

Goxhill Primary School

Inspection report

Unique Reference Number	117737
Local Authority	North Lincolnshire
Inspection number	312688
Inspection date	3 July 2008
Reporting inspector	Eric Jackson

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	244
Appropriate authority	The governing body
Chair	Mr Mike Gathercole
Headteacher	Mr Andrew Jackson
Date of previous school inspection	1 June 2004
School address	Goxhill Northend Barrow-upon-Humber DN19 7JR
Telephone number	01469 530743
Fax number	07006050391

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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of provision in the Foundation Stage
- pupils' progress in mathematics
- the pupils' personal development and well-being, and the effectiveness of the care, guidance and support offered to them.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate. Evidence was gathered from observation of lessons, scrutiny of documentation, discussions with senior leaders, teachers and support staff, pupils, governors and parents. Parents' views as reflected in the Ofsted questionnaire were also considered.

Description of the school

This is an average sized village school that draws its pupils from a fairly wide area. Almost all the pupils are of White British heritage, with very small numbers of pupils of mixed heritage, almost all of whom speak English as their first language. Pupils' socio-economic circumstances vary widely, but are broadly average overall. The percentage of pupils taking free school meals is below average. The proportion of pupils identified with learning difficulties and/or disabilities is below average, but there is an above average proportion with a statement of their special educational need. The school provides a wide range of extended services that have been inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspection findings confirm the school's view that its provision is good with some outstanding features. The pupils' personal development and well-being, and the quality of care, support and guidance provided for them are both outstanding. The school has improved strongly since its last inspection, including in the Foundation Stage, as a result of the headteacher's excellent leadership, supported very well by other senior leaders. The extended provision is of high quality, and is valued and welcomed by both parents and pupils. Parents overwhelmingly support the school, one summarising other comments in writing that it is 'a forward-looking school whose atmosphere promotes learning.' Pupils like the school and praise its high quality of care and the interesting learning activities prepared for them. Attendance has improved well to above average levels, and this also supports pupils' good progress.

Standards and achievement have risen well year on year by the end of Year 6 in national tests in the core subjects of English, mathematics and science. Since being in the lowest 25% in 2005, they rose to be significantly above average in 2007. This impressive progress is due to determined and focused improvement in the quality of provision, particularly in good teaching and learning, the inside and outside environment, and general resources. A key feature of the improved progress is in the excellent guidance and support available. Pupils know clearly what they need to do to improve, and talk with understanding about their learning targets. Those pupils identified as having special gifts or talents and those with learning difficulties and/or disabilities are challenged very effectively to make accelerated progress towards their learning goals. For example, a group of pupils identified as needing extra support at the end of Reception last year have received this in Year 1, and have made good progress. Pupils' excellent behaviour and attitudes to learning also add to this improved achievement. All pupils, including those from minority ethnic backgrounds, are very well prepared for the transition to high school, and for their future lives.

Pupils' progress in mathematics was identified through the school's comprehensive and effective monitoring system as a comparative weakness last year, particularly for the more able in Years 1 and 2. Measures put in place immediately have ensured that progress in mathematics across the school now matches the good progress maintained in other core subjects this year. The proportion of pupils reaching above average levels by the end of Year 2 has doubled, representing good progress and achievement. There is also an effective concentration on information and communication technology (ICT), using good resources across the school.

The school rightly judges pupils' personal development and well-being to be outstanding. Staff ensure that pupils are safe and extremely well cared for. All required safeguarding and child protection measures are in place. Pupils contribute very well to their own well-being by embracing the school's philosophy that only the best will do. Pupils' spiritual development is good. They are articulate and passionate ambassadors for what the school offers them, saying:

- the behaviour policy is sensibly tolerant and there is no bullying
- learning is exciting in a good learning environment
- the teachers make lessons fun 'without going over the top'
- there is always plenty to do outside school times, including a great residential.

