



Gossops Green Primary School

Inspection Report

Unique Reference Number 133970
LEA West Sussex
Inspection number 282406
Inspection dates 1 December 2005 to 2 December 2005
Reporting inspector Derek Watts RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Kidborough Road
School category	Community		Gossops Green
Age range of pupils	4 to 11		Crawley RH11 8HW
Gender of pupils	Mixed	Telephone number	01293 525449
Number on roll	503	Fax number	01293 538344
Appropriate authority	The governing body	Chair of governors	Mr Ray Topple
Date of previous inspection	Not applicable	Headteacher	Mr John Clabon

Age group 4 to 11	Inspection dates 1 December 2005 - 2 December 2005	Inspection number 282406
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Gossops Green is much larger than most primary schools. About 72% of pupils are from a white British background. The remainder are from a range of other ethnic backgrounds with Pakistani and Indian being the other main ethnic groups. For about 11% of the school's pupil population, English is an additional language and a few pupils are at an early stage of English language acquisition. The number of pupils eligible for free school meals is above average. Children's attainment on entry to the Reception class is below average and the proportion of pupils with learning difficulties and disabilities is broadly in line with the national average. The school was formed in September 2004 after the reorganisation of schools in Crawley. Pupils and staff from Gossops Green First and Middle schools formed the new primary school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school rates its effectiveness as satisfactory and this is the finding of the inspection team. As a result, Gossops Green Primary School provides satisfactory value for money.

The challenges of amalgamation and other factors have contributed to underachievement in English and mathematics by last year's Year 6 pupils. However, the leadership team recognised this underachievement and has taken swift and effective action to address it. All groups of pupils, including higher attainers, those with learning difficulties and those with English as an additional language, are now achieving satisfactorily. Teaching is satisfactory overall. Children in Reception achieve well and most are likely to reach the standards expected for their age by the end of Reception.

Pupils' care, guidance and support are good. The new school is very well regarded by the parents and receives good support from them. These factors contribute to pupils' personal development and well-being being good. Throughout the school, pupils display positive attitudes to learning and behave well. The relationships between pupils and between pupils and adults are good and pupils willingly take on responsibilities. The curriculum is enriched by a very good range of additional activities and these contribute well to pupils' enjoyment and achievement.

The headteacher and senior leadership team are enthusiastic and possess numerous strengths. Effective systems for assessing and tracking pupils' performance have been introduced. Clear systems for monitoring and evaluating the school's performance have been implemented, particularly the monitoring of teaching and learning. The governing body is effective. Members are supportive and suitably challenging. The school's capacity to make further improvements is good.

What the school should do to improve further

- Continue to raise achievement in English and mathematics as identified in the school's development plan.
- Increase the amount of good teaching and learning through the school's system of monitoring and developing teaching.
- Senior leaders should remain focused on raising pupils' achievement and improving teaching and learning.

Achievement and standards

Grade: 3

Pupils are achieving satisfactorily overall. Improved teaching and assessment procedures are raising pupils' achievement after some underachievement by last year's Year 6 pupils. Children's attainment on entry to Reception is below average. Children in Reception get off to a good start and make good progress in all areas of learning.

The school's first national test results in 2005 were disappointing in both Year 2 and Year 6. In Year 2, results were below average overall and in Year 6 they were well below average in English and mathematics and below average in science. However, last year's Year 2 had a higher than usual proportion of pupils with learning difficulties and this

contributed to these below average results. In Year 6, the school fell short of its targets and the value added data indicated significant underachievement in English and mathematics. A number of factors contributed to the low results and underachievement in last year's Year 6, including building work and refurbishment, causing disruption to pupils' learning. In addition the formation of the new school resulted in several teachers teaching in unfamiliar year groups and a significant number of pupils joined the Year 6 from other schools straight into Year 6.

The senior leadership team swiftly recognised the underachievement and have taken effective action to address it. For example, senior teachers are providing highly effective teaching in English and mathematics and effective systems for assessing and tracking pupils' progress have been introduced. Pupils in the current Year 6 are on course to reach the challenging targets set for English and mathematics in the National Curriculum tests due in 2006. Overall the standards in Year 6 are now broadly average in English, mathematics and science.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development and well-being are good. Pupils enjoy school and are friendly and welcoming to visitors. They talk with interest about their favourite subjects and the many additional activities available. Attendance levels are satisfactory. Behaviour is good in lessons and around school. Pupils work and play well together and there are very few instances of anti-social behaviour. They are confident that they can turn to an adult for help if needed. Pupils have a good sense of being part of a community; one pupil commenting on the reorganisation said, "We work together much better".

Members of the School Council are keen to take on responsibility and make valuable contributions to improving the school environment, resources and behaviour. Pupils raise money for charities through activities such as termly table-top sales. Pupils are also involved in other community projects, such as the local music festival, sporting activities and floral displays. The school's promotion of sport and the performing arts increases pupils' confidence and social development well. Pupils' different cultural backgrounds are valued and celebrated. They develop a clear understanding of different faiths.

