

# Inspection of a good school: Gosbecks Primary School

Owen Ward Close, Shrub End, Gosbecks Primary School, Colchester, Essex CO2 9DG

---

Inspection dates: 6 and 7 February 2024

## **Outcome**

Gosbecks Primary School continues to be a good school.

## **What is it like to attend this school?**

Gosbecks' golden goals of 'be kind, show respect and make good choices' help pupils to grow and develop. Pupils are polite and friendly. They engage well in conversation. Pupils welcome visitors to their school and enjoy sharing their achievements.

The school has established high expectations for all pupils. Pupils understand the importance of aspiration through the school motto, 'be the best you can be'. They achieve well.

Pupils learn in a supportive and nurturing environment. They are encouraged to express their feelings and concerns. Adults help pupils with any worries they have. This helps pupils to be happy and safe.

Pupils understand people's differences, cultures, other faiths and values. They are aware that everyone should be treated equally. Pupils know how to keep themselves safe online and when they are out and about in their local community.

The school provides a range of extra-curricular activities. Pupils can develop their interests and talents both competitively and for enjoyment. A range of clubs on offer include art, football and reading. These activities are accessible to all pupils from the particular year group for which they are planned.

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

The school has designed an ambitious curriculum to meet pupils' needs. The school has identified the important knowledge and vocabulary that pupils should learn. In many subjects, the school has carefully ordered the content so that pupils' knowledge builds from early years to Year 6. Teachers help pupils to use their existing knowledge well when they are learning something new. Teachers check what pupils know and remember. Teachers use this information well to plan pupils' next steps.

In a few subjects, where the curriculum is still being developed, teaching is less effective. In these subjects, the curriculum plans do not identify the small steps of knowledge that pupils need to learn. Pupils sometimes struggle to make the links to what they have learned before. This makes it harder for pupils to learn more complex knowledge in these subjects.

The school ensures that pupils read well by the end of Year 6. Pupils have daily phonics lessons. They read books that closely match their stage of reading. This helps pupils practise using their reading knowledge to become confident, fluent readers. Teachers regularly check on pupils' progress in reading. Pupils who need extra support have additional daily sessions. This ensures pupils who fall behind catch up quickly.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. This helps them to successfully access the curriculum. The school accurately identifies pupils who need extra help. Staff regularly check that what they put in place meets pupils' needs. This helps pupils with SEND to make progress with their learning and achieve any individual targets that have been set for them.

Children in the early years settle well. The well-organised and stimulating learning environment helps children to follow the established routines well. Children behave sensibly when working independently, both with their peers and with an adult. They remain focused and show sustained concentration. Children talk to adults confidently about their learning. Adults use these opportunities to develop children's speech, vocabulary and early mathematical skills. Children are well cared for, and relationships between staff and children are positive.

The school has high expectations of pupils' behaviour. Rewards encourage pupils to behave well. Occasionally, when a pupil's behaviour falls short of expectations, they are supported well to correct this. In lessons, pupils listen attentively and work cooperatively. At social times, pupils enjoy the range of activities offered in the playground. Recently appointed equipment leaders are proud of their role in helping younger pupils to play together sensibly.

The school provides a wide range of activities that support pupils' wider development. Pupils increase their knowledge of the world and their local area. Visits are planned to ensure pupils have experiences they may have not had before. For example, pupils visit the seaside, make a dessert or take a trip on a boat.

The school has persevered to improve pupils' attendance. Most pupils attend school every day and on time.

Staff have many opportunities to develop their teaching. Leaders and governors ensure that new initiatives are manageable. They give subject leaders time to review and develop their subjects. These opportunities improve the school while having a positive impact on staff workload and well-being. Governors have an accurate view of the school's strengths and areas for development. Staff are eager to make the school even better.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a small number of subjects, the curriculum plans do not detail exactly the knowledge that should be taught. This means that pupils do not learn important knowledge as teaching is less effective at building on what pupils have learned before. The school should ensure that all curriculum plans identify precisely the knowledge that pupils should know and how this builds over time, so that teachers implement the curriculum highly effectively in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	114742
<b>Local authority</b>	Essex
<b>Inspection number</b>	10294935
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jenna Hopkins
<b>Headteacher</b>	Hannah McCann
<b>Website</b>	<a href="http://www.gosbecks.co.uk">www.gosbecks.co.uk</a>
<b>Date of previous inspection</b>	15 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- There is a breakfast club run by the school on site.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders, representatives from the governing body, a representative from the local authority and other staff.
- The inspector carried out deep dives in: early reading, mathematics, computing and science. For each deep dive, the inspector held discussions about the curriculum,

visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector heard pupils read to a familiar adult.

- The inspector observed pupils' behaviour in lessons, around the school, at playtime and lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety, including when they access outdoor learning.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the record of recruitment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding.
- The inspector considered responses to Ofsted's online questionnaire for staff and Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility. The inspector also talked to parents in the school playground.

### **Inspection team**

Ahson Mohammed, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024