

Gossops Green Community Primary

Kidborough Road, Crawley, West Sussex RH11 8HW

Inspection dates

16–17 October 2014

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

Summary of key findings for parents and pupils
This is a school that requires improvement. It is not good because

- The achievement of pupils requires improvement because too few pupils have made enough progress to reach better levels of attainment in reading, writing and mathematics by the end of Key Stage 2.
- Not enough teaching is good. The focus on what pupils are to learn is not always clear. Sometimes pupils are just given tasks to keep them occupied.
- The information on pupils' progress is not always used effectively and work does not always challenge all pupils of different abilities.
- Not all teachers have high enough expectations of what pupils can achieve.
- The leadership roles of some staff, including middle leaders, are underdeveloped. This restricts their ability to check and improve the quality of teaching and learning.
- Although senior leaders regularly check the quality of teaching, this has not yet been effective in ensuring that teaching helps all pupils make consistently good progress.
- Senior leaders need to provide more opportunities to share the most effective practice in order to improve the quality of teaching.

The school has the following strengths

- Children in the Reception classes get off to a good start because of good teaching and high levels of care and support. Children settle quickly and happily into the school's routines.
- Strengths of teaching in Years 5 and 6 are helping pupils to make better progress than in other years.
- Pupils feel safe, behave well and feel very happy and well cared for in their school. Care for their social and emotional needs is good.
- Pupils' good spiritual, moral, social and cultural development supports their positive attitudes to school and each other.
- The determined headteacher has set high expectations and she, with governors and staff, has implemented clear plans for improvement. As a result, teaching is improving and pupils are beginning to make faster progress than previously.

Information about this inspection

- Inspectors observed parts of 21 lessons, taught by 19 teachers and one higher-level teaching assistant. Ten of these were jointly observed with either the headteacher or other leaders. In addition, the inspection team made a number of shorter visits to lessons and the provision for pupils learning outside the classroom, as well as some supported within classes, to focus on specific aspects.
- Inspectors observed one whole-school assembly and part of two other assemblies during the school's 'Open Day'.
- Inspectors talked to pupils about their reading and listened to them read.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and an experienced governor, senior leaders and other members of staff. The lead inspector spoke to a local authority adviser by telephone.
- Inspectors took account of the 14 responses to the online Parent View questionnaire. They also spoke with 27 parents and carers from the many who who attended the school's 'Open Day'.
- Views expressed in questionnaires returned by 45 members of the school staff were considered.
- Inspectors looked at a range of documents, including the school's information on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending the additional sports funding and pupil premium funding.

Inspection team

Wendy Forbes, Lead inspector	Additional inspector
Elizabeth Coles	Additional inspector
Brian MacDonald	Additional inspector

Full report

Information about this school

- Gossops Green is much larger than an average-sized primary school.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils from minority ethnic groups is broadly average, as is the number of pupils who speak English as an additional language.
- The proportion of pupils who are disadvantaged and eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is just above the national average. A broadly average proportion of pupils are supported through school action plus. An above -average proportion of pupils have statements of special educational needs.
- Pupils are taught in mixed-age classes in Key Stage 1 and 2. Children attend full time and in single-age classes in the Early Years Foundation Stage.
- No pupils are educated in alternative provision away from the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a number of staff changes, including planned staff absence covered by temporary staff and a number of new appointments since the last inspection. These include the deputy headteacher and the Learning Leader in 2013. The planned absence of the mathematics leader is currently being covered by temporary staff.
- In the last year there have been a higher-than-average number of pupils who have joined or left the school partway through their primary school education.
- An independent pre-school shares the school site. It is not run by the governing body and is subject to a separate inspection.

What does the school need to do to improve further?

