

# Gobowen Primary

## Inspection report

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<b>Unique Reference Number</b>	123366
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340323
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Jenny Batelen

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Shelton
<b>Headteacher</b>	Steve Conroy
<b>Date of previous school inspection</b>	16 May 2007
<b>School address</b>	School Lane Gobowen Oswestry
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 5 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements, records of progress monitoring and completed questionnaires from pupils, staff and 27 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how teachers help pupils to make good progress through planning, teaching and assessment
- why standards dropped last year, although there is a trend of improvement
- how the new leadership team is developing and driving improvement
- the effectiveness of the Early Years Foundation Stage.

## Information about the school

This is a small primary school where the majority of pupils are from White British backgrounds, the remainder representing a variety of different heritages. The proportion of pupils eligible for free school meals is higher than average. There are more pupils with special educational needs and/or disabilities than one would normally find in a school of this size. Awards obtained by the school include the Healthy Schools Gold award, Artsmark Silver award, Safer Schools and the National Association for Able Children in Education (NAACE) Challenge award.

'Gobowen All-Rounders' provides on-site before and after-school care, holiday care and a pre-school, run by a private provider.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good and improving school where developments since the last inspection have contributed to rising standards and increased progress. Staff work well together, pupils are happy and keen to do their best and behave in an exemplary fashion. A typical comment from parents was 'Very happy that my child attends Gobowen Primary School'.

The recent restructuring of the leadership and management team has allowed the school to make good progress in raising the achievement of all pupils. The leadership team has clearly identified what the school does well and the areas that need development in order to maintain the improvements. Governors take a keen interest in the school and provide effective support. They have a good understanding of the school's strengths and development areas. As a result the school has a good capacity to improve.

The pastoral care and understanding of each individual pupil is a significant strength of the school. Parents speak highly of the support given to their children to rise to the challenges presented to them. A very wide and exceptionally effective range of partnerships with other agencies support the development and progress of pupils and are important to the school.

Children have a secure start to school, supported by close links with the pre-school. They make good progress through the Early Years Foundation Stage in all areas of development.

Teaching across the school is good with some elements of outstanding practice. This ensures that pupils are fully engaged and keen to do well. Good assessment ensures that work is appropriate for each pupil to make progress in the lesson, but marking of work is not yet consistent in making clear to pupils how they can improve their work.

The school is a strong cohesive community. It has a good understanding of, and is actively involved with, its local community. Links with other schools and communities to enhance pupils' understanding of the different cultures and faiths in the United Kingdom and abroad are not yet established.

Music is a strength of the school with many opportunities for learning instruments, singing and performance within the school and to the wider community.

Pupils told of how they enjoy learning and playing at school. 'The school is brilliant...I couldn't be happier' sums this up and reflects why this is a good school.

### What does the school need to do to improve further?

- Ensure consistency in marking so that all pupils understand what they must do to

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improve their work.

- Increase opportunities for pupils to explore, understand and engage with a broader range of cultures in Great Britain and globally.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils start Year 1 with standards broadly in line with expectations, although aspects of literacy are below average. Standards at the end of Key Stage 2 have been rising and are now in line with the national averages for English, and above in science and mathematics. The 2009 Year 6 group attained lower standards. However, this is because their prior attainment when they began school was lower than usual. School records show that they made good progress and left school with better standards than when they began. Observations during the inspection showed that pupils make good progress in their lessons. The school focus on speaking and listening and developing pupils' use of subject specific vocabulary is improving pupils' confidence and skills in discussing their work in all subjects. The development of a robust tracking system, although still in its early days, is already highlighting all pupils who are making good or better progress, including those with special educational needs and/or disabilities or from minority ethnic groups. The system is also alerting staff to those who may need extra support.

Pupils have a good understanding of how to keep themselves safe and respond well in emergency situations, such as when the security alarm was triggered during the Christmas performance. Their exemplary behaviour in lessons and around school ensures that they support each other well and know what to do if they have any difficulties. The 'Friendship Stop' in the playground, identified as a need by the school council, is seen as a valuable resource to help pupils play well together. They understand how to lead a healthy lifestyle, confidently talking of having their 'five-a-day' and taking up the opportunities for extra-curricular sport. Their contributions to their own and the local community are strong. The school council and anti-bullying council are democratically elected and contribute to the decision making in the school. Pupils take their skills out into the local community as demonstrated by the visit of the choir to a local care home and the contributions to an art display in Oswestry. Pupils are engaged, keen to do well and become articulate and confident young people. High levels of independence are encouraged as shown by pupils' operation of the lighting and sound system during the school Christmas production and the ability to carry on despite an unexpected interruption. Their improving levels in the basic skills of literacy and numeracy and the good transition links at all stages mean that pupils are being well-equipped for the next stage in their education. Attendance is good and parents are appreciative of the strategies in place to ensure that this is so.

