

Goosewell Primary School

Goosewell Road, Plymstock, Plymouth, PL9 9HD

Inspection dates

12–13 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Standards are not rising quickly enough in reading, writing and mathematics by the end of Year 6.
- Over time, the quality of teaching has not been consistently strong across the school; as a result too few pupils make good progress, especially in writing and mathematics.
- The plans to move the school forward are not always checked rigorously enough and the most effective practice is not seen consistently in all classes.
- Some teachers do not have high enough expectations of pupils and set work that lacks challenge; they do not routinely demand high-quality written work.
- Typically, pupils are not given enough guidance by their teachers on how to improve their work in the way they mark pupils' books.
- Leaders, managers and governors have not ensured that teaching and pupils' achievement have improved enough since the previous inspection.
- Until recently the governors have not done enough to challenge senior leaders and to hold them to account for the progress the pupils make in English and mathematics.

The school has the following strengths:

- Children have a good start in the Early Years Foundation Stage. As a result they make good progress.
- The strong ethos of equality for all contributes significantly to the high levels of care and very strong relationships between adults and pupils.
- Pupils who are in the specialist unit achieve well and are usually fully integrated into the main school.
- Pupils feel safe and parents and carers know the school takes good care of them.
- Pupils behave well, are polite and courteous and show consideration for others.
- The wide range of subjects offered and extensive range of clubs and visits provided enthuse pupils about school life and their lessons.

Information about this inspection

- The inspectors visited 26 lessons.
- Two meetings were held with pupils, one with pupils from Year 5 and Year 6 and the other with pupils from Year 3 and 4. Inspectors also met with members of the senior leadership team, some middle leaders, the admissions officer and a Parent Support Adviser.
- The lead inspector met with a group of governors and a representative of the local authority.
- Inspectors heard children read and discussed their reading preferences with them and observed morning playtime and lunch breaks.
- Pupils' work was scrutinised, including the 'learning journey' records of the youngest children. Particular note was taken of work in books from the last academic year. Displays around the school were also examined.
- Note was taken of the 72 responses to the staff questionnaire and the 104 responses made to the online questionnaire (Parent View).
- A range of documents were looked at, including the school's data on pupils' progress, lesson planning, the school's checks on how well it is doing and monitoring documentation. Records relating to behaviour, attendance and safeguarding were also examined.
- Inspectors met some parents and carers informally at the start the day.

Inspection team

Anne Wesley, Lead inspector	Additional Inspector
Susan Smith	Additional Inspector
Paul Rushforth	Additional Inspector

