

# Inspection of Gosford Park Primary School

Humber Avenue, Coventry, West Midlands CV1 2SF

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Inspection dates: 21 and 22 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are very proud to attend this school. The school's motto is 'One community. Many cultures. Growing and learning together'. This was explained by one pupil as, 'we all come from everywhere but we are all friends'. Relationships between staff and pupils are warm and trusting. Pupils say they feel safe because staff listen to them and take action. As a result, pupils enjoy coming to school and they behave well. Pupils understand about different types of bullying. They say that bullying rarely happens, and if it does, staff sort it out quickly.

The quality of education is not yet good enough. In the last year, leaders' actions have led to improvements. However, pupils' progress is not as good as it needs to be. For some, their attendance also remains too low. Leaders, including governors, are aware that there is more work to do.

Older pupils enjoy taking on extra responsibilities, including organising games and activities at lunchtimes. They talk proudly about knowing how to spend money wisely. Pupils understand the need to keep physically and mentally healthy.

Well-planned assemblies, lessons and trips ensure that pupils are aware of the diverse world in which they live. Recent visitors, including a Paralympian, have supported this. Pupils enjoy attending the gaming and cooking clubs.

## **What does the school do well and what does it need to do better?**

Since her appointment, the headteacher and her leadership team have identified the most important actions that need to take place to make the improvements that are needed. Senior leaders have worked to gain parent, pupil and staff support to ensure that things are moving in the right direction. Governors are aware of the important changes that have taken place recently across the curriculum. However, they do not have a secure understanding of their role. This means they have not checked well enough that the school fulfils all its duties.

Leaders have started to improve the quality of education. They have developed a broad and balanced curriculum. All leaders now share an ambition for every child to receive the very best education. They have planned and implemented a curriculum in all subjects. However, in most subjects, this is very new. As the curriculum is delivered, leaders are modifying the essential knowledge for pupils to learn. Senior leaders work closely with subject leaders to support teachers to deliver the curriculum with increasing consistency, but know that there is more work to be done. Staff have received training across the curriculum. However, senior leaders have not yet had the time to ensure all subject leaders have the knowledge they need to check how well their curriculum is being delivered.

Children in the early years enjoy learning. Leaders have ensured that staff have received the right training to support children to learn and explore confidently. As a result, children behave well and enjoy writing, counting and talking together. The new early years leader has a clear vision of what she wants pupils to achieve by the time they leave Reception. However, similarly to the rest of the school, the curriculum is very new and the essential knowledge that leaders want children to learn has not yet been mapped out in enough detail.

Leaders have prioritised the teaching of reading. They have provided staff with appropriate training and clear guidance about the order and the way phonics must be delivered. This means that teachers have the confidence and expertise to deliver the phonics curriculum well. Pupils learn to read new sounds in nursery ready for when they start in Reception. They read books that match the sounds they are learning. Pupils who need to catch up get the right support. They enjoy reading and taking books home. Older readers particularly enjoy books that help them in their learning, for example books about Anglo-Saxon history.

Leaders make sure that pupils with special educational needs and disabilities (SEND) receive support that is wide ranging and well matched to their needs. Leaders have recently developed 'the Bridge', in the school that offers some well-targeted support for pupils with more complex needs when they need it. Pupils value this support.

Pupils are welcoming, polite and very eager to share their learning. They behave well and learning is rarely disrupted. Staff help pupils to sort out any arguments they have. Leaders have secure systems to monitor pupils' attendance and challenge any persistent absence. However, some pupils still miss too much of their education because they do not attend school regularly enough.

Leaders have highly positive professional relationships with staff. Staff, in turn, are highly supportive. They believe that leaders are considerate of their well-being and take their workload into account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand how best to support their pupils. They know the school community very well. Weekly meetings help leaders to plan the best support for pupils. Leaders ensure that staff are well trained. This means that staff take action if they have concerns about a pupil. Leaders respond quickly, involving other agencies if needed to provide the right support. However, leaders, including governors, are not always clear about what information to record and where to record it. This means that sometimes important information is not recorded or shared as well as it should be.

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

### (Information for the school and appropriate authority)

- Governors do not fully understand their role. This means that they do not check as well as they should how leaders are managing aspects of the school. Governors should ensure they access the right information, training and/or support to help them understand how best to support and challenge school leaders and put this into practice in their work.
- Safeguarding systems are not used as effectively or accurately as they should be. This means that information is not always recorded sufficiently well. Leaders, including governors, should ensure that they have the right training to help them check that systems are used well to record and share important information.
- In most foundation subjects and in the early years, curriculum planning is new and not as precise as it should be. This means that teachers are not clear enough about what pupils need to learn and when. Leaders should ensure that all curriculum planning is well sequenced in order to help teachers to plan the next steps in learning that pupils need, so that pupils know more and remember more.
- Curriculum leadership is in the early stages of development in many subjects. Leaders have not yet had an opportunity to check how well their subjects are being implemented. Senior leaders should continue to support leaders to develop the knowledge and expertise to check the impact of the curriculum on pupils' learning.
- Some pupils do not attend school regularly enough. This means that these pupils miss too much learning. Leaders should embed their strategies and work closely with parents to improve attendance so that pupils can learn as well as they should.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103643
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10227175
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Val Smith
<b>Headteacher</b>	Rachael Allen
<b>Website</b>	<a href="http://www.gosfordpark-coventry.org.uk/">www.gosfordpark-coventry.org.uk/</a>
<b>Date of previous inspection</b>	8 and 9 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses alternative provision which is unregistered. It is managed by Coventry local authority.
- The school operates its own breakfast club.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the chair of the governing body and two other governors.
- The lead inspector met with three officers from Coventry local authority, one remotely and two in person.

- Inspectors held meetings with the headteacher, who is a designated safeguarding leader, the school business manager, two deputy headteachers, the assistant headteacher, the special educational needs coordinator and other leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics physical education, computing and history.
- For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors made visits to classrooms. Most of these visits were with leaders, including the assistant headteacher and subject leaders.
- Inspectors observed pupils' behaviour around the school, in classrooms and at breaktimes and lunchtimes.
- Inspectors observed pupils reading to a familiar adult.
- Inspectors spoke to pupils about their learning and experiences at school. They looked at pupils' work to see how well staff implement the curriculum.
- Safeguarding documents were checked, including the checks that leaders make on staff's suitability to work with children. Inspectors checked that staff implement safeguarding policies and procedures effectively across the school.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, and 67 free-text responses received during the inspection.
- Inspectors considered the responses to Ofsted's staff survey and the pupil survey.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement plan, school policies, curriculum documents, SEND records, published information about pupils' performance, and minutes of governing body meetings.
- Inspectors considered information published on the school's website.

## Inspection team

Stephanie Moran, lead inspector	Her Majesty's Inspector
Michelle Bishton	Her Majesty's Inspector
Martina Abbott	Ofsted Inspector

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