils in Years 2, 4 and 6.
- Inspectors took account of the 23 responses on the online questionnaire (Parent View), and also the results of the school’s most recent parent questionnaire.
- Inspectors considered the findings of the previous inspection report.

Inspection team

John Foster, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

Full report

Information about this school

- This is an average sized primary school.
- Almost all pupils are of White British heritage. A small proportion of pupils are from a range of other minority ethnic backgrounds. Almost all pupils speak English as their first language.
- The proportion of pupils supported by school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is low.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.
- The school premises are used by an outside provider for out-of-school care. This facility is subject to separate inspection arrangements.

What does the school need to do to improve further?

- Ensure that pupils consistently make the best possible progress by:
 - setting work that challenges all pupils, and particularly the more able, to do the best they possibly can
 - checking that the work set meets the individual needs of all pupils and is successful in bringing about improvement.
- Further develop the role of the senior leadership team in improving the school's performance by:
 - consolidating the good practice that is currently in place
 - involving school leaders and members of the governing body more fully in checking the school's performance.

Inspection judgements

The achievement of pupils

is good

- Children start in the Early Years Foundation Stage with skills and knowledge that are typical for their age. They are given many excellent experiences to develop their learning and make outstanding progress during their time in the Nursery and Reception classes. Almost all start in Year 1 with at least average skills for their age and many children do better than this.
- Throughout Key Stages 1 and 2, pupils continue to make good progress so that by the end of Year 6 standards are above average. Almost all reach the nationally expected standards in English and mathematics, with many doing better than this. This is mainly as a result of the good teaching they receive throughout the school.
- The school's and the national data show that pupils make good progress. The proportion of pupils who make better than expected progress is increasing year-by-year and is better than that found nationally. However, a few pupils, and particularly some of the more able, do not always make as much progress as they could because occasionally the work set for them is too easy.
- The school has developed good systems for checking pupils' progress and the information gained is used well to help plan pupils' work. This supports the good progress made.
- The small proportion of disabled pupils and those with special educational needs make similar progress to other groups of pupils because their needs are identified early and they are supported well in lessons. Those pupils who receive pupil premium funding also make good progress and are supported well.
- Pupils' reading skills are well developed. Most are keen readers and read regularly at home in addition to the opportunities they are given to develop their skills at school. Phonics (letters and the sounds they make) are taught well which helps pupils to improve their reading and writing.
- Pupils' writing skills are well developed. The school has concentrated on improving writing and in this it has been successful. Pupils regularly write in different subjects helping them to improve their skills.
- By the end of Year 6, pupils have good skills in reading writing and mathematics and they are well prepared for the next stage of their education.

The quality of teaching

is good

- The good teaching they receive helps pupils to make good progress. During the inspection almost all teaching observed was good with some outstanding teaching seen.
- The best lessons are where teachers plan exciting activities for their pupils and the pupils respond by working hard and making excellent progress in their learning. This was seen in a Year 6 lesson where pupils were given a range of tasks to complete during the course of the lesson. Some were working on computers to create presentations, based on the history of animation, for the other children. Others were fully involved with improving their writing, identifying the differences between modern and traditional Fairy Tales.
- Where teaching is less effective in helping learning, pupils do not always learn fast enough as, occasionally, the work planned for pupils, and particularly the more able, does not allow them to make enough progress.
- In the Early Years Foundation Stage, the quality of teaching is consistently good and often outstanding. This high quality teaching allows the children in the Nursery and Reception classes to have an excellent start to their education. Teachers give the children many excellent opportunities to learn both inside and outside the classroom.
- In most lessons support staff help pupils to learn very well. The staff know exactly what they need to do to give the best possible support because they work closely with the teachers in planning pupils' work. Relationships between adults and pupils are good and pupils are confident

to ask for help should they need it.

