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28 January 2009

Mrs Sharron Marland  
Headteacher  
Goose Green Primary School  
Tintagel Crescent  
East Dulwich  
London  
SE22 8HG

Dear Mrs Marland

Special measures: monitoring inspection of Goose Green Primary School

Following my visit to your school on 20 January 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in March 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Southwark.

Yours sincerely

Robin Hammerton  
H M Inspector

Special measures: monitoring of Goose Green Primary School

Report from the second monitoring inspection on 20 January 2009

## Evidence

HMI observed the school's work, including short visits to lessons from Years 1 to 6; scrutinised documents; and met with pupils, the headteacher, staff and the local authority lead officer for the school.

## Context

In November 2008, the new substantive headteacher joined the school. A teacher has been taken away from full-time class teaching to act as the school's leader for teaching and learning. There is now a senior management team, which includes four non-class-based staff, including this teacher. New governors have also been appointed.

## Achievement and standards

Standards remain very low compared to the national average at all stages, with pupils making inadequate progress over time in Years 1 to 6. Nevertheless, the school's own tracking indicates some small improvements since last term, with more pupils reaching age-appropriate expectations than at the time of the last visit. Standards in pupils' writing, however, are especially low throughout the school. This is clearly identified in the school's own assessments and noted by HMI on this inspection during classroom observations.

Progress since the last visit on the areas for improvement:

- improve pupils' progress in Years 1 to 6 and standards by the end of Years 2 and 6 – inadequate

## Personal development and well-being

The improvements noted at the last visit have been well sustained. Pupils' behaviour observed in the playground – a hive of enjoyable, friendly and constructive activity – was good. The four Year 6 'heads of school', proud to wear their special grey tops, are enthusiastic and effective in supporting others. There are many ways in which pupils take responsibility: through the school council, by helping in assembly and by undertaking practical tasks. They do these willingly and often without being asked. In this respect, pupils make a strong contribution to the school community. Those spoken to in the inspection said with enthusiasm and certainty that they feel happy and safe in school. They are ready to learn. Pupils spoken to by HMI consider behaviour in lessons to be good and improving, though they point to some low-level misbehaviour as 'annoying'. The headteacher, while pleased with behaviour overall, also sees room for some further work and improvement. There have been a small number of temporary exclusions recently. Attendance remains below average.



Key Stage 2 pupils enjoyed the assembly observed in the inspection. This made a good contribution to their spiritual development, through a worship song with actions which they really enjoyed, and gave them opportunities for reflection, which were well observed. The topical inclusion of part of Barack Obama's story, on the day of his inauguration as President of the United States of America, was inspiring and its significance well understood by pupils. A small group of pupils then sang another worship song very well, which was appreciated by the others and added to the sense of community.

Progress since the last visit on the areas for improvement:

- improve pupils' personal development and behaviour in Years 1 to 6 – satisfactory

### Quality of provision

All lessons observed were proceeding appropriately in accordance with the lesson planning. Pupils were engaged and keen to respond in almost all cases, whether working individually or in groups or in whole-class teaching sessions. Teachers' explanations were clear; learning objectives were appropriate and clearly displayed. The success criteria, used to help pupils know if they have achieved the learning objectives, were also useful but sometimes less clear. Tasks set for the pupils were suitably engaging and, in some cases, made use of interesting resources, though some were undemanding. The working atmosphere in all lessons was conducive to learning, although in a few cases some pupils lost concentration while sitting on the carpet to listen. Teaching assistants were underused in some lessons but actively engaged in others. The lesson planning was consistently at least satisfactory, with different activities planned for different groups of pupils. However, in several plans there was little evidence that those activities were specifically related to assessments of the pupils' needs. Splitting Year 6 pupils into teaching sets, however, ensured that pupils were undertaking tasks at a reasonable level of challenge. These short observations, and the positive comments of pupils, give credence to the school's view that teaching and learning are improving gradually. However, the evidence gained was too little to be able to confirm that fully.

In the curriculum, visits out of school continue to be popular and well used; for example, the Year 4 drama work at Shakespeare's Globe through its 'Our Theatre' project. Fairness and equity are ensured for all classes so that no class misses out. The revised frameworks for literacy and numeracy are being used more effectively. A new reading scheme has been prudently introduced, which aims to promote both reading and writing.

The behaviour policy continues to be helpfully refined and, as a result, behaviour is managed well in a positive environment. Pupils feel strongly that their views are increasingly heard and that programmes used by the school to improve behaviour and to remove bullying are successful and enjoyable.

Progress since the last visit on the areas for improvement:

- improve the teaching and pupils' progress in English and mathematics and use assessment better to ensure that work in lessons is set at the right level for all pupils – insufficient evidence to make a judgement
- ensure that all pupils are safe and well cared for through better supervision, consultation and communication with pupils and improved management of behaviour – satisfactory

## Leadership and management

The experienced new headteacher provides stability and clarity of purpose which inspires confidence. She is realistic and positive. Working with her senior management team, she has ensured that different aspects of improvement planning dovetail smoothly. They are well-understood working documents. The new 'transformation plan' is effectively written. The headteacher manages support coming into the school well, with the result that it is effective but not overbearing. The 'solution-oriented' approach she has introduced and discussed with staff is useful in changing and clarifying expectations. The headteacher and senior management team ensure that staff professional development and training days are well targeted, to ensure good understanding and consultation. Members of the senior management team continue to develop their professional skills well and can demonstrate some impact from their work. Staff performance management is becoming better established.

There is a good balance between long- and short-term improvement planning. Robust action is taken to deal with immediate weaknesses or issues that need resolving, while at the same time there is a clear understanding of how the school should proceed over the next few years, for example through developing an exciting and demanding curriculum. A clear approach about how to improve writing is being established, though it is too early to assess its effectiveness. Senior staff observe all classes at work periodically, giving useful information about the effectiveness of lessons. School's self-evaluation is increasingly accurate and detailed. However, it is not yet complete in all aspects or fully collated.

Documentary evidence indicates that governance is improving, with governors asking more robust questions and gaining knowledge. The headteacher supports her governors effectively by brokering training and suggesting useful items for the agenda in committees.

Progress since the last visit on the areas for improvement:

- improve outcomes through better and more rigorous self-evaluation and monitoring of the school's work – satisfactory

## External support

The local authority support is good and well coordinated. Its lead officer for the school continues to provide valuable advice and support. The local authority's support plan and its implementation are much better, following changes after the criticisms at the last inspection visit. Local authority consultants have helped to promote the improvements seen. Fitting well with this, support from City Challenge has also been very useful, providing additional resourcing and expertise to the school. The role undertaken by the School Improvement Partner, however, rather duplicates the good evaluation and challenge work done more regularly by the lead officer. Further useful accountability and coordination of support is provided by the local-authority-led project board.

#### Priorities for further improvement

- Improve standards in writing across the school.
- Ensure the good use of assessment data in lessons to provide challenging work which closely matches children's needs.
- Collate self-evaluation information so that it provides a clearer basis for further improvement.

