

Inspection of Goxhill Primary School

Northend, Barrow-upon-Humber, North Lincolnshire DN19 7JR

Inspection dates: 8 and 9 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leadership and staffing at the school have undergone a period of change. A new and ambitious leadership team has high expectations for pupils. Leaders are implementing changes that parents and staff recognise are essential for pupils to 'care, learn and succeed'. This includes a new and more challenging curriculum. These actions are beginning to improve the quality of education for pupils.

Leaders ensure that Goxhill Primary School is a safe place for pupils to learn. They set high expectations. Pupils know and remember the new behaviour system. Pupils show that they are safe, ready and respectful. At playtimes, if they do have disagreements, peer mediators support them to sort things out. Pupils know about different types of bullying and say that should they encounter this, staff will listen, take action and stop it.

Children in the early years enjoy a secure and welcoming environment where relationships are positive. Children learn and adopt new routines quickly. Teachers know the children well. Their positive interactions and modelling enables children to learn well.

Pupils are happy at school. They enjoy the many opportunities they have both in and beyond the school day. They value the extensive range of clubs. Boxercise, gymnastics, engineering and chess are particular highlights for them.

What does the school do well and what does it need to do better?

The new ambitious curriculum that is in place matches the national curriculum. The mathematics curriculum is well planned and sequenced. From early years, teachers teach the knowledge that children need to become fluent mathematicians. In other subjects, such as art and design, the curriculum is less specific about what pupils need to know. Teachers are not always clear about what to teach or assess in order to ensure that pupils learn all that they should. Pupils enjoy the lessons that they experience across the curriculum. Many talk enthusiastically about their learning when working with a local rugby team in physical education (PE).

Leaders place great importance on teaching pupils to read. Staff have received training in the new phonics programme. However, some are not wholly confident in teaching phonics. Teachers ensure that pupils read books that match the sounds that they are learning. Pupils who need extra support get the help that they need to become more confident readers. Pupils are enthusiastic and knowledgeable about books. They are confident in making book recommendations to other pupils and visitors.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) have the same opportunities as their peers. Teachers adapt their lessons to make sure that pupils with SEND can access them. This often involves the use of

additional resources to support learning. For example, in art some pupils use tools better suited to their physical needs. Pupils with SEND have personalised targets. These targets, however, are often too broad or not practised in daily teaching. As a result, this slows the progress that some pupils make.

The school is calm and orderly. In most lessons, pupils behave well and display positive attitudes. Pupils attend school well and on time. They are polite and courteous to adults and each other. One pupil stated, '[Throughout school,] everybody treats everyone the same, as everyone is special.'

Leaders provide an extensive programme of experiences designed to develop pupils' wider skills. These include a range of visits and visitors. Pupils' social and moral skills develop through opportunities to undertake leadership roles such as peer mediators and sports leaders. Pupils help organise and run social times. Leaders ensure that pupils have an age-appropriate understanding of healthy relationships. Leaders have made strong links with local employers, groups and individuals. This ensures that pupils become citizens of their local community.

The early years environment is welcoming, bright and stimulating. Children are happy and safe. Staff encourage children to be kind, polite and caring. They cooperate well in activities that follow their interests. Leaders are yet to set out what they want children to know by the end of Reception. As a result, staff are unable to make appropriate checks to see if pupils are achieving well.

The school is part of a local federation. The leadership team works across the three schools within this group. Staff value and are benefiting from the federation's networking opportunities. Leaders also actively use challenge and guidance from other external partners. This is helping leaders to shape their ideas for the school. The members of the skilled interim executive board challenge and support leaders. They are keen to see the impact that the many changes are having on the standards of achievement and the quality of education. This time of change has increased workload for teachers. Teachers say that they understand this and feel well supported by leaders in managing this. Morale is high and staff well-being is regularly addressed by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made the safeguarding of pupils their priority. They ensure that the necessary checks are made on adults who work with pupils. All staff have received extensive and regular safeguarding training. This means that they have the knowledge and skills to identify pupils who may be at risk of harm. All staff understand the systems for reporting concerns about pupils' welfare. Leaders are dedicated to ensuring that children and families get any support that they need. Pupils report that they feel safe at all times. Staff teach pupils how to keep

themselves safe within the context of their community. This also includes staying safe when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of phonics is not of a consistent quality. As a result, not all pupils are securing phonics knowledge as effectively as they could. Leaders should ensure that staff develop further confidence and skill in delivering the phonics programme.
- In some subjects, leaders' definition of the knowledge that they want pupils to learn is not precise enough. Consequently, pupils do not learn as well as they could. Leaders should ensure that they identify the important knowledge that they want pupils to learn in these subjects and ensure that assessment procedures are implemented.
- The curriculum in the early years is not set out fully. This means that staff are unclear about what children need to learn in order to be ready for Year 1. Leaders should ensure that the curriculum in the early years sets out the important knowledge and vocabulary that children need to know and remember in readiness for their future learning.
- Pupils with SEND have plans which are not sufficiently clear and do not align well with their classwork. This slows the progress that they make because they do not get enough opportunity to practise the skills on which they are working. Leaders should ensure that the curriculum for pupils with SEND is organised to allow them to practise and apply what they are learning more frequently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117737
Local authority	North Lincolnshire
Inspection number	10241860
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	Interim executive board
Chair of the interim executive board	Jerry Woolner
Headteacher	Hayley Twidale
Website	www.goxhillschool.com
Date of previous inspection	13 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Humber Estuary Federation. The leadership team works across all three schools within the federation.
- An interim executive board was established for the school and federation in May 2022.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the interim headteacher, subject and other leaders from the school.
- Members of the school's interim executive board met with the inspectors, as did a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading and

phonics, mathematics, art and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour and safety were evaluated during lessons and social times. They spoke to pupils about their views on behaviour.
- Senior leaders met inspectors to discuss recruitment and safeguarding records. Inspectors reviewed the school's single central record of the checks undertaken on adults who work with pupils in the school.
- Inspectors scrutinised documents relating to safeguarding and spoke to the schools' designated safeguarding leader. They spoke to staff and pupils about their safeguarding knowledge.
- Inspectors met groups of pupils. Inspectors also reviewed Ofsted's online survey for parents, Ofsted Parent View, and survey responses from staff and pupils.

Inspection team

Lee Wilson, lead inspector

Ofsted Inspector

Alison Stephenson

His Majesty's Inspector

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