- Ensure that a higher proportion of pupils make better-than-expected progress in order to raise standards by ensuring that:
 - more teaching is consistently good or better
 - accurate checks are made on pupils' attainment and progress so that work is set at the right level to challenge all pupils
 - expectations of what pupils can achieve are high enough
 - pupils practise their reading, writing and communication skills in different subject areas
 - pupils use their calculation skills to solve problems.
- Strengthen the impact of leaders and managers on improving pupils' progress and raising standards by:
 - developing and sharing leadership responsibilities so that staff, including middle leaders, can play a more effective role across the school in improving the focus and quality of teaching and pupils' learning
 - providing further opportunities to share good practice within and across the school.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement. They have not yet ensured that the quality of teaching and pupils' achievement are consistently good.
 - The relatively new senior leadership team ably supports the headteacher. Their effective leadership skills have brought about recent improvements in teaching and achievement, demonstrating capacity for further improvement. However, leadership of other staff, including middle leaders, has not been fully developed so they can play an effective role in improving performance.
 - Effective strategies are in place to manage teachers' performance. These are beginning to make a difference. Checks on teachers' work have addressed previous weak performance. Senior leaders work well as a team under the headteacher's guidance and provide good role models in their teaching. As a result teaching is improving. However, the school recognises the need to provide further opportunities to share such strengths of practice in order to make even greater improvements in teaching.
 - Leaders are aware of past weak performance of disadvantaged pupils eligible for pupil premium funding. Steps to address this have included the appointment of a leader to check their progress through the school and ensure these pupils do not fall behind. Current performance is much better. Funds to support disadvantaged pupils enable those whose circumstances makes it difficult for them to join in additional activities to participate in the full range offered. There is no discrimination.
 - The school is working appropriately towards full implementation of its preferred approach to assessment following the removal of National Curriculum levels. There are clear systems for tracking progress, helping teachers to identify pupils' needs.
 - As part of the approach to the new curriculum, there are increasing opportunities for pupils to develop their writing and mathematical skills, communication and reading within different topics but not in all subjects. Years 1 and 2 pupils spoke enthusiastically about the Super Heroes topic recently started.
 - Spiritual, moral, social and cultural development makes an important contribution to learning. This is enhanced by specialist Spanish and music teaching, many after-school clubs, off-site visits and visitors to the school.
 - Although most pupils are White British, they are prepared well for life in modern, multicultural Britain by developing their understanding of different lifestyles, customs and cultures. Pupils are particularly enthusiastic about their success in achieving UNICEF's 'Rights Respecting Schools' award.
 - The school has made effective arrangements to spend the primary sports funding wisely in order to improve and widen its provision. Participation in sporting tournaments has increased, confidence in gymnastics teaching has improved and the role of pupil play leaders has been developed. The school has begun to evaluate the impact of spending, already reporting increased confidence in gymnastics teaching in Years 1 and 2.
 - Local authority support is good, an important factor in guiding school improvement. The local adviser has been aware that the school was facing difficulty and was vulnerable. The provision of support to strengthen teaching and improve achievement through the analysis of pupil information has helped improve teaching and standards.
- **The governance of the school:**
- The governing body understands the strengths and improvement areas within the context of the community the school serves and the needs of the pupils. There is a clear understanding of the school's priorities, with an awareness of the importance of both challenges and support to make sure pupils' achievement improves. They have a good understanding of information on pupil progress. They check spending carefully and are aware of how the school is using both the pupil premium and additional sports funding to improve overall achievement. Governors also have a good understanding of the school, including the quality of teaching and the management of teachers' performance in relation to tackling underperformance. Statutory safeguarding requirements are fully in place and effective.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good, including in Reception classes. Politeness and good manners are commonplace. It is rare for pupils to be unkind to each other. Records show incidents of racist comments, bullying and exclusions are rare. This is because the school is successful in meeting the needs of individual pupils who struggle to behave well.
- Pupils' attitudes to learning are generally good. They enjoy school and most respond quickly to guidance and instruction from all staff members.
- Behaviour is not outstanding because occasionally a few pupils become distracted when activities are not pitched at the right level to challenge them and keep their attention. However, pupils themselves confirm lessons are hardly ever disrupted by poor behaviour.
- Parents appreciate the effort the school makes to ensure new pupils, particularly those who arrive part-way through the school year, feel welcome and to provide opportunities to see the school in action during 'open mornings'.
- Pupils take on responsibility well such as school council members, playground leaders or 'buddies' to new pupils. They learn about democratic processes to help prepare them for later life through the election of these posts of responsibility and by giving all pupils a voice through the school council representatives. Good social and moral development is shown in the way pupils of different backgrounds get on well and by their good behaviour.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and are taught how to keep themselves safe, including safe use of the internet and about the dangers of cyber bullying.
- Pupils' spiritual, moral and social development is strong. They are reflective and can offer reasoned views about moral, social and ethical issues. Their cultural development is promoted well through the teaching of religious education and other subjects. They show curiosity and a good sense of respect for cultures other than their own.
- Attendance is just below average but improving. This is because the school has worked hard and with some success to impress upon with parents the importance of good attendance.

