

# Gosford Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	103643
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308370
<b>Inspection dates</b>	29–30 January 2008
<b>Reporting inspector</b>	Rodney Braithwaite

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	365
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen McKay
<b>Headteacher</b>	Tricia Wilkinson
<b>Date of previous school inspection</b>	19 May 2003
<b>School address</b>	Humber Avenue Coventry CV1 2SF
<b>Telephone number</b>	02476 223281
<b>Fax number</b>	02476 559627

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Gosford Park Primary School has an above average number of pupils for a primary school. The proportions of pupils from minority ethnic backgrounds and pupils who speak English as an additional language are both above average. The proportion of pupils who attend school for a short time is much higher than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Gosford Park Primary School provides a satisfactory education for its pupils in a caring, safe and lively environment. Pupils from many backgrounds and faiths coexist happily together, enjoy going to school, and have very good relationships with their teachers. Parents are made equally welcome and praise the staff greatly for the quality of education, care and safeguarding provided for their children. They are appreciative of the school's provision of workshops to help them understand the education of their children.

Standards when the pupils leave the school are average in English, and below average in science and mathematics, but are improving. Most pupils, including children in the Foundation Stage, make satisfactory progress. The increasing number of pupils with English as an additional language make good progress in their learning of English. Pupils with learning difficulties and/or disabilities make satisfactory progress. A few more able pupils in Years 1 to 5 could do better, especially in mathematics. Since the last inspection, the school has shown good improvement in several identified areas. These include raising attainment in information and communication technology (ICT), considerable improvement to curriculum provision, which is now good, and many more opportunities for pupils to improve their literacy skills. Rigorous and accurate school self-evaluation, led strongly by the headteacher, has already brought sufficient improvement to indicate a good capacity to improve further.

Pupils enjoy their many learning opportunities, especially visits to places of interest, and the several residential weekends the school provides. They understand the need to lead a healthy lifestyle, are keen to take responsibility, and are proud of their contributions to charities, the local community, and to the school through the school council. They behave very well and are always willing to talk about their learning to adults. They are being prepared satisfactorily for their future lives. Teaching is satisfactory throughout the school, including the Foundation Stage, and good in Year 6, where all pupils make good progress. Teachers are caring, and work well with classroom assistants, to provide for the many needs of the pupils. They do not, however, consistently extend the learning of a few of the more able pupils. This is because they do not always use their considerable assessment data to plan for the individual needs of all pupils. Consequently, not all of them receive sufficient challenge in their work. Guidance through marking is also inconsistent.

Pastoral care and guidance are very good, and the school has good quality partnerships with other organisations such as social and health services, universities and several local authority support units. The headteacher and deputy headteacher have clearly identified priorities for improvement. These include the continued development of the roles of subject and phase leaders, who are now much more involved in monitoring and in setting realistic and challenging but achievable targets for all learners.

## Effectiveness of the Foundation Stage

### Grade: 3

Children enter the school with skills and knowledge below the expectations for their age, particularly in language skills. Nearly half of new entrants last September had very limited or no knowledge of English. Children make satisfactory progress in all areas of learning, except in personal, social and emotional development, where they make good progress. There is a good induction programme, including home visits, so children settle quickly into school. Good

relationships are established with parents who are encouraged to come into the classroom to help. Adults create a caring and secure environment and, as a result, children enjoy coming to school. Children behave well because all adults have consistently high expectations of good behaviour. Adults encourage children to become independent but also give them just the right amount of help. The Nursery class in particular provides children with a good range of stimulating and interesting activities, which develop all areas of learning very positively. In the Foundation Stage, the introduction of structured phonic teaching is helping to improve children's reading and writing skills. Occasionally in Reception, tasks are rather mundane and children tend to drift from one activity to another. Teaching is satisfactory generally and often good in the Nursery. There is a well-resourced and secure outdoor area which enhances the strong encouragement for children to have a healthy lifestyle. The quality of leadership and management in the Foundation Stage is satisfactory. It has been helped by good support from the headteacher and the local authority.

