

Gossops Green Community Primary School

Inspection report

Unique Reference Number	133970
Local Authority	
Inspection number	343802
Inspection dates	15–16 June 2010
Reporting inspector	Jackie Krafft HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Mr Derek North
Headteacher	Mrs Dawn Martin
Date of previous school inspection	5 March 2009
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. They saw 23 teachers, including specialist teachers and High Level Teaching Assistants and observed 26 lessons. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, looked at pupils' books, the school's tracking data on pupils' attainment and progress, the school's development plan, examples of the school's monitoring, governors' minutes and a range of policies. The team received questionnaire responses from 103 pupils, 141 parents and carers and 42 staff.

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

whether attainment and progress have improved for all groups of pupils, particularly the more able and in mathematics

the rigour and accuracy of monitoring, evaluation and improvement planning by all leaders to help them raise standards

how effectively assessment information is used to ensure that teaching and the curriculum provide all pupils with the challenge and support they need to achieve well

whether safeguarding is a particular strength.

Information about the school

Information about the school

This is a larger than average school. Approximately three quarters of pupils are from White British backgrounds. The remaining quarter come from a range of other ethnic groups, the largest being of Asian heritage. Very few pupils are at the early stages of learning English as an additional language although 19 different first languages are spoken. The proportion of pupils with special educational needs and/or disabilities has increased in the past year and is above average. The type of need is varied and includes pupils with dyslexia, and moderate and severe learning difficulties. The proportion of pupils who are known to be eligible for free school meals has increased and is broadly average. The Early Years Foundation Stage is provided in three classes. Pupils in Years 1 to 6 are taught in mixed-age classes. When the school was last inspected in March 2009, it was given a notice to improve because it required significant improvement in standards, achievement, monitoring, evaluation and target setting. Since then there have been a number of staff changes. The school has recently gained Healthy Schools status.

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?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The actions the school has taken to address weaknesses identified in its last inspection are paying dividends. Standards are now rising and more pupils are reaching the levels expected for their age, for example in English and mathematics, although this is not as strong in science. Leaders are tracking carefully the progress that pupils make and are providing well-targeted, additional support to those who are not making the progress expected. This is helping pupils to catch up and as a result, they are now making satisfactory progress in their learning, including those with special educational needs and/or disabilities and those who speak English as an additional language. The improvement is commented on by one parent who wrote, 'I feel the school has worked hard since the last report to improve. My children are very happy to attend and look forward to the day.'

Gossops Green is an orderly, attractive learning environment where pupils feel safe and well cared for. Safeguarding pupils effectively is paramount to the school. Policies and procedures are of high quality and consistently applied. Excellent monitoring and risk assessment systems are in place, which take account of pupils' views. For example, pupils join governors when completing health and safety checks and they use maps of the school to highlight any areas where they may feel less safe. The school works tenaciously with key agencies to ensure that the needs of vulnerable pupils are met effectively. The school is a hive of interesting and varied activity which takes full advantage of good links with the community and other partners to enrich learning opportunities. As a result, pupils benefit from a relevant, practical curriculum which contributes to their enjoyment, good behaviour and positive attitudes to learning.

There is evidence from the lessons seen, in pupils' books and the school's own monitoring and tracking information, of good teaching and learning which are contributing to improving the progress that pupils make. However, this has not yet been secured across the school as a whole. Inconsistencies in different classes and subjects mean that the quality of teaching is satisfactory. Teachers have good relationships with their pupils and plan a variety of practical activities which pupils enjoy. However, assessment information is not used consistently well to plan activities that are carefully matched to pupils' different needs or move learning on at a faster pace. There are gaps in some aspects of teachers' subject knowledge, which affect the quality of their explanations to pupils, and missed opportunities to use pupils' targets and marking comments to accelerate learning consistently well.

The headteacher, effectively supported and challenged by a well-organised governing

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body, has ensured there has been a clear focus on raising standards. Consequently, there is a shared and accurate understanding of the main strengths and weaknesses of the school. Plans for development include the key priorities and identify appropriate actions. This is having a positive impact on securing improvement in outcomes for pupils and demonstrates that the school has the appropriate capacity to improve further. Senior and middle leaders are given suitable opportunities to monitor and evaluate their areas of responsibility. Some are also using their skills to support teachers in lessons to improve their classroom practice and subject knowledge. However, the impact that all senior and middle leaders are having on raising standards, for example in science, and improving the quality of teaching in different classes, is not yet embedded.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that more is consistently good or better by:
 - increasing opportunities to share the best practice in the school and secure greater consistency between subjects and classes
 - ensuring assessment information is used consistently to match activities to the full range of pupils' different needs
 - making consistent use of pupils' targets and teachers' marking comments in lessons to challenge and support pupils to move on to their next steps in learning
 - assessing pupils' understanding throughout the lesson so that any misconceptions are corrected promptly and a brisk pace is maintained
 - making effective use of additional adults to support learning
 - using accurate subject vocabulary and encouraging pupils to do the same to help them develop their understanding.
- Increase the impact that all senior and middle leaders have on raising standards and improving the quality of teaching by:
 - developing their leadership skills, including in monitoring their areas of responsibility and evaluating the impact they are having on improvement
 - using their expertise to develop teachers' subject knowledge and classroom practice.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In most lessons observed, all pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, enjoyed taking part and were well behaved. They made at least satisfactory progress in their