The quality of teaching requires improvement

- Teaching has not enabled all pupils to achieve well. Differences in its impact from class to class mean pupils' progress has not been consistently good.
- When teachers do not have a clear enough picture of how well pupils are progressing, the work set does not provide sufficient challenge for pupils of all abilities.
- The teaching of English has strengthened. The provision of a structured reading and writing programme has already brought about improvements. Pupils are beginning to read more widely and often with increased confidence. Pupils were enthusiastic about the 'Reading Ranger' support and the provision of tablet computers to enhance learning.
- Where teachers have high expectations of what pupils can achieve in English and check frequently on pupils' learning, pupils make rapid progress. However, this is not always the case and, sometimes, work set for pupils is too easy or the explanations confusing. Consequently, pupils make insufficient progress.
- Relationships are strong. Where teachers are secure in their subject knowledge and know how to provide greater challenge for the pupils, they show confidence when leading discussions with pupils. This helps pupils experience more demanding work, as seen in Year 1 and 2 as well as in Year 5 and 6 English lessons, where pupils developed their writing.
- Where pupils are given a good level of challenge they make better-than-expected progress. However, a few pupils are given work that is a repeat of previous learning and this limits how well those pupils achieve.
- In mathematics, the pace of learning is sometimes slowed because pupils do not always use their calculation skills to solve problems.
- Marking and feedback have improved. Most pupils are provided with advice about how to improve their work and given opportunities to respond to this guidance, showing they have understood.
- Teaching assistants and learning mentors are generally used well to support the learning of targeted pupils such as disadvantaged pupils, those with special educational needs, those who speak an additional

language and those who arrive part-way through the year. This helps pupils gain confidence and skills to work productively.

- Where teaching is consistently good, as in Years 5 and 6 and Reception, teachers set high expectations of what pupils should achieve. Consequently, these pupils are very positive about challenging work and try hard.

The achievement of pupils

requires improvement

- Children progress well through Reception because of good teaching and interesting activities that challenge and prepare them well to enter Year 1 at an appropriate stage of development. This rate of progress continues through to the end of Year 2. However, progress is slower through Key Stage 2 and pupils typically leave with standards below national averages.
- National test results in 2014 showed pupils made better progress than in 2013. Current assessments indicate improving standards in English and mathematics, particularly in Year 5 and Year 6. However, progress across the school is inconsistent because work set is not always challenging to ensure pupils achieve well.
- The attainment of Year 1 pupils in the national screening check for reading has varied. In 2014, standards were below the national average and improving. The focus on reading skills ensures most pupils catch up by the end of Year 2, by which time most are able to use their knowledge and understanding of letters and sounds to help them read unfamiliar words. Standards in reading across the school continue to improve. However, the impact has yet to be reflected in Key Stage 2 results.
- Progress in writing across the school is stronger than in reading and mathematics. The focus on improving writing skills has raised expectations of what can be achieved. However, the school is aware of the need to increase pupils' opportunities to write across a range of subjects in order to improve broadly average standards.
- Pupils' work in books and in lessons confirms that progress in mathematics is not consistently good because they have insufficient opportunities to apply their mathematical skills to solve problems.
- Leaders have effectively identified the needs of disabled pupils and those who have special educational need, adapting work and support accordingly so these pupils make similar, and sometimes better progress than their classmates.
- Pupils who speak English as an additional language as well as pupils who join the school part-way through the school year are provided with an appropriate range of support to ensure they settle quickly to school life and have equal access to learning.
- Year 6 test results in 2013 showed pupils supported by pupil premium were between three and four terms respectively behind their classmates in English and mathematics. Compared with other pupils nationally the gap was four terms in both English and in mathematics. Information on achievement in 2014 shows the school's focus on providing support has significantly closed this gap in English and mathematics, ensuring these pupils now make a similar rate of progress to other pupils.
- The most able make at least expected, and sometimes better progress in Years 5 and 6 because of the high level of work set. Leaders are fully aware that this level of challenge is not the same across the school and have successfully implemented teaching in ability groups for both English and mathematics in order to address this.

The early years provision

is good

- Children join the school with skills below levels typical for their age. They benefit from much adult attention. As a result, staff get to know them well; they settle quickly, behave well and enjoy learning.
- Staff check children's skills frequently and accurately using this information carefully to plan relevant activities at the right level, helping them to achieve well across all areas of learning. As a result they enter Year 1 at an appropriate level of development.
- The well-organised indoors and outside environment stimulates children's interest well. A good range of learning activities based around fun themes captures children's imaginations.
- Children are self-confident learners and are safeguarded by caring adults. As a result, they progress well in physical and emotional health and in their spiritual, moral, social and cultural development.
- There is a strong emphasis on early reading, writing and number work. Children develop their speaking skills well, for example, in recounting of stories. Children were keen to share the route the bear took as they re-told their version of 'The Bear Hunt'.
- Teachers and teaching assistants develop children's early reading and writing skills well. They provide a

lively and well-planned mix of adult-led phonics (letters and sounds) sessions and practical role play. Children with special educational needs or who speak an additional language are supported well because of the carefully planned activities and adult support provided. Good leadership and management of the Early Years Foundation Stage are strengthened by sharing staff skills.

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	133970
Local authority	West Sussex
Inspection number	449096

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	531
Appropriate authority	The governing body
Chair	Mandy Webb
Headteacher	Dawn Martin
Date of previous school inspection	18–19 September 2012
Telephone number	01293 525449
Fax number	N/A
Email address	office@gossopsgreenprimary.w-sussex.sch.uk

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