

Inspection of Gosforth Park First School

Granville Road, Gosforth, Newcastle-upon-Tyne, Tyne and Wear NE3 5JQ

Inspection dates:	13 to 14 May 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Gosforth Park First School are exceptional ambassadors for their school. They greet staff and visitors with warmth and enthusiasm. Pupils exemplify the school's inclusive 'no outsiders' ethos. A carefully crafted approach to pupils' wider development gives pupils every opportunity to develop deep and meaningful relationships with staff and with one another. As a result, pupils of all ages embody the school's motto of 'together we make a difference'. Pupils discuss what this means with eloquence and understanding.

The school has high expectations for all. Pupils and staff meet these expectations across all areas of the school's work. Skilled and caring staff give pupils every chance to succeed academically and socially. Pupils achieve exceptionally well.

Pupils make highly positive contributions to the school's caring environment. They demonstrate respect, tolerance and empathy towards one another. As a result, behaviour across school is exemplary. Well-trained staff ensure that pupils are safe.

Parents and carers are overwhelmingly positive about the school. They are an integral part of the school community. Parents' comments, including how the school 'feels like a family' and of children who 'love going to school', reflect the findings of the inspection team.

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

Leaders across the school have crafted an exceptional, bespoke curriculum that excites, engages and meets the needs of its pupils. At its heart are the 'four Cs' of confidence, creativity, community and challenge. The meticulous way in which the curriculum has been designed is matched in how well it is implemented. Highly-skilled staff ensure that lessons are purposeful and memorable. Checks on learning are effective in identifying and addressing any gaps. The exceptional quality of the school's education provision enables pupils to produce work of a superb standard.

Children in early years get a very strong start to their education. Knowledgeable staff support children effectively so that they become resilient, independent and confident learners. Staff expertly promote children's understanding of number, language and vocabulary. Children then use this knowledge and vocabulary in their independent learning. For example, children in nursery accurately count the number of scoops of bicarbonate that go into their 'volcano'. They then describe an 'eruption that's getting bigger'. Others mix primary colours to create nuanced shades of secondary colours. Children are very well prepared for the next stage of their education.

This deep and thoughtful learning continues in year 1 and beyond. For example, older pupils' work and oral feedback show a deep understanding of how discrimination has affected people over time. They make meaningful links between attitudes in Nazi Germany during the Second World War, the civil rights movement in America and

apartheid in South Africa. Other pupils study Henri Rousseau. They then create their own high-quality artwork, inspired by Rousseau's work, using appropriate techniques.

Pupils at the early stages of learning to read develop a strong, secure base of phonics knowledge. Staff support those who may need some additional help to keep up. As a result, pupils' achievement is high. They become fluent and confident readers.

The support for pupils with special educational needs and/or disabilities (SEND) is a significant strength of the school. Staff swiftly and accurately identify pupils' needs. The provision for these pupils has notable impact on their academic and personal development. Parents are very complimentary about the school's provision for pupils with SEND. This is wholly deserved.

The learning environment in classrooms is very positive. Pupils' focus is remarkable. Behaviour is not an issue. Where a very small number of pupils struggle with their emotions from time to time, staff provide sensitive and effective support. Attendance is high. Leaders are unwavering in their pursuit of improving attendance even further. Their actions to secure these improvements mean attendance continues to be impressively high.

The school's work to support pupils' wider development and preparation for life in modern Britain is exceptional. Their respect and tolerance for those with any perceived difference is very well developed. They demonstrate remarkable maturity when talking about equality. Pupils develop a strong sense of morality and spirituality. They benefit from opportunities for responsibility, including roles as school councillors and playground leaders. Educational visits enhance the academic curriculum and deepen pupils' understanding of their learning. The way in which the school support pupils' understanding of mental health is exemplary, as is the support for mental well-being across the school.

Leaders make decisions with pupils' best interests at heart. There is a clear focus at all levels on ensuring that pupils get the best possible provision. Staff development is also a high priority. Leaders engage effectively with staff to ensure they are well supported around workload and well-being. Highly skilled governors expertly probe, challenge and support leaders.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	108442
Local authority	Newcastle upon Tyne
Inspection number	10370353
Type of school	First
School category	Foundation
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair of governing body	Steve Collins
Headteacher	Leanne Lamb
Website	www.gosforthpark.newcastle.sch.uk
Dates of previous inspection	4 and 5 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school is a member of the Gosforth Schools Trust. This is not a multi academy trust, but a collaborative partnership of eleven schools across Newcastle-upon-Tyne.
- Wraparound childcare on site, under the management of the school, has replaced childcare that had been provided by an external company.
- Significant refurbishment has taken place on the school site since the previous inspection. The school has also expanded into adjacent premises that were vacated by the previous occupier.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other senior leaders, school staff, members of the governing body, the school's achievement partner and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education (PE) and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work across a wider range of other curriculum subjects and spoke to more pupils about their learning.
- An inspector listened some pupils from Reception and Years 1, 2 and 3 reading to a familiar adult.
- Inspectors conducted learning walks in the nursery and Reception provisions.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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 that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with some parents at the end of the school day.
- The inspectors considered the responses to Ofsted's staff questionnaire, including the free-text comments.

Inspection team

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His Majesty's Inspector

Jo Warner

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