

Gossey Lane Junior Infant and Nursery School

Gossey Lane, Kitts Green, Birmingham, B33 0DS

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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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.

- As a result of high quality teaching in the Early Years Foundation Stage, children make good progress.
- Teaching is consistently good and sometimes outstanding. Tasks set in lessons take good account of pupils' different abilities and interests.
- Pupils have made particular gains in mathematics this year.
- All groups make good progress, including disabled pupils and those who have special educational needs, the most able, and those eligible for the pupil premium.
- The school's focus on improving pupils' attendance has been successful and it is currently above average.
- The school keeps the pupils safe. They feel secure and confident and know how to keep themselves safe.
- Opportunities for pupils' personal, spiritual, moral and cultural development are promoted well. The activities to help pupils' understanding of other faiths are particularly strong.
- The school is led and managed well. All leaders and managers understand the school's strengths and weaknesses and work effectively to address them.
- Governors support and monitor the school's work closely.

It is not yet an outstanding school because

- Not all pupils achieve well enough in their spelling.
- Teachers do not make sure pupils act upon the written comments in their books to improve their work.
- The school does not do enough to make sure it gets up-to-date feedback on the views of all parents.

Information about this inspection

- The inspection team observed teaching and learning in 13 lessons. Senior leaders joined inspectors in two of the observations.
- Inspectors listened to pupils read, sampled guided reading sessions and observed the teaching of phonics (letters and the sounds they make).
- Inspectors looked at samples of pupils' work.
- One assembly, led by the assistant headteacher, was observed.
- Inspectors observed the breakfast club, after-school hockey club, governors' surgeries and the parents' forum. They met with a group of parents in response to a request for a meeting.
- There were 14 responses to Parent View, the online questionnaire. Inspectors analysed these and also spoke to a number of parents during the inspection. They scrutinised 20 responses to the staff questionnaire.
- Meetings took place with staff, pupils, the Chair of the Governing Body, and a representative from the local authority.
- Inspectors scrutinised a range of documentation, including national test results, the school's information about pupils' achievement, improvement plans, the quality of teaching, and records relating to the performance management of staff. Other documentation looked at included safeguarding, child protection arrangements, risk assessments, attendance and exclusions and minutes of the governing body.
- Inspectors looked at the school's website.

Inspection team

Karen Feeney, Lead inspector

Additional Inspector

Michael Bucktin

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils supported by the pupil premium, which provides additional funding for pupils in the care of the local authority, known to be eligible for free school meals or from service families, is well above average.
- The large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or who have a statement of special educational needs is below average.
- The school provides a daily breakfast club and a wide range of lunchtime and after-school clubs. These include first aid, film, Tae Kwon Do, science, singing and a range of sports.
- The headteacher returned from maternity leave for the duration of the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching and pupils' achievement by:
 - setting expectations of when specific spellings and spelling rules must be taught in each year group
 - making sure that pupils act upon the marking in books so that they do not make the same mistakes again.
- Strengthen leadership and management by:
 - providing support and training to staff in teaching spelling and checking on pupils' progress
 - finding out the views of all parents with regular surveys and acting upon the outcomes.

Inspection judgements

The achievement of pupils

is good

- Pupils of all abilities achieve well. Current school information shows that they are currently making good progress, especially in mathematics. A high proportion of pupils at present are exceeding nationally expected progress in reading, writing and mathematics. This represents a considerable improvement on last year, when pupils underperformed in mathematics.
- Children start Nursery with skills and knowledge below those expected for their age. Children learn very well as a result of the consistently good teaching they receive and, by the end of Reception, many have reached a good level of development. The current Year 2 pupils are on course to reach standards that are above average, an improvement on previous years.
- The results of the Year 1 phonics checks in 2013 showed a good improvement on 2012 results, and this is having an impact on pupils' reading. Pupils told the inspectors that they enjoyed reading. One in Key Stage 2 commented, 'The teachers help me to read lots of different books and not just those that are funny.' The current Year 6 pupils are on course to sustain the school's strong performance in reading seen last year.
- The school rightly made improving achievement in mathematics a priority last year because teachers were previously not planning and teaching to a good enough standard and pupils were not doing well enough. As a result of the effective work on developing pupils' mathematical skills to investigate and solve problems, progress is now at least good in all year groups.
- In 2013, there was no gap in attainment in reading and writing between pupils eligible for support from the pupil premium and other pupils in the school. When compared to the national picture for eligible pupils, they were two terms ahead in reading and three terms ahead in writing. However, in mathematics those supported by the pupil premium were two terms behind other pupils in the school and also behind eligible pupils nationally. As a result of targeted work in mathematics, progress accelerated and the gap with the national picture is closing.
- The school is effective in providing additional support for disabled pupils and those who have special educational needs. As a result these pupils make similarly good progress to other pupils in the school, especially in reading and writing.
- The most able pupils are being better supported by the school, and current tracking data show that the proportions of pupils reaching the higher Level 5 in mathematics and writing and Level 6 in all subjects at the end of Key Stage 2 are on track to be higher at the end of this year.
- The school's focus on enhancing pupils' language and literacy skills to improve the quality of writing is continuing to have a positive impact on standards this year, especially for the most able. However, not all pupils are making expected progress in their spelling development. This is because expectations are not always clear enough about what needs to be taught and when, and as a result there is some incorrect spelling of common words.