- Teachers mark pupils' work consistently well across the school so that pupils know what they are doing well and what they need to do to improve their work. Pupils use the targets set for them well to help to develop their skills and knowledge in all subjects.
- Teaching promotes pupils' spiritual, moral, social and cultural development very well. Pupils work together confidently and support each other well. They check each other's work carefully and give helpful comments to one another about how it can be improved.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and as they move about the school. Occasionally their behaviour is not as good as it should be and teachers use their skills well in managing the few instances of minor misbehaviour. For most of the time, pupils' positive attitudes to learning help them to make good progress.
- Pupils have very positive views about their school. They told inspectors that they think the school is excellent and nothing could be done to make it better. They say that they feel safe and should they have a problem, they are confident that they can talk to an adult about it and that it will be dealt with effectively.
- Pupils' behaviour in the playground is generally good. They get on well with each other and the older pupils, as 'Playground Buddies' look after the younger ones well. The school's values are reflected well in the care pupils have for each other.
- Pupils are aware of the different types of bullying they may encounter. They told inspectors that bullying of any type is rare and that on the very few occasions when it occurs, it is dealt with quickly and effectively by the staff. They know that if they are concerned about anything, there is always an adult that they can discuss their problem with, knowing that they will be listened to and their concerns acted upon.
- Attendance is above average. The school has effective systems for checking on pupils' absence. Pupils are keen to come to school because, as one pupil said, 'Our teachers make learning fun.'

The leadership and management are good

- The headteacher is an inspirational and outstanding leader. She has a clear understanding of the school's strengths and weaknesses and knows precisely what needs to be done to build on the strengths and eliminate the weaknesses.
- The senior leadership team, although recently formed, is beginning to have a positive effect on the work of the school. While team members support the headteacher very well and work effectively alongside her to bring about school improvement, their good work is too recent to have yet made significant difference in moving the school forward.
- The school has an accurate view of its performance. Subject leaders lead their subjects well. The school development plan is based on this accurate assessment of its work and is designed to bring about identified improvements at a rapid pace. Staff check regularly on pupils' progress and where necessary make sure that actions are in place to support pupils' development.
- Leadership and management of teaching and learning are carried out well. The headteacher undertakes regular lesson observations and uses the results of these observations to work with teachers to improve their practice further. The overall result is the consistently good teaching throughout the school.
- The school has effective systems for checking on and improving the performance of staff. It is as a result of the arrangements that the current senior leadership team was developed. The school has experienced some difficulty in recruiting a new deputy headteacher. The headteacher and governing body made the decision that using the current staff's expertise would be in the best interests of the school. This arrangement is proving successful.

- The school has revised its curriculum so that it reflects the interest of the pupils. Pupils have been involved in devising the new arrangements and in deciding which topics are to be used as a base for their work. The school uses visits and visitors well to develop pupils' interest in learning. For example, pupils told inspectors that they enjoyed visits to local museums and the older pupils enthuse about their residential visits.
 - Pupils have the opportunity to develop their social skills, such as when they join together as a class, to learn to play musical instruments. In Year 4, for example, they learn to play the violin, with their teacher learning alongside them.
 - The arrangements for safeguarding are thorough and meet all current requirements.
 - The local authority recognises the strengths of the school and provides light touch support. The authority uses the headteacher's skills in supporting a small school in a nearby village.
 - **The governance of the school:**
 - Governance is good. Members of the governing body recognise the good work of the school and have a clear understanding of where improvements need to be made. While they are involved in checking the school's performance and planning for its future, they rely too much on the headteacher for information and are not fully involved at the earliest stages. Each governor has specific responsibilities for an area of the school's work and make regular visits to check on these areas. Following the visits, they make full reports to fellow governors so that all are kept informed about the work of the school. Members of the governing body have a good understanding of the school's finances and make sure that funds are used most effectively. The funding for pupil premium is used well to support this group of pupils.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117737
Local authority	North Lincolnshire
Inspection number	403335

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	215
Appropriate authority	The governing body
Chair	Jeff Teasdale
Headteacher	Caroline Breslin
Date of previous school inspection	3 July 2008
Telephone number	01469 530743
Email address	head.goxhillprimary@northlincs.gov.uk

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