

# Inspection of a school judged good for overall effectiveness before September 2024: Gossops Green Primary

Kidborough Road, Gossops Green, Crawley, West Sussex RH11 8HW

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Inspection dates:

17 and 18 June 2025

## Outcome

Gossops Green Primary has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Sarah Dunne. This school is part of The Collegiate Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Soumick Dey, and overseen by a board of trustees, chaired by Vernon Rapley.

## What is it like to attend this school?

Pupils thrive in this joyful, caring and ambitious school. The school's values of respect, resilience and responsibility permeate throughout the happy and purposeful classrooms. Expectations for learning and behaviour are unapologetically high for all. Pupils learn to care for others and their environment, leading to excellent behaviour in lessons and when playing outside.

Pupils achieve well in this school, in spite of a dip in 2024 key stage 2 published test outcomes. Pupils develop and apply reading, writing and mathematical skills with confidence, accuracy and success. Pupils with special educational needs and/or disabilities (SEND) achieve highly. This is as a result of staff's skilful adaptations in teaching the curriculum and their extensive pastoral support for pupils.

The support for pupils' character development is a strength of the school. Pupils demonstrate strong understanding of equity. They debate moral dilemmas, listen to the views of others, celebrate diversity and stand up against prejudice in the world. The school's work on mental health is transformative for pupils. The school's pupil 'mental health ambassadors' and 'change champions' play a significant role in promoting positive well-being and emotional welfare. Pupils appreciate the nurturing support from expert staff. This school strives to find the best in everyone. Leaders are tireless in their efforts to ensure that all pupils benefit particularly well from a rich range of trips, clubs and sport and music opportunities.

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

In Reception, staff quickly identify the needs of children and work with families to put help in place. The collaborative communication with parents and carers is highly effective. As a result, children make a confident and happy start in early years. They rise to the high expectations of staff while learning new vocabulary and skills. Support for pupils' reading is high quality. As they move through the school, pupils develop fluency, comprehension and a love for reading.

Pupils with SEND are identified swiftly. Staff thoughtfully provide visual prompts and physical resources and use well-designed strategies to support pupils' learning. Classrooms are inclusive and adaptable to help pupils to overcome any obstacles. As a result, pupils with SEND achieve well.

Teachers' subject knowledge is secure across the school's broad and aspirational curriculum. The trust regularly strengthens this with ongoing training opportunities. The school has designed every subject with precise knowledge and skills. Staff support pupils to use key language to recall, explain and extend their learning. In mathematics, pupils learn to apply concepts and methods to solve problems adeptly. Pupils' writing shows accuracy, skill and ambitious vocabulary across a range of styles. Pupils produce high-quality work across the curriculum. This is demonstrated in subjects including Spanish, where pupils learn new words and communicate them using impressive pronunciation. The school has prioritised the use of effective feedback to identify and address pupils' misconceptions. Staff frequently check for understanding and then adapt activities to support pupils to learn and recall essential content.

In some subjects other than mathematics and English, occasionally, learning activities do not consistently match the high ambition of curriculum aims. This means that a small minority of tasks do not always help pupils to develop a strong understanding of key concepts. This prevents them from achieving highly across the whole curriculum.

There is a sense of calm, caring and purposeful learning throughout the school. Behaviour is highly positive from early years to Year 6. Relationships are nurturing and warm. When pupils need extra help, nurture support is transformative. Staff help pupils to make positive improvements in their behaviour. As a result, learning is not disrupted. Leaders' efforts to reduce persistent absence since the pandemic have been highly successful. This means that pupils attend school regularly.

The school's provision for pupils' personal development is exceptional. Pupils acquire a strong understanding of healthy relationships and diversity. They learn to be thoughtful, responsible, respectful and aspirational. Pupils develop an extensive awareness of how to stay safe. The school promotes this through well-designed curriculum activities, such as when pupils analyse how to mitigate risks to their well-being, safety and reputation. This prepares pupils well for secondary school and life in modern Britain. A healthy eating community project, in partnership with a commercial food manufacturer, brings parents together with their children to learn about and prepare healthy meals. Families appreciate how the school 'goes above and beyond' to address pupils' anxieties. The school gives all

pupils a voice. This teaches them to help others, supporting peers through active citizenship. Recently, pupils researched, designed and led an age-appropriate assembly about international conflicts, for example. Inspirational visitors to the school encourage pupils to be ambitious about future careers.

Leaders at all levels show compassion, dedication and diligence. Staff morale is buoyant, with no concerns about well-being or workload. Trustees and governors provide highly effective support and challenge to the school. They fulfil their duties with expertise and rigour. Leaders put pupils' best interests at the centre of everything they do.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Occasionally, the work given to pupils does not fully meet the ambitions of some aspects of the wider curriculum. This can prevent some pupils from developing a deep understanding of key concepts, knowledge and skills. The school and trust should ensure that the design of lesson activities supports pupils to achieve highly across the whole curriculum.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in September 2019.

## 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>	143635
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10341826
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	598
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Vernon Rapley
<b>CEO of the trust</b>	Soumick Dey
<b>Principal</b>	Sarah Dunne
<b>Website</b>	<a href="http://www.gossopsgreen.org.uk">www.gossopsgreen.org.uk</a>
<b>Dates of previous inspection</b>	17 and 18 September 2019, under section 5 of the Education Act 2005

## Information about this school

- This school is part of The Collegiate Trust.
- There is a daily breakfast club and an after-school club, led by school staff.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the principal, deputy principal, assistant principals, SEND coordinator, subject leaders, trust leaders (including the CEO), teachers and support staff.

- The inspector met with the chair of trustees and two members of the governing body, including the chair of governors.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work. They discussed and evaluated pupils' work across a range of subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the responses to the pupil and staff surveys and spoke to a range of pupils and staff to learn their views about the school.
- The inspector spoke to parents before school and took account of responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Scott Reece, lead inspector

His Majesty's Inspector

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Piccadilly Gate  
Store Street  
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