Full report

Information about this school

- The school is a much larger-than-average-sized primary school.
- It has 21 single-age classes, which include three Reception classes for children in the Early Years Foundation Stage.
- The school has a special educational needs support unit for 10 pupils with communication and interaction difficulties called the Hub.
- Most pupils are of White British heritage. The proportion from other ethnic heritages is small.
- There is an unusually high mobility rate of pupils, with pupils joining or leaving the school at other than the usual times, as a result of there being 29% of parents and carers in the armed forces. This is greatest in Years 5 and 6.
- The school hosts a pre-school class which is managed by the Royal Navy but was not part of this inspection.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in care, pupils known to be eligible for free school meals and pupils of service families; in this school over half the funding is for pupils from service families.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for any of its pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that it leads to good progress in English and mathematics by:
 - ensuring that the marking of pupils' work is consistently effective across the school, always making it clear to them how they could improve it
 - raising teachers' expectations so that more pupils increase the amount of quality work they complete, especially in writing.
- Leaders at all levels ensure that improvement takes place consistently throughout the school by:
 - producing an agreed plan for sustained improvement that includes a rigorous system for checking regularly whether or not enough progress has been made in all areas of the school
 - ensuring the good practice already in school is consistently used effectively by all teachers so that pupils achieve better.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress across the school, including the most able. Standards in writing and mathematics are not high enough by the end of Key Stage 2 and too few pupils attain at the higher levels.
- There was a sharp dip in performance in 2012 compared to the previous year, with less progress by the end of Year 6, particularly in writing but also in reading and mathematics. Since then, leaders have focused on improving standards and progress is beginning to accelerate. In 2013, results were better but not yet good enough.
- An unusually high number of pupils join the school in Years 5 and 6, often with special educational needs; these pupils make similar progress to that of others in the school. Nevertheless, those pupils who have spent more years in the school do not make enough progress, particularly in writing and mathematics.
- Children start school in the Early Years Foundation Stage with skills and understanding below the levels that might be expected for their age, especially in communication and language. They make good progress and join Year 1 with standards much closer to what might be expected.
- By the end of Key Stage 1, pupils do not make as much progress in reading, writing and mathematics as the majority of other pupils nationally but over the last three years the gap has narrowed significantly, particularly in reading.
- Since there has been a sharper focus on improvement, pupils are beginning to make better progress. For example, there has been an increased emphasis on teaching phonics (letters and the sounds they make) and the results of the phonics screening test for Year 1 pupils improved and were well above the national average in 2013; in 2012 they were well below average.
- The school has identified the most-able pupils likely to attain the highest levels in Year 6 at the end of this academic year and is providing greater levels of support and more challenging tasks in lessons.
- The pupil premium grant is used effectively. It is used particularly well to help new pupils from service families settle into their classes and to assess any gaps in their learning which might have resulted from various changes of school. As a result, pupils who are supported through this funding attain at least as well as other pupils in the school in reading, writing and mathematics.
- Disabled pupils and those with special educational needs receive well-targeted and effective individual and small-group support and make similar progress to other pupils. Pupils with a statement of special educational needs make better progress than similar pupils nationally. Pupils in the Hub make consistently good progress.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils' achievement over time is not good enough and since the last inspection progress has increased too slowly, particularly in writing and mathematics.
- In some lessons, the pace of learning is slow and the work too easy for some of the more able pupils, especially in writing.
- Marking is not used well enough in all subjects, including in topic work and in mathematics. Teachers use many mathematic worksheets which are often incomplete and poorly marked. The information the school collects on pupils' progress shows clearly that where marking is at its best and in line with the school's marking policy the pupils make most progress. Pupils are not always shown how they can improve their work and checks are not always made by teachers that pupils have acted on this advice.
- Good progress is seen when pupils are given useful opportunities to write at length and develop and apply their skills. Some of the best examples seen in the inspection were in pupils' 'Big

Write' books. However, such opportunities to produce extended writing are not consistently offered in all classes, which slows pupils' development of their writing skills.

- Teaching in Reception is good so children make good progress. There is a strong emphasis on improving children's communication and language skills by engaging them in imaginative tasks which widen their experiences and extend their vocabulary. Children are able to describe and discuss well how they feel. As part of art week, the discussions they were having while looking at famous paintings were both thoughtful and imaginative, with pupils saying, for example: 'That makes me feel happy, it is just like the sun is coming out right in the middle of those flowers' and 'That one makes me want to try it so you can paint things that look like they are moving.'
- Pupils are taught to read well, especially in Key Stage 1, and are using their increased knowledge of phonics to make faster progress. Pupils throughout the school enjoy reading and talk enthusiastically about books they have read.
- During the inspection, effective examples were seen where literacy and mathematics were linked with other areas of the curriculum which increased both their understanding and skills. Pupils in Year 3, for example, wrote their own Greek Myths as part of their history topic. These were creative and well written. A mathematics lessons based on a Mondrian painting led to some effective investigation into the perimeters of rectangles.
- Pupils' spiritual, moral, social and cultural development is continually being developed, specifically through the curriculum. In particular, older pupils are very well informed and respectful of other cultures and different faiths.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs as well as those who are known to be eligible for the pupil premium. Pupils are taught well in the Hub with good well-planned individual programmes.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn.
- Teachers and teaching assistants establish very good relationships with their classes and manage pupils' behaviour very effectively. As a result, pupils are happy to contribute to lessons and listen well to each other. They are enthusiastic about their lessons and often research extra information which adds to the learning of others in the class.
- The children entering the Early Years Foundation Stage learn the rules of good behaviour quickly. The management of the large number of children working together in the unit is exceptional with all children able to make their own choices from the wide range of exciting opportunities open to them. There is a calm purposeful atmosphere with young children enjoying learning and delighting in their surroundings.
- Individual support programmes are in place for some pupils who may display challenging behaviour. These pupils are supported by a team of professionals with particular expertise in helping pupils with communication disorders. There is minimal disruption to their learning and to the learning of others. The work of including these pupils in classes is a great strength of the school and reflects the strong ethos of equal opportunities for all.
- The school's work to keep pupils safe and secure is good. Pupils understand potentially harmful situations including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and know that help is on hand should they need it.
- Pupils are aware of the different forms bullying can take, and pupils, parents, carers and staff agree that bullying is rare. Whatever pupils are doing in lessons and at break times or when moving around the school, they are consistently considerate to each other, staff and visitors.
- Pupils are often asked to reflect on how their behaviour can affect other people. Time is taken to discuss any issues which may have upset some pupils. This sustained consideration of each other's views and discussion about how issues can be resolved demonstrate the priority given to