Pupils understand the importance of a healthy lifestyle through developing good eating habits and participating in the wide range of outdoor and sporting activities provided during the year.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. While in the school there are examples of good and even outstanding practice, this is not consistent across the school. Most pupils

are making satisfactory progress in their learning. In the best lessons, teachers are lively and enthusiastic. They use challenging questioning and effective explanations to promote pupils' learning. Pupils respond well and have good opportunities to discuss the work and share their ideas with others. Tasks are well matched to pupils' needs and extra challenges are introduced to extend pupils' knowledge and skills. Pupils are productive and the lessons maintain a good pace. Where teaching is satisfactory but less effective, expectations and the pace of lessons are not as high. Furthermore work is not always sufficiently matched to pupils' attainment and as a result they are not suitably challenged.

The new assessment procedures introduced in September are detailed and provide clear information about pupils' individual attainment. Teachers are beginning to use this information well to plan the next stages of learning and set individual learning targets. Early signs indicate improvements in teachers' planning and pupils are more involved in self-assessment.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. National guidance has been used well to revise the planning of the curriculum for a primary school. The improved curriculum is recent and is beginning to contribute to raising achievement. The curriculum promotes the development of important skills, including healthy lifestyles and personal safety. Other effective changes made to raise pupils' achievement include extra time being allocated for mathematics and setting arrangements in English and mathematics in Year 6, where pupils of similar abilities are taught together. A very good range of popular clubs and activities successfully develops pupils' interests and skills. These include sporting, creative, musical and modern technology experiences. For example, during the inspection, 70 pupils attended a well tutored guitar club. Visitors to the school provide clear information about various aspects of their work and the community. Educational visits further enrich the curriculum and increase pupils' knowledge in areas such as history, the creative arts, different religions and other cultures.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Effective induction procedures ensure that children in the Reception classes make a confident start to school. Child protection arrangements are well established and vulnerable pupils are identified early and given good support within school. The school's 'Golden Rules' and reward systems are effective in promoting positive attitudes and behaviour. Provision for pupils with learning difficulties and those for whom English is an additional language is well organised and effective. The school makes good use of external agencies to help pupils with specific difficulties and to support parents. Pupils are given clear guidance and support in their personal and social development. For example in a Year 4 lesson, pupils explored developing relationships and avoiding conflict. Clear and relevant targets are set for each child in English and mathematics and pupils are aware of their targets and

know what they are aiming for. Parents are given good information to enable them to support their children's learning. Recent improvements to the accommodation have provided a safer and more attractive learning environment.

Leadership and management

Grade: 3

The school rates leadership and management as good but the inspection team has judged them to be satisfactory. There are clear strengths in the leadership and management. The headteacher has a good vision and brings considerable experience to the post. He is well supported by two deputy headteachers. This senior leadership team is enthusiastic, high profile and has risen to the challenges of forming a new school from two different organisations. Staff are now working together well and keen to develop their skills. In addition, good partnerships have been established with parents who hold the new school in high regard. This is evident from the significant increase in pupil numbers during the past year. However, a lack of emphasis on teaching and learning by senior leaders did result in some underachievement by last year's Year 6 pupils. This underachievement was recognised quickly and effective action taken so that all pupils are now achieving satisfactorily. The school has effective procedures for monitoring its performance, such as the quality of teaching, and its ratings are generally in line with those found by the inspectors. School development planning is now clearly focused on raising achievement in English and mathematics and improving the quality of teaching. Senior staff are leading by example by providing outstanding lessons.

The governors are experienced, supportive and have been challenging about the recent underachievement of pupils in national tests. They have also made a significant contribution to the development of the new school. As governors correctly commented, "This is not a complacent governing body and we do not make excuses".

With a strong senior leadership team, a more settled staff and most of the building programme completed, the school's capacity to improve further is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Gossops Green Primary School Kidborough Road Gossops Green Crawley RH11 8HW

3 December 2005

Dear Pupils

Thank you so much for welcoming us into your school and for showing us your work. We enjoyed talking to you. We would like to tell you what we found out about your school.

The things we were particularly pleased with are:

- You like your new school and take part in activities well.
- Children in Reception have settled in well and are making good progress.
- The system of setting targets is helping your progress in English and mathematics.
- You are friendly and well behaved.
- Your headteacher and staff make sure you are safe and well cared for.
- There is a very good range of clubs and visits, which you clearly enjoy.

There are a few things that we think could be improved:

- Many of you could make more progress in English and mathematics and your teachers are working on this.
- Sometimes your teachers could make sure that work is not too easy or too hard for you.

Finally, thank you once again for all your help. We wish you well in the future.

With kind regards

Derek Watts

Lead inspector and the team of inspectors