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21 November 2013

Mrs D Martin  
Headteacher  
Gossops Green Community Primary  
Kidborough Road  
Gossops Green  
Crawley  
RH11 8HW

Dear Mrs Martin

**Requires improvement: monitoring inspection visit to Gossops Green Community Primary**

Following my visit to your school on 21 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the third monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit meetings were held with you, other senior and middle leaders, pupils and representatives of the Governing Body. I spoke to a representative of the local authority on the telephone. I observed eight lessons and scrutinised pupils' work and teachers' marking. A range of school documentation was analysed.

**Context**

Since the last monitoring inspection, six teachers have started at the school and five have left. Additionally, three teaching assistants have left and eight have started. A new Chair of Governors started in September 2013.

**Main findings**

Leaders have taken effective action to improve teaching. They rightly observe teaching regularly, giving teachers accurate and precise feedback. The process for checking on teachers' performance is rigorous, and teachers are much more accountable for pupils' achievements. Leaders have tackled weaker teaching robustly and teachers regularly receive effective training. As a result, more teaching is now good or better.

Records of lesson observations conducted by leaders show that teaching has improved well in the last twelve months. The vast majority of teaching observed during this monitoring inspection was good. Most pupils are given work that is hard enough for them which helps them to make good progress in lessons. More able pupils are often stretched so that they achieve well. Teaching assistants support pupils' learning well, for example through effective questioning. Consequently, disabled pupils and those with special educational needs make similar progress to other pupils. Whilst teachers' marking has improved greatly, not all teachers make it clear to pupils exactly what they need to do to improve. Not all pupils are given enough opportunities to make improvements. A range of interventions outside lessons helps pupils eligible for the pupil premium make better progress, but these pupils do not always get the support they need in lessons.

Pupils' achievement is improving overall as a result of better teaching. Provisional results in 2013 suggest that pupils' achievement in the Early Years Foundation Stage and Key Stage 1 is good. The majority of pupils make good progress from their starting points, including those pupils eligible for the additional pupil premium funding. The proportion of pupils reaching the expected level in the Year 1 phonics test has risen compared to 2012, although it is still below average. The standards reached by pupils at the end of Key Stage 2, however, declined in 2013. Pupils made good progress in writing, but less progress in reading and mathematics. Gaps between the achievement of pupils eligible for the pupil premium funding and other pupils were too wide. The school's information about pupils' current achievement indicates that pupils in Years 3, 4 and 5 are achieving well and that gaps in achievement between different groups are narrowing. Pupils in Year 6 have underachieved in the past but are now making more rapid progress. However, they are not yet on track to have made good progress by the end of Key Stage 2.

Governors challenge school leaders effectively. They now receive comprehensive and highly useful data about pupils' achievement from school leaders. They have a very good understanding of the strengths and weaknesses of teaching, and they know how leaders are making improvements. The Governing Body's role in evaluating improvements is clearly defined in the effective school development plan.

### **External support**

A local authority officer provides valuable support and challenge to leaders. She knows the school well and monitors the school's progress regularly. This results in

accurate judgements about improvements and precise advice about areas for future improvement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for West Sussex and as below.

Yours sincerely

Matthew Haynes

**Her Majesty's Inspector**