

Goose Green Primary School

Inspection report

Unique Reference Number	132022
Local Authority	Southwark
Inspection number	315903
Inspection dates	3–4 March 2008
Reporting inspector	Sue Rogers

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	412
Appropriate authority	The governing body
Chair	Mr Robert Orr
Headteacher	Mr Stuart May
Date of previous school inspection	17 March 2003
School address	Tintagel Crescent East Dulwich London SE22 8HG
Telephone number	020 8693 3568
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school, serving pupils from a diverse multicultural community and the number of pupils of minority ethnic origin is much higher than the national average. The number of pupils who take free school meals is above average. Families move in and out of the area more frequently than is usual. Over a third of the pupils require extra support with English when they arrive.

The school holds the gold Active Mark for Physical Education, the gold Artsmark, the Basic Skills award and the Healthy Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that the school requires Special Measures, because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. Pupils do not make sufficient progress in their lessons and their personal development is inadequate. This is largely because much of the teaching in Years 1 to 6 is inadequate and the leadership's monitoring is not strong enough to ensure that teachers fully implement school policies correctly and consistently. Teaching is too inconsistent to arrest a decline in pupils' progress.

Children get off to a good start in the Foundation Stage but, from then on, they make unsatisfactory progress because there is too much inadequate teaching and not enough that is satisfactory or good. The children start Year 1 with skills and abilities that are typical for their age. They underachieve and too many do not reach the standards expected by the end of Years 2 and 6. Standards in mathematics are especially low.

The curriculum is satisfactory and leaders have provided the teachers with planning that is designed to ensure that they meet the needs of all groups of pupils. Assessment systems are in place. However, teachers vary in their ability to make secure assessments of pupils' current knowledge and skills and consequently do not always set tasks with the right level of challenge for all pupils.

Most parents who responded were happy with the school's performance. However, a few rightly expressed concerns about pupils' progress and behaviour and the care of pupils. Although the school has worked hard to liaise with outside agencies to support pupils who have emotional needs and behaviour difficulties, care of pupils is inadequate. Some pupils complain that they do not feel safe at school because they feel intimidated by others. They report that they are either too scared to tell the teachers for fear of further reprisals or find, from past experience, that their concerns will be ignored if they do so. The management of behaviour is too variable. Rules are not consistently enforced and systems are not clearly set up. Consequently, there is too much low-level disruption, which slows the pace of learning in some lessons. When teaching is slow and unengaging it also increases the levels of pupils' disaffection and passivity. Behaviour is unsatisfactory, because of this and because too many pupils move around the school with undue care and consideration for others, they run the risk of causing accidents. This, and pupils' weak social skills, indicates that social, moral, spiritual and cultural education are inadequate. Pupils do not learn enough of the necessary social skills that will help them to relate to each other and form positive relationships. This is inhibiting their ability to play a role in the local and wider community. Pupils' information communication technology (ICT) skills have improved since the last inspection. Nevertheless, their weak progress in English and mathematics means that they are not prepared well enough for the next stages in their education. The schools' achievement in acquiring the Healthy Schools award and pupils' enjoyment of sport shows that the pupils have satisfactory knowledge about health.

Parents' responses also indicate that some of them are not clear about consultation procedures for both parents and pupils. The school's lack of understanding that some pupils in Years 1 to 6 feel unsafe confirms that consultation is not good enough. The headteacher works extremely hard and he and senior leaders all have a good and accurate knowledge of weaknesses in subjects taught. They have identified them clearly in their action planning. However, leadership

and management are inadequate because the leadership team's methods for monitoring their actions and measuring success are not robust enough to ensure the effective implementation of these plans. There is not enough analysis of assessment information to evaluate the impact of the schools' work or track the progress of pupils adequately. Leaders' judgements on the quality of both outcomes and provision are much too positive and this has led to complacency. For example, the school evaluated the care of pupils as outstanding, whereas the inspection judgement is that this is inadequate. The leadership team and staff are not vigilant enough to ensure that pupils behave well and that they are all safe from harm or harassment. The governing body do not hold the school sufficiently to account for pupils' achievement. Self-evaluation is inadequate and inaccurate and recent improvement has been limited. This demonstrates that the school does not have sufficient capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Leaders are correct in judging the Foundation Stage to be a strength. Children enter the school with weak skills, especially in social, mathematical and language areas. Children make good progress in all aspects of their learning, so that the majority achieves the expected levels by the time they enter Year 1, because of the high quality of the management of the teaching and well-planned, interesting activities. They settle quickly into the Nursery due to the good systems for welcoming parents, who help staff to be aware of their children's needs. High standards of care, with close attention to the welfare of each child, create a happy and secure environment in which children thrive. Children demonstrate their enthusiasm by rushing eagerly to the gate when it opens. Careful planning ensures that activities are interesting and enjoyable, develop language skills and engage pupils. For instance, children were seen making a model pirate ship and talking enthusiastically about how people would walk the plank. However, there are missed opportunities to develop pupils' skills in ICT.

What the school should do to improve further

- Improve pupils' progress, behaviour and personal development in Years 1 to 6 through better and more rigorous self-evaluation and monitoring of the schools' work.
- Improve the teaching and pupils' progress in English and mathematics and raise standards by the end of Years 2 and 6 and use assessment better to ensure that work in lessons is set at the right level for all pupils.
- Ensure that all pupils are safe and well cared for through better supervision, consultation and communication with pupils and improved management of behaviour.