### **What the school should do to improve further**

- Raise standards and achievement consistently across the school in mathematics, particularly those of more able learners.
- Ensure that all teaching is highly challenging and takes account of the individual needs of pupils.
- Improve the use of assessment data and marking so that all pupils understand how they are doing, and how they can improve.

## **Achievement and standards**

### **Grade: 3**

Pupils continue to make steady progress after the Foundation Stage through Years 1 to 5. In Year 6, they make good progress because of consistently good teaching. By the end of Year 2, standards are slightly below average, in reading, writing and mathematics. This is an improvement after three years of declining standards. The school has taken vigorous action and is succeeding in raising standards and progress in Years 1 and 2. . In 2007, standards were below average in mathematics (continuing a trend of several years) and science, and average in English. Few pupils in Year 2 reached above average standards in any subject. In Year 6 there was an improvement in pupils reaching above average standards in 2007. The introduction of intensive support for pupils, with the help of the local authority, has led to continued improvement and a number of pupils in Year 6 especially are working at levels above the average in all subjects. This is not yet consistent across the school, however, and a few of the more able pupils are not yet reaching their potential. The increasing number of pupils with English as an additional language make satisfactory progress overall, and good progress in their English learning. Pupils with learning difficulties and/or disabilities make satisfactory progress. Almost half of the pupils in the school entered after the Foundation Stage, and in the present Year 6, less than half of the pupils have been in the school since the Nursery. The school understands their needs well and makes good provision for them, helping most of them to make satisfactory progress, whatever their previous education.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being, including spiritual, moral, social and cultural development, are good. Pupils like school and enjoy their learning. Attendance is improving, and compares

favourably with similar schools, although it remains below average. The school has successfully introduced several new procedures, such as the 'walking bus', which have encouraged much better attendance recently. Well-planned assemblies, religious education and personal, social and health education (PSHE) lessons enable pupils to develop strong moral values and an understanding of, and empathy for, different cultures. Pupils value the extensive range of enrichment opportunities, including residential visits which effectively develop their ability to work in teams and show independence and initiative. A large number of pupils represent the school community by taking part in team sports and drama productions. Pupils are supportive of each other and organise many fundraising activities to support a wide range of local and international charities. School council representatives take their responsibilities seriously. Their sensible suggestions are acted upon by the school, such as for the provision of more outdoor equipment. Pupils are polite, well behaved and friendly. They say they feel very safe and any personal problems are dealt with quickly and effectively. Pupils know how to lead healthy lifestyles. They eat healthy foods, drink lots of water and take regular exercise. They understand the dangers of drugs and smoking. Standards achieved, combined with positive attitudes to learning, prepare pupils satisfactorily for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils make steady progress in their learning in Years 1 to 5 and good progress in Year 6, where teaching is consistently good and challenging to all learners. Teaching and learning are satisfactory in the Foundation Stage. Relationships between teachers and pupils are very good in all classes, and teachers encourage good enjoyment of learning by providing a wide range of curriculum opportunities, both in and out of school. Well-trained teaching assistants work effectively with teachers and make a positive contribution to learning, especially with the many pupils new to the school, and those with English as an additional language. Although some classrooms are very small, all teachers are well organised and manage their classes calmly. A few more able pupils in Years 1 to 5 do not learn as well as they could, because there is not yet a consistency of high challenge in the teaching, especially in mathematics. Although assessment data is comprehensive, teachers do not always use it effectively enough in planning for the individual needs of this group of pupils. Teachers are successfully improving the speaking and listening skills of their pupils by encouraging them to talk about and explain their learning to each other and their class.

### **Curriculum and other activities**

#### **Grade: 2**

Provision for the curriculum is good. The deficiencies identified at the last inspection have been much improved, especially in ICT. The school arranges for some gifted and talented pupils to extend their learning at local secondary schools and through additional activities organised for them by the school, for example 'Cov Cool Kids'. The school has worked hard to combine subjects to make learning more enjoyable and relevant, and pupils' enthusiasm shows this has been successful. The curriculum is well adapted for pupils with learning difficulties and/or disabilities, or who are at the early stages of acquiring English. Pupils particularly enjoy focussed subject days and weeks, for example the recent 'Arts Week', which allowed them to experience challenging and exciting activities. An extensive range of visits and visitors makes learning more interesting and enjoyable. Pupils are given frequent opportunities to contribute to the

community. Well-planned PSHE lessons ensure pupils are fully aware of health and safety issues. The good provision for social and emotional learning has had a very positive effect on behaviour. Good links exist with the local community and secondary schools, giving pupils opportunities to enjoy activities in music, sport and physical education.