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learning and achieved the skills and knowledge expected for their age. Pupils are attentive, keen to respond to questions and are particularly motivated by practical activities which increase their enjoyment of learning. They take pride in their work and are eager to do their best. When work is challenging and well matched to their needs they sustain concentration and work productively. When this is not the case their concentration waivers and they work at a slower pace. Work seen in lessons and pupils' books reflects that they now have the skills and knowledge expected for their age. As a result, they are prepared appropriately for the next stage of their education although their scientific skills and knowledge are not as well developed.

Pupils enjoy school, attend regularly and feel safe. They know how to seek help if they have any concerns or worries, saying 'there is always someone to talk to.' They demonstrate a good awareness of how to keep safe and are alert to potential dangers such as when using the internet. They also raise awareness in the local community about the dangers of parking outside the school gates. They work equally well independently and together in groups. They are considerate and respectful of each other and the adults in school. Pupils participate enthusiastically in a wide range of physical activities and have a good awareness of how to live a healthy lifestyle. For example, they keenly took part in a walking bus world record-breaking attempt and can confidently explain how they make healthy food choices. The school council also promoted the establishment of a healthy tuck shop. Pupils readily take on responsibility and contribute well to the school and wider community. They act as play leaders and peer mediators to help each other, raise money for a wide variety of charities and develop effective enterprise skills when deciding to sell toast before school for a profit-making challenge. Their well-developed spiritual and cultural awareness is reflected in their enjoyment of art and music and their sensitive responses to world events such as the disaster in Haiti and war.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ 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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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers routinely share the learning intention of a lesson and the criteria by which pupils can assess how well they have achieved them. Marking is up to date and increasingly includes comments to help pupils understand what they have done well and how they can improve. However, the quality of teaching is variable. Teaching is less effective when pupils' understanding in lessons is not checked regularly so that misconceptions can be corrected promptly and a brisk pace of learning maintained. Pupils know their targets but there are missed opportunities to use these throughout lessons to challenge and support pupils in moving on to their next steps in learning. The effective use of additional adults in lessons to support learning is also variable.

In the teaching seen that was most effective in helping pupils to make good rather than satisfactory progress in their learning:

assessment information was used well to ensure that interesting, relevant and sufficiently challenging activities were well matched to pupils' different needs

reference was made to prior learning so that pupils could build on their understanding
pupils' targets were constantly referred to during the lesson

time was given for pupils to read marking comments before they started their next piece of work to help them improve

teaching assistants worked directly with pupils during all parts of the lesson to support learning

skilful questioning was used to assess the pupils' level of understanding, correct misconceptions and move learning on at a brisk pace.

The practical, relevant curriculum makes a strong contribution to pupils' good spiritual and cultural development as well as their enjoyment of school. Subjects are linked well through the study of topics, such as dinosaurs, to make learning meaningful and provide opportunities for pupils to practise their basic skills, particularly in literacy. Resources are used effectively to create real-life experiences to support learning, for example, by creating a beach in the classroom and playing sea music to develop pupils' vocabulary and stimulate story writing. Information and communication technology is used to create animated stories and databases. Art, Spanish, music and physical activities, as well as a wide range of clubs, visits and visitors are well-developed aspects which enrich the curriculum; as one parent noted, 'The interesting topics covered have caught my

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daughter's imagination and she is keen to continue her learning at home.'

The school quickly identifies pupils' specific needs and takes effective steps to help them attend regularly and take part in the full range of school activities, including those who are at the early stages of learning English. Effective additional support is provided before school for pupils who need extra help to make the progress they should. Good transition arrangements are in place to build pupils' confidence when they move to secondary school and to induct new pupils into the Reception classes. Good support and guidance, for example through the learning mentor, are available for vulnerable pupils and those families experiencing difficulties. This helps them to overcome any barriers to learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

'We have a strong, supportive team here which I am very happy being part of.' The words of one teacher who responded to the questionnaire capture the positive atmosphere created in the school by its leaders. This is underpinned by a shared vision for raising standards and improving the quality of provision. Leaders recognise where improvements have been made and where there is more work to do. The steps taken so far have ensured that all groups of pupils have equal opportunities to make satisfactory progress in their learning and take part in the life of the school. However, the impact of different senior and middle leaders on raising standards and improving teaching and learning is variable.

Most parents and carers are positive about the school although a few who responded to the questionnaire feel that the school does not take sufficient account of their suggestions or concerns. The school has taken some actions to improve its engagement with parents and carers, for example, through changes to homework and the introduction of sessions on linking sounds and letters for parents and carers and their children in the Reception classes. However, leaders recognise there are more opportunities to develop this further.