Achievement and standards

Grade: 4

Standards in English, mathematics and science have been variable over recent years, but are consistently below average. The rate of progress made by pupils as they move through Key Stage 2 has declined since 2005. The continued emphasis on the teaching of English has ensured that results in this subject are better than those in mathematics, but there is no evidence of consistent improvement in either subject. The school recognises that its assessments in writing are still not secure and that teachers are therefore unclear about the next steps in learning for their pupils. They understand that improving mathematics is a priority and that they need to focus on the teaching of shape and space and data handling. Progress in science has also

declined and the school is correctly introducing science assessment systems, together with more work on the weaker areas of investigation and scientific thinking skills.

As there is no comprehensive analysis of assessment information the school is unable to compare the progress of groups of pupils, such as those who need extra support with their English or those who arrive at the school after the Reception year. However, all groups of pupils, including those with learning difficulties, make inadequate progress in lessons because of inconsistent and ineffective teaching in many year groups.

Personal development and well-being

Grade: 4

Some pupils say that they feel intimidated by the behaviour of others in some lessons and in the playground. Several younger pupils indicated that they are afraid to report concerns to adults as they feel it will only make matters worse for them. Attendance is average. Pupils' cultural development is satisfactory and pupils are proud of the way they support children in a school in Ghana. Pupils enjoy being on the school council and talk enthusiastically of the improvements they have suggested to the school, such as the use of playground equipment.

Quality of provision

Teaching and learning

Grade: 4

The monitoring of teaching is not rigorous enough and consequently there is too little good teaching and too much that is inadequate. Where good learning takes place, mainly at the end of each key stage, this reflects good subject knowledge and clear expectations. In these lessons stimulating activities are planned for all pupils. However, many lessons lack an adequate level of challenge, especially for those of higher ability. At times tasks take too long or are not designed to move learning on. Teaching does not always engage the pupils because of dull materials or because the majority of children are allowed to sit passively whilst a few answer questions. The slow pace in many lessons leads to pupils losing focus and to some pupils becoming disruptive. Teachers and leaders are not doing enough to manage and improve pupils' behaviour.

Pupils with individual education plans are generally well supported through the use of additional staff. However, those who need extra support with English do not always get the support they need to complete their tasks. Marking is also variable with some good practice, for instance, where pupils engage in dialogue about their work. However, marking does not generally inform pupils well enough about how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and meets statutory requirements. The school recognises that there are still weaknesses in English, mathematics and science. However, there have been improvements since the last inspection, in provision for other subjects, especially ICT. Planning now includes more links between subjects to make the curriculum both more relevant and more stimulating. These are still in the early stages and there are not enough opportunities, for example, for pupils to use ICT in the classrooms. Good enrichment activities such as sport and music support pupils' learning. 'The Voices' project, for example, extends their speaking and

listening skills through singing. Links with local theatres and theatre groups also develop learners' skills. Pupils enjoy learning arts through a choice of activities on 'Creative Fridays'.

The school has a good range of schemes to support social, moral spiritual and cultural education. However, these are not always delivered effectively enough to improve pupils' social and moral development sufficiently.

Care, guidance and support

Grade: 4

Staff are very concerned with the welfare of their pupils, but rules and behaviour management systems are not implemented consistently enough to ensure that pupils are safe and well cared for. Consequently, pupils are not confident that they have an adult who they can talk to when they feel at risk. Child-protection procedures are clearly established and safeguarding policies meet government requirements but the staff are not always vigilant enough in making sure that pupils behave and follow school rules. There are good arrangements for the identification and support of vulnerable pupils. However, academic guidance is inconsistent. All pupils have their own individual targets, but they do not have a sufficient grasp of these targets or know what they need to do to improve their learning.

Leadership and management

Grade: 4

Leadership and management are inadequate, as they are not leading to sustained improvement in pupils' academic progress or personal development. Much effort has gone into establishing a vision, serving the local community, ensuring systems are in place and in creating good teamwork. The school is aware of its strengths and some of its weaknesses. However, self-evaluation of the progress made in addressing weaknesses lacks rigour and is overly positive given that pupils are underachieving and behaviour is inadequate. The school sets itself challenging targets for pupil achievement, but weaknesses in assessment and teaching are not having enough impact on helping pupils to meet these targets. The headteacher and subject leaders regularly monitor teaching, but judgements on its impact are not sufficiently related to the quality of the pupils' learning and weaknesses are not followed up systematically. Governors are keen to help the school improve but do not challenge the school's leadership enough to ensure that specific targets are met and that standards improve.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	4

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	4
The extent of learners' spiritual, moral, social and cultural development	4
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	4
How well learners enjoy their education	4
The attendance of learners	3
The behaviour of learners	4
The extent to which learners make a positive contribution to the community	4
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

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?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 April 2008

Dear Pupils

Inspection of Goose Green Primary School, London, SE22 8HG

Thank you very much for your help when the inspectors visited your school. We enjoyed talking to you and seeing you at work. We think that your headteacher, teachers and other staff work hard and the children in your Foundation Stage do well. However, we think that the education you receive in Years 1 to 6 is not good enough. The inspectors believe that your school requires 'special measures' to help it improve. This means that other inspectors will visit the school to check how well you are doing until it improves. This is because you are currently not making enough progress in your lessons, especially in English and mathematics. Some pupils told us that they do not feel safe at school, because some of you are not very kind to others. Behaviour in and around the school is also not good enough. Some of you run around too fast and could knock others over or hurt yourselves.

We have asked the headteacher and teachers to:

- check to make sure that all lessons are good ones and that all staff make sure school rules are followed all the time
- make sure that work is set at the right level for you and is not too hard and not too easy to help you do better, especially in English and mathematics
- improve systems so that pupils who are afraid are able to say so and to make sure your behaviour improves.

You can help to make your school a better place by making sure that you behave well all the time and are always kind to others. It would also be helpful if you would explain to your teachers how they could help you feel more confident about telling them if you feel unsafe in any way.

Best wishes

Sue Rogers

Lead Inspector