## **Care, guidance and support**

### **Grade: 3**

The welfare of the pupils is central to the work of the school. There is a very caring and supportive ethos, which results in happy, well-motivated pupils who enjoy school. Support for vulnerable pupils and those with learning difficulties and/or disabilities is good. Parents appreciate the help they receive. Pupils at an early stage of acquiring English as an additional language are well supported, as are those who are new to the school or returning after a prolonged absence. Looked after pupils are well cared for because of the school's good home-school links. Teaching assistants are knowledgeable and many have attended specialist courses so they can more effectively help the children. Rigorous procedures are in place to ensure the safety, security and health of the pupils.

Academic guidance is satisfactory. Pupils have learning targets which are regularly reviewed. However, these are not always sufficiently individualised and teachers do not always consider these when planning their lessons. Although marking is frequent and accurate, it does not always recognise what pupils have done well or tell them how to improve. Pupils are not yet sufficiently involved in the self-evaluation of their own work.

## **Leadership and management**

### **Grade: 3**

The headteacher is very clear in the direction the school must take in order to raise standards and achievement, especially in mathematics, and is leading strongly the strategies for their improvement. This also includes maintaining the high standards of care and safeguarding already in the school. Through extensive monitoring with the competent deputy headteacher, she has an accurate view of the strengths and weaknesses of teaching and learning in the school. Since the last inspection, there has been good improvement in the contribution to leadership and management of subject and phase leaders. All are far more involved in their management roles and have eagerly accepted greater ownership and accountability for their responsibilities. This has helped considerably in the promotion of improved standards in the current school year. The school recognises, rightly however, that the full effect of these changes is still to be felt, as the teams develop further. Leaders are clear that the shared development of effective monitoring is essential to ensure consistently challenging teaching, and have already initiated more effective practice.

Leaders have realised that the challenging targets set in the past for pupils have not always been realistic, and consequently neither targets nor predictions for attainment have been met. The school has reviewed them, and they are now being reached far more consistently. The school's self-evaluation is good, and identifies accurately and in detail priorities and how they will be managed. Inclusion is strongly promoted in most respects, but is not fully effective, because a small number of pupils could do better. The governing body is very supportive, and has a sound understanding of the strengths and weaknesses of the school. It is learning to challenge and question the leadership about progress more than it did in the past.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

31 January 2008

Dear Pupils

Inspection of Gosford Park Primary School, Coventry CV1 2SF

I would like to thank all of you, on behalf of my team, for making us so welcome to your school. You were all very helpful and polite, showing us around and talking about what you do. We are pleased you like school so much, even if you have not been at Gosford Park very long. We think many of you do really well to learn to speak English so quickly, with the help of your school friends. You all get on very well with each other and with the adults in the school. We were impressed with the fundraising you do, and with the visits you have and enjoy so much. You also do a lot for the school, especially through your school council. Your parents are very pleased with the school, and with the way the school tries to help them to help you.

Teachers encourage you to behave very well, which we think you do. They, and all the other adults, care for you really well, and it is good that you feel so safe and have people to help you when you have problems. We think you do quite well in most of your work, but you could probably do a little better in maths. We have asked your teachers to give some of you work that challenges you more, as many of you have in Year 6. We also think it would be helpful if you have a better idea about how you are doing, and how your work can get better. Some of your teachers are already helping the headteacher and deputy headteacher to make sure you do as well as you can, and you can help by telling them more about what you think you can and cannot do.

Your school has improved in many ways and we think that with your help it is going to get even better, and quickly. You work and play in a happy place, and have many friends. Just think what it will be like when all those new classrooms are finished. Good luck and work hard!

Yours sincerely

Rod Braithwaite Lead inspector