

Gorsley Goffs Primary School

Gorsley, Ross-on-Wye, HR9 7SE

Inspection dates

30 April–1 May 2013

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.

- Children usually enter Reception with skills that are around the level expected for their age. As they progress through the year groups they make good progress.
- By the time they go to secondary school, pupils who have been at the school for the whole of their school lives have made good progress from their starting points and show above-average attainment.
- In recent times a large number of pupils have joined the school other than in Reception. Many have not joined until Key Stage 2 and a high proportion have additional needs.
- While new arrivals make good progress from their starting points, they often do not perform as well as the others in national tests simply because of the lack of time spent at the school.
- Teachers have high expectations and now have much better information on the progress of their pupils. This means they are able to help all pupils speed up their progress.
- This is a very happy school and pupils get on with each other and with staff exceptionally well. Behaviour in and around school is usually of a very high standard and pupils feel safe.
- Leaders and governors are focused on making this a successful school, holding teachers to account and raising standards, and this is reflected in the school's improvement and its increasing popularity.
- Systems for monitoring the effectiveness of teaching and learning are effective and enable teachers to be supported in developing their practice. This is supporting the school's continuing improvement.

It is not yet an outstanding school because

- In some classes the more-able pupils are not being sufficiently challenged and marking does not always show them how to improve their work.
- Teachers are not consistently applying the school's marking and feedback policy for writing.
- Standards in writing are not yet as high because pupils do not do enough extended writing or make more use of their speaking and listening skills.

Information about this inspection

- Inspectors observed 12 lessons that covered all teachers, including some joint observations with the headteacher.
- Formal meetings were held with groups of pupils but conversations were also held in lessons and during the school day. A detailed scrutiny of the written work of some pupils was undertaken and some were listened to reading to the inspectors.
- Meetings were held with the headteacher, senior leaders, the Chair of the Governing Body and other governors, and a representative of the local authority. The views of staff were gathered from the responses to their questionnaire and from discussions.
- A total of 51 responses to the on-line survey (Parent View) were analysed, together with the responses to the school's own annual survey of parent attitudes.
- Inspectors looked at a range of documents including the school's information on the progress of its pupils, planning for teaching and learning, the school self-evaluation and improvement planning and key policies and procedures, including those for keeping pupils safe.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Denise Dalton

Additional Inspector

Full report

Information about this school

- The school is below the average size for a primary school but is expanding rapidly.
- The proportion of pupils who qualify for the pupil premium is well below average. This is additional funding for pupils known to be eligible for free school meals, in the care of the local authority or who have a parent in the armed services. Those currently in receipt of this funding in the school are from the first two categories.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, although the proportion supported at school action plus or with a statement of special educational needs is above average.
- A large majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The headteacher has been appointed since the last inspection.

What does the school need to do to improve further?

- Make sure that in every class the more-able pupils do as well as they can by:
 - giving them activities that are sufficiently challenging
 - making sure that marking gives clear suggestions for how their work might be improved.
- Raise the standard of writing to that already seen in reading and mathematics by:
 - creating more opportunities for extended writing
 - using the good skills seen in speaking and listening to inspire pupils to become better writers
 - making sure that the school's clear policy for the marking and assessment of writing is applied equally rigorously by all teachers.

Inspection judgements

The achievement of pupils

is good

- When children start in Reception their skills are around the level generally found for their age. They make good progress over the year so that they are well prepared to start the more formal learning of the National Curriculum when they join Year 1.
- In Years 1 and 2 they continue to do well and reach standards that are generally above those found nationally, although standards are not as high in writing as in reading and mathematics. This is because pupils do not always have enough opportunities to extend their writing.
- Reading is a strength of the school and from the start children learn letters and the sounds that they make (phonics) which helps them to become accomplished readers. In the national phonics screening check in Year 1 last year the schools performance was considerably above the national average.
- By the end of Year 2 the attainment of pupils is above average in reading and mathematics and broadly average in writing.
- An increasing number of pupils join the school outside normal times. In the current Year 3, for example, over a third of the pupils have come from other schools. Many newcomers join below the standards of those already in the school and a higher proportion than average have additional needs.
- This group of pupils does not perform as well in the national tests as the others, although they are well supported to make good progress from their individual starting points and it is clear that their progress begins to speed up once in the school. When they first join their ability is assessed so that the progress they make from that point on is monitored carefully.
- By the time they reach the end of Year 6, pupils who have attended the school from the start achieve standards above and sometimes well above those found nationally in both English and mathematics. Although writing continues to lag behind the other areas it is not below average. Pupils are very well prepared for the next phase of their education.
- In some classes there is sometimes a lack of challenge for more-able pupils so they do not achieve the very best of which they are capable.
- The attainment of disabled pupils and those who have special educational needs shows that those who had been at the school from Reception make better than expected progress. In some areas they make more rapid progress from their starting points than the other pupils in school, enabling them to narrow any attainment gap. This is because they benefit from the additional personal support aimed at helping them meet their specific needs.
- Those pupils who attract the pupil premium are tracked with care and their improvement is recorded termly in reading, writing and mathematics, as is that of all pupils. This group represents a small percentage of the total pupils but this careful monitoring shows that the additional interventions they receive has a positive impact in boosting their performance in English and mathematics so that the attainment gap is narrowing and they are rarely more than half a term behind. Some of these pupils are actually showing higher levels of attainment than the rest.