pupils' spiritual, social and moral development.

- The school promotes equality of opportunity and positive relationships, and tackles discrimination rigorously. The staff ensure all pupils are given the chance to succeed and teach them to accept and celebrate differences.

The leadership and management

require improvement

- Leaders and managers over time have not succeeded in bringing about sufficient improvement in the attainment and progress of pupils. There are some useful plans for improvement within the school, however leaders do not always check rigorously enough that all teachers are using the initiatives effectively or even often enough. The good practice seen in some aspects of the school's work is not shared with all teachers well enough.
- The school's self-evaluation shows that leaders have accurately identified the areas requiring development and there are indicators that show both the quality of teaching and the progress pupils make are beginning to improve. The work of the senior leadership team is starting to help to move the school forward by showing how the new strategies can work in their own classes. However, they have not ensured that all class teachers have followed their lead on how best to improve teaching nor ensured that teachers' expectations of the amount of work pupils should do are high enough. Middle leaders are also beginning to take greater responsibility for raising standards.
- The headteacher has put in place a clear systematic method to help the teachers track the progress of individual pupils. This is used rigorously, so individual progress in reading, writing and mathematics is regularly checked and reported on to governors. Performance management is now being used more effectively and teachers are better held to account for the progress of groups of pupils within their class.
- Despite the school's size, leaders have built a cohesive team. The school is fully inclusive, ensures equal opportunities and has very effective systems to support families, particularly those facing difficult circumstances. The overwhelming majority of parents and carers say that they would recommend the school to others and they are very supportive of the school. This is illustrated by the '1 to 1' reading club which is manned by parent volunteers who are raising the profile of reading and have contributed to improving reading skills.
- The curriculum is enhanced by a range of enrichment activities, including sport, drama, music and other cultural activities. The many and varied after-school clubs, day visits and residential visits all add to the rich experiences provided by the school.
- The school is using the additional sports funding successfully so that pupils can participate in a variety of sports provided by specialist coaches who also provide training for members of staff. This is having a beneficial effect on pupils' physical well-being and healthy lifestyles.
- The local authority has provided effective support and is actively involved in the improvement process.

■ The governance of the school:

- In the past, governors did not hold senior leaders to account for pupils' achievement and the quality of teaching, accepting too readily information given to them about the school's effectiveness. However since standards fell in 2012, this has changed. Governors are now more fully informed and so are in a better position to question the school on its effectiveness. Information about pupils' achievement is now presented to them in a way that answers their key questions. They scrutinise this to check on pupils' progress against that of all pupils nationally and know about the quality of teaching, holding teachers to account for the progress of their pupils. They ensure performance management links pay with the standards of teaching and play an effective role in making staff appointments and promoting staff within the school. They also know what support has been provided to improve performance where this has been less strong. Governors check to ensure that pupils in receipt of the pupil

premium receive the support they need to help them to achieve as well as other pupils. They are asking challenging questions and are supportive as they share the ambitions of the headteacher for the school to improve further. Governors regularly take part in training to ensure they are fully up to date. They also ensure that all their statutory obligations are fully met, including those for safeguarding.

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	113345
Local authority	Plymouth
Inspection number	432035

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	626
Appropriate authority	The governing body
Chair	Peter Sherlock
Headteacher	John Stephens
Date of previous school inspection	23–24 June 2011
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