Pupils cooperate with others in their learning outstandingly, working in teams constructively, or discussing issues skilfully in pairs. Their views are heard through whole class council sessions, and they feel fully involved in the school's decision-making processes. Pupils' moral and social

development are outstanding. They act responsibly, making a good contribution to the school and wider community, and clearly enjoy their time here fully. Pupils understand and follow the school's excellent guidance on living healthy lifestyles, recognised in a Healthy School award. They choose healthy food options, and are enthusiastic participants in the many active and sporting opportunities available.

Alongside the good, and occasionally outstanding, teaching and learning, the staff have developed a good curriculum that covers all required subjects and areas of learning, and that focuses well on the core subjects. It is very well enriched through extended opportunities for learning beyond the classroom. The curriculum promotes pupils' good cultural development. For example, learning French with a native speaker is further developed culturally through links with a primary school in France. However, the staff realise that learning links between subjects using such skills as numeracy, literacy and ICT are not yet well enough developed. In line with national guidance, they are considering plans to further increase pupils' progress in all aspects of learning through a more cohesive and integrated curriculum.

Leadership and management are good overall. The leadership team's purposeful ambition and the clarity of direction for improvement make leadership itself outstanding. In the past three years, the sharp focus on improving pupils' achievement has been effective. The whole staff team have high expectations of themselves and the pupils. Senior leaders help other staff and pupils to meet these expectations by supporting and closely monitoring achievement and progress in all aspects of learning. The school's self-evaluation is accurate, founded in extensive and thoroughly assessed evidence. Governors also support and challenge the school well, making careful appointments and, with the headteacher, managing a tight budget skilfully. Excellent partnerships with parents, other local schools and the local community add value to the school's provision. The school runs smoothly day to day, and is well placed to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Nursery and Reception classes is good, representing good improvement. The setting is safe and secure so that children are well cared for. The learning environment has been skilfully adapted to support children across all the areas of learning both indoors and out. Leadership and management are good, ensuring good preparation for the implementation of new national requirements in September.

Children's level of development when they start Nursery is broadly typical for their age, though it covers a wide range. The staff carefully monitor children's progress and prompt them well to extend their skills and ideas through active play. Children really enjoy the wide variety of stimulating activities, such as learning about volcanoes. This helps them to make good progress so that this year almost all have achieved the levels expected towards the end of Reception, and a good proportion have exceeded them.

What the school should do to improve further

- Improve the curriculum by focusing it more on developing pupils' skills and understanding across subjects.

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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?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

6 July 2008

Dear Pupils

Inspection of Goxhill Primary School, North Lincolnshire, DN19 7JR

Thank you for your very pleasant welcome when I inspected your school. It was good to talk with so many of you about what your school is like. You will remember that my task was to check how well your school looks after you and helps you to learn. Many of your parents also wrote to me with their views. Please thank them for me as the information they and you provided was very useful in helping me to inspect your school.

You told me that your school was good, and that there were some exciting things going on there. I agree, and find Goxhill to be a good school with some outstanding features. One of its strengths is in how well your personal development and well-being are promoted. You get on very well together, behave superbly, and become skilled learners. The school, as you told me, ensures that you are safe and secure, and the staff make your learning enjoyable. I was impressed by how well you understand and use the Pupil End Targets to improve your skills and understanding.

There is also a wide range of extra things for you to do outside your usual lessons. You clearly value these, and Year 6 told me how much they had gained from the recent residential experience. There are also good things going on in school. I saw a boy in Reception skilfully scooting round the playground road like a Formula 1 driver and thought that your playground and field were very well adapted for you to play and learn well.

Your staff work hard to make sure that you achieve well, and they are going to work out ways to improve your achievement further. A key development will be in organising your learning by linking the development of skills such as literacy and ICT across subjects, so that it fits together more clearly and improves your progress. You can help by continuing to do as well as you can.

Thank you again for helping me. I wish you all a very good summer, with just enough rain and plenty of sunshine. For those of you going to high school, good luck in your future learning.

Yours sincerely

Eric Jackson

Lead inspector