Leaders work effectively to promote community cohesion within and beyond the school. Links are well established with the local community and schools in the locality, a rural school and a school in Tenerife. Diversity is celebrated which contributes to pupils' good cultural, social and moral awareness. Excellent safeguarding procedures make a strong contribution to pupils feeling safe and well cared for, particularly those who are most in

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need.

Governors have a systematic and thorough approach to supporting and challenging the school's leaders to address weakness and secure improvement. They have a good understanding of their roles and responsibilities and make effective use of the skills that they bring to these roles. They undertake regular and relevant training, make focused visits to the school and discharge their statutory duties well.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start school with skills and abilities that are at lower than the expected levels for their age, particularly in communication, language and literacy. They make good progress, relative to their starting points, in all areas of learning. Induction arrangements are planned carefully and involve both parents and carers and the local pre-schools. Daily routines are clear and the children's welfare needs are promoted well. This helps them to settle quickly and confidently.

A good balance exists between whole class, group and child-initiated activities. There is a strong emphasis on teaching letters and sounds and developing number skills, involving parents and carers from an early stage to support this. Children enjoy retelling favourite stories. They are keen to take responsibility, for example, when asked to ring the bell at the end of break. They have an understanding of the wider world through their investigation of different countries as they prepare for their own 'World Cup' event. Children play happily and safely together and have good relationships with both adults and peers. Children behave well and understand right from wrong, which is reinforced

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by the use of good classroom management strategies by adults.

Adults work well as a team across the three Reception classes. Planning is good. They make effective use of assessment information to ensure all areas of learning are met and identify where children require extra support. The leader of the Early Years Foundation Stage is successful in monitoring the work of the team and in identifying how to improve practice further, for example, by continuing to develop the outside area and providing more opportunities for writing, speaking and listening.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost all parents and carers who responded to Ofsted's questionnaire say that their children enjoy school. Most say that they are happy with their children's experience at school, that the school keeps their children safe and helps them to support their children's learning. Lessons seen and the school's own monitoring information indicate that the organisation of year groups is not a significant factor in the progress that pupils make. A very few parents and carers commented that they did not like the way classes were organised in mixed-year groups. A few also feel less confident that the school takes account of their suggestions and concerns or that the school meets their children's particular needs. The school produces regular newsletters for parents and carers and has modified how homework is set to involve them more. It has identified how it engages with parents and carers as an area for further development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gossops Green 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 12 statements about the school.

The inspection team received 141 completed questionnaires by the end of the on-site inspection. In total, there are 477 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	58	56	40	2	1	1	1
The school keeps my child safe	79	56	56	40	3	2	2	1
The school informs me about my child's progress	43	30	88	62	8	6	2	1
My child is making enough progress at this school	50	35	79	56	8	6	3	2
The teaching is good at this school	57	40	79	56	4	3	0	0
The school helps me to support my child's learning	51	36	84	60	4	3	1	1
The school helps my child to have a healthy lifestyle	55	39	78	55	3	2	1	1
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)	44	31	84	60	8	6	2	1
The school meets my child's particular needs	44	31	83	59	8	6	2	1
The school deals effectively with unacceptable behaviour	46	33	81	57	9	6	4	3
The school takes account of my suggestions and concerns	44	31	79	56	10	7	4	3
The school is led and managed effectively	43	30	84	60	9	3	5	4
Overall, I am happy with my child's experience at this school	66	47	69	49	3	2	2	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 June 2010

Dear Pupils

Inspection of Gossops Green Community Primary School, Crawley, RH11 8HW

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed talking with you, looking at your work, seeing you in lessons and watching your assemblies.

Your school is welcoming and an attractive place to learn. You and your parents and carers told us that you enjoy school. We were not surprised having found out about some of the interesting things your teachers plan for you. It was good to hear about your 'Healthy Schools' week and how some of you learnt about first aid. Some of you were having a lot of fun doing your work on dinosaurs and imagining being on the beach. We were interested to hear about the links you are making with the school in Spain and how you are sharing information. Your headteacher and other adults care for you very well and they work extremely closely with other people outside of school to support you. You and your parents and carers told us you feel safe at school and you help adults to ensure your school is a safe place to be. You behave well and are considerate towards each other.

Your school has improved and is now providing you with a satisfactory education. You are now making the progress that you should and reaching the standards expected for your age, particularly in mathematics and English. There are lots of things that your school does well but some things that could be even better. We have asked the staff to make more of your lessons as good as the best ones so that you make even more progress in your learning. We also want the school's leaders to keep checking how the things they are doing are helping you to learn as well as you can and improve your school even more.

You can help by continuing to work hard in all lessons. Thank you again for such a warm welcome and we hope you carry on enjoying being at school.

Yours sincerely

Jackie Krafft

Her Majesty's Inspector

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