Pupils develop spiritual awareness well through assemblies, reflective times in lessons and the Forest School opportunities.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Pupils make good progress in their lessons. This is because teachers understand what the pupils already know, match the work well to pupils' abilities and have high expectations. Pupils are quickly engaged in their tasks and are keen to do their best. They are fully involved in the activities provided and support each other's learning by their excellent behaviour. Other adults in the classroom work closely with the teachers and with pupils, ensuring that all are able to learn and make good progress. Very effective support for groups and individual pupils enable them to make equally good progress. Information and communication technology supports learning well in lessons and is used enthusiastically by pupils and staff alike. Staff and pupils are increasingly aware of the challenging targets to be met in order to maintain the rising standards. Clear objectives are shared at the beginning of every lesson and reference made to these throughout. In the best lessons, pupils were able to comment as to whether they had achieved these targets and marking reflected this self assessment with teachers commenting alongside. This is not yet consistent across the school or in all subjects. The curriculum is broad and balanced and structured in a way that is appropriate for the pupils in the school. Staff work closely together to ensure that pupils do not repeat their experiences because of the mixed age classes. Visits and visitors complement the classroom work and this is particularly apparent in the high standard of art work on display and the pupils' enthusiasm for the subject. Links between subjects are made,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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ensuring that basic skills such as literacy are used across the curriculum, but there are not yet enough links to enable subjects such as music and art to be explored in literacy, mathematics and science. Pupils across the school have opportunities to access outdoor learning through the Forest School provision on site.

Excellent pastoral care for the pupils is strengthened by the learning mentor who works alongside pupils to develop their self esteem and social skills where necessary. Strong links with other agencies, secondary and special schools ensure that particular learning needs have skilled intervention. Parents appreciate the school encouraging their involvement in helping their child to make good progress. Pupils identified as having particular strengths also benefit from planned provision and extra curricular opportunities provided or identified by the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher leads a strong staff team and is committed to empowering members at all levels to develop their professional and personal skills. As a result, the school is engaged in, and benefiting from, projects at national levels, such as a national project on using hand held devices in lessons. Involvement such as this supports the ambitions of staff and pupils and the drive for improvement. It also leads to the sharing of good practice at a national level, such as the school's practice in developing Gifted and Talented pupils.

The school engages with parents and carers effectively and parents comment on such procedures as the recently introduced texting service, keeping them informed of newsletters and events. Links are established when children start school and regular events, such as the Christmas lunch, ensure that social activities form part of this partnership. The strong links between secondary and primary schools in the area benefits staff as well as pupils as good practice is shared. Equality of opportunity is strongly promoted both for pupils and staff. The expectation is that all should be able to do their best. The school's contribution to community cohesion is currently satisfactory. It is working to a plan that correctly identifies the areas that need development in its work at UK and global levels. The school is beginning to evaluate the impact of its community cohesion work.

Governors work with the school to set appropriate targets for improvement. They also provide parents with the governor view of the school through their own newsletter.

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Governors ensure that safeguarding procedures, policies and practice are very rigorous. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Leadership and management of Early Years Foundation Stage are good. The enthusiastic leader has a good understanding of requirements and has worked hard to improve the learning experiences in the indoor and outdoor environment. Access to the outside area is sometimes limited by the adult support available, but, on the whole, the school plans carefully to make sure that children are able to go outside on a reasonably regular basis.

Children in the Early Years Foundation Stage enjoy all aspects of their learning and make good progress. They enter reception with skills below those expected for their age, with communication, language and literacy as the weakest areas of learning. Close links with the pre-school and ongoing discussions ensure that particular difficulties are identified early and well-targeted support enables all children, including those with special educational needs and/or disabilities, to make good progress. Frequent observations of both inside and outside activities and formal assessments enable staff to keep themselves and parents/carers well informed of each child's progress. Good use is made of the assessment information to inform planning and identify the next steps that children need to take to improve their learning.

The behaviour of the children is very good and they get on well together. They learn how to keep themselves and each other safe. They learn independence, initiating their



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own learning from resources that are easily accessible. Children talk of enjoying the opportunities for living healthily, particularly in the outside area and through the Forest School activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

Parents and carers are generally very supportive of the school. The returned questionnaires were positive and there were very few areas of concern. A few comments identified areas of concern, for example bullying, but the inspection evidence suggests that bullying is very rare and dealt with effectively should it occur.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gobowen Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	78	6	22	0	0	0	0
The school keeps my child safe	15	56	11	41	1	4	0	0
The school informs me about my child's progress	13	48	14	52	0	0	0	0
My child is making enough progress at this school	11	41	16	59	0	0	0	0
The teaching is good at this school	15	56	11	41	1	4	0	0
The school helps me to support my child's learning	13	48	13	48	0	0	0	0
The school helps my child to have a healthy lifestyle	18	67	8	30	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	56	11	41	1	4	0	0
The school meets my child's particular needs	17	63	9	33	1	4	0	0
The school deals effectively with unacceptable behaviour	8	30	17	63	0	0	1	4
The school takes account of my suggestions and concerns	14	52	11	41	0	0	1	4
The school is led and managed effectively	15	56	11	41	0	0	1	4
Overall, I am happy with my child's experience at this school	19	70	7	26	0	0	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 December 2009

Dear Pupils

Inspection of Gobowen Primary School, Gobowen, Shropshire SY11 3LD

Thank you for making us so welcome when we visited your school recently. We enjoyed joining in with your lessons, talking to you, hearing about your successes at school and locally, hearing the choir sing and seeing your Christmas production. Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

You behave very well and enjoy school.

You work hard in your lessons and are keen to do well.

You enjoy sharing your talents with your friends in school and in and around Gobowen.

All the adults in the school care a lot about you and make sure that you are safe and exceptionally well supported.

You have lots of opportunities to keep active and healthy and you know very well how to keep yourselves safe.

The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are a couple of things we have asked the school to do to make it even better.

These are:

- to always mark your work in such a way that you know what you have to do to get even better
- to help you understand more about people from other areas in the United Kingdom and other countries.

You can help by thinking about the objectives of the lesson and whether you have met them all and also thinking about what you can do to improve your work.

Yours sincerely

Jenny Batelen

Lead inspector

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