- The amount of information that teachers now have on the progress of pupils in their class has increased their ability to track individual progress. Teachers upload this information every term and they are held to account for the performance of their class. Termly meetings with the headteacher examine the progress of every pupil and for any at risk of falling behind strategies to boost performance are arranged.

The quality of teaching is good

- Teachers have high expectations and there is a clear focus on promoting learning and raising achievement so all pupils are able to make good progress.
- The best teaching is marked by systematic planning that clearly challenges pupils of all abilities. On those few occasions when the progress of the more able could be extended further it is because teachers do not plan work that fully challenges them, including extending their thinking skills.
- Topics covered make sure that pupils develop a good range of skills and that a positive climate for learning exists. This is supported by the good use of questioning to keep pupils involved and fully engaged.
- The teaching of reading, communication and mathematics are strengths and many pupils, including disabled pupils, those with special educational needs and those eligible for the pupil premium, make progress well above that found nationally.
- The teaching of writing is currently not quite so strong and the school is making this its improvement priority. It is looking to develop opportunities to promote writing, especially pieces of extended writing, in all topics covered in class. Many pupils have effective skills of speaking and listening but these are not always used to promote high quality writing.
- Disabled pupils and those who have special educational needs are monitored carefully. Additional needs are identified promptly and when progress is not as rapid as expected measures are applied to tackle this. Teaching assistants work very effectively alongside teachers and are often skilled at giving additional support to pupils.
- The school has a clear assessment policy that includes encouraging pupils to assess their own work and an expectation that teachers' marking will include advice on how work could be further developed in order to reach current targets, or what has to be done to move up to the next National Curriculum level. There is a little inconsistency in its implementation, so that on occasions more-able pupils in particular are not clear how their work could be improved.

The behaviour and safety of pupils are good

- Pupils' attitudes are consistently positive and the good relations between pupils and staff are strengths of the school. Low level disruption is infrequent but on rare occasions it happens because there is not sufficient challenge to fully motivate pupils and is brief because pupils are quickly back on task.' Behaviour is generally managed very effectively so that it does not disrupt teaching and learning.
- Parents, staff and pupils are all very positive about the quality of behaviour and recognise that the school is a very safe environment where pupils can flourish. Pupils have a good awareness of how to keep themselves safe.

- Pupils insist that bullying is not an issue and that when incidents occasionally occur they are dealt with either by the pupils themselves or by an adult. They are aware of the different types of bullying, including the threats posed by cyber-bullying and the potential misuse of the internet and social networking sites.
- Pupils are keen that the school should play an active part in the local community, supporting recycling activities for example, and play an active part in raising funds for a variety of good causes. Just before the inspection, for example, they had been raising money for medical research into Prader-Willi Syndrome.
- There is a real enjoyment among pupils for coming to school, reflected in above-average attendance. Pupils were very keen to emphasise how good they think their school is and they are very proud to attend.

The leadership and management are good

- The headteacher has maintained and further developed what was already a good school. Together with the very effective deputy headteacher she has created a clear vision in which the academic potential of pupils is a priority, while their wider social needs and understanding of the world are also promoted. There is a strong capacity to sustain this improvement.
- Subject leaders have been encouraged to develop their roles and responsibilities, and this has strengthened leadership, particularly in the key roles of English and mathematics. The leadership team has developed very effective monitoring of the standards of teaching, planning and marking. The school demands high standards from its teachers but also trains them very effectively.
- Teachers are set challenging targets and there is an appreciation of the link between effectiveness and pay, with those on the higher pay scales accepting additional whole-school responsibilities.
- The curriculum is effective in engaging pupils and promotes learning for all pupils, including those with additional needs or who attract the pupil premium. Occasionally it does not fully realise the potential of the more able, or make the most of opportunities to strengthen pupils' writing skills.
- The promotion of spiritual, moral, social and cultural development has outstanding features. In school there are opportunities to enjoy the arts and performance, while active links with schools in China and Uganda help broaden pupils' understanding of other cultures.
- The school knows itself very well and has identified clear priorities for improvement. For teachers this is seen in the development of a termly Raising Achievement Plan to help them get the best results for their pupils.
- The school engages well with parents, some of whom join staff and governors in the annual process of identifying key priorities for the coming year. There is a constant focus on school improvement.
- While the school is committed to promoting equality of opportunity the fact that some pupils are not reaching the levels of which they are capable shows there is still a little way to go before it

can be seen as outstanding.

- The local authority has given excellent support to the school, such as in the way it has supported the school through reviewing its current standards after so many new arrivals.

■ **The governance of the school:**

- The governing body benefits from the expertise of its members in carrying out their statutory duties, including those for safeguarding. Governors know about the achievement of pupils. They monitor the curriculum and through direct contact have a clear idea of what is going on in teaching. They have a good understanding of how this links to pay, including the procedures for tackling any underperformance. The targets they set for the headteacher are rigorous and monitored effectively. Governors keep a close eye on the school's finances and have a detailed understanding of the way in which funding, such as the pupil premium, is used to raise the attainment of those pupils who receive it.

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	116814
Local authority	Herefordshire
Inspection number	413165

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Ruth Bailey
Headteacher	Diana Atkinson
Date of previous school inspection	14 January 2009
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