The quality of teaching

is good

- Teaching is good or better in all key stages. Teachers know their pupils well and have high expectations of their behaviour and learning.

- Children in the Nursery and Reception classes are given activities that promote their reading, writing and mathematical skills well. The indoor and outdoor areas are well used to promote such activities. As a result children make good progress.
- Phonics is taught systematically and well. Pupils are supported to use their phonic knowledge to read unfamiliar words. They also apply their skills well in writing.
- Teaching assistants are well trained and provide effective support to pupils. In one class the teaching assistant provided skilled support to a group of more-able pupils to understand the relationship between fractions and decimals in measurement. As a result this group of pupils made good progress in their knowledge and understanding.
- Pupils' books are marked consistently well, so that they know how to improve. However, teachers do not always make sure pupils act on what they have written, so they do not repeat their mistakes.
- Teachers are not always clear about how best to teach specific spellings and rules, or the most helpful ways for pupils to correct their mistakes. Teachers identify incorrect spellings when they mark pupils' work, and pupils are asked to rewrite three times any words they spell incorrectly. This is not wholly effective, however, because pupils continue to misspell common words.
- The training of teachers in mathematics has further developed their expertise and led to good improvements in pupils' progress. Reading and writing are taught consistently well.
- Parents told inspectors they think their children are making good progress in their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships are friendly and caring, based on respect for each other. There is strong discipline and a purposeful work ethic.
- Pupils value the opportunities to take on important responsibilities, such as having a role on the school council. They listen to the contributions of the class they represent and report this to the school council and the school leadership. For example, a request was granted to pupils who asked for a wooden screen to be erected in parts of the 'Forest Garden' to hide the wire fence and improve the appearance of the garden.
- Pupils' attendance has fluctuated for some time with above-average numbers of pupils persistently absent from school. Since September the situation has improved and attendance figures are now above average. Well-targeted support and a range of external services and tracking with quick follow-up of absence have brought about improvements in both the attendance and achievement of these pupils.
- The school's work to keep pupils safe and secure is good. As a result they feel safe and well looked after at school.
- Pupils are well aware of what bullying is and its various forms, such as cyber-bullying. They say there are few instances of bullying, but when it occurs it is dealt with immediately. School records support this view.
- In the past, rates of permanent and fixed-term exclusions were too high. However, records show

that the school acted in line with national requirements. As a result of working with families early, good behaviour management and working well with external agencies, the number of exclusions has fallen considerably.

The leadership and management are good

- The headteacher and her senior leaders, governors, teachers and support staff are working successfully as a team to raise standards.
- Leaders have addressed the recommendations from the last inspection well. For example, teaching is now consistently good or better. Mathematics was identified by the school as an area in need of improvement. Leaders and subject leaders took decisive action, for example in making sure that all pupils knew their targets and how to improve, and had meaningful opportunities to use their number skills. As a result, mathematics is now a strong area of the school's performance in all year groups. This shows the school's capacity to drive improvement.
- The management of teachers' performance is linked well to pupils' achievement. The induction of new staff is effective and is seen as supportive, and they make good progress in their planning and teaching.
- Spiritual, cultural, moral and social development is well developed. Time is made for spiritual reflection, and clear values and morals underpin the life of the school. At the same time there is a focus on learning about different faiths so that pupils understand and respect them.
- The school makes good use of the primary school sports funding by employing a sports coach to develop the skills required for pupils to participate well in the various clubs it runs. These include hockey, volleyball, tennis and football. The school's monitoring information shows that there has been increased participation in the sports clubs since September 2013. The sports coach is also providing training to staff to ensure these improvements will continue once the funding comes to an end.
- The curriculum provides exciting opportunities that meet the needs, abilities and interests of the pupils well. It is enriched by a range of additional activities. For example, Year 5 pupils have been taught to compost, sow seeds and harvest in the school's organic garden and are passing these skills on to other year groups.
- The school's parent support adviser runs a parents' forum, which meets regularly to plan activities that contribute to the school's life, for example an Easter Parade. It also provides feedback on how the school can improve communication with all parents. However, the school has not established enough ways to find out the views of all parents.
- The local authority provides minor support to the school because it is confident of its ability to drive improvement. The school has bought into a local education cluster which provides training and external checks on progress against the school's priorities.

■ **The governance of the school:**

The governing body makes an effective contribution to the quality of education of the school. Governors know how well the school performs against national standards and have a good understanding of progress against its priorities. They take an active interest in the life of the school. Each governor has a subject, focus and year group responsibility and they visit the school on a regular basis to talk about progress. They report their findings to other

governors and provide written feedback to the year group they work with. The governors encourage parents and carers to engage with the school. For example, the Chair of the Governing Body is available most days to talk to parents and he runs a regular governors' surgery. Governors know how the pupil premium funding is used and its impact on pupils' learning, and that the gap has now closed for this group of pupils against others in the school. They know about the use of the sports premium funding and are able to talk about the impact of the training by the sports coach that has enabled pupils' to participate in sports activities with improving skills. They have a good understanding of the quality of teaching and how teachers are supported to improve so that pupils make at least good progress in their learning. Governors understand the link between teachers' pay and pupils' progress. They make sure that safeguarding arrangements meet statutory requirements.

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	103375
Local authority	Birmingham
Inspection number	429528

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

Type of school	Junior
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Paul Bracher
Headteacher	Zoe Driver
Date of previous school inspection	13 March 2012
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