



# Gorseland Primary School

## Inspection Report

**Unique Reference Number** 124625  
**Local Authority** SUFFOLK  
**Inspection number** 293057  
**Inspection dates** 26–27 February 2007  
**Reporting inspector** Michael Miller

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Deben Avenue
<b>School category</b>	Community		Martlesham Heath, Ipswich
<b>Age range of pupils</b>	3–11		Suffolk IP5 3QR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01473 623790
<b>Number on roll (school)</b>	485	<b>Fax number</b>	01473 625187
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Kevin Folan
		<b>Headteacher</b>	Mrs Linda Foxton
<b>Date of previous school inspection</b>	10 June 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 26–27 February 2007	<b>Inspection number</b> 293057
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Gorseland Primary School is a larger than average sized school, serving parts of Martlesham Heath and Kesgrave, to the east of Ipswich. There are similar numbers of boys and girls. The proportion of pupils claiming free school meals is below average. Children enter the Foundation Stage with broadly expected standards. The majority of pupils are of White British origin. Other pupils come from a wide range of minority ethnic backgrounds, but currently none speaks English as an additional language. An average percentage of pupils have learning difficulties or disabilities. The school has a specialist support centre for children with complex moderate learning difficulties. Consequently, the proportion of pupils with a statement of special need is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Gorseland Primary School provides a satisfactory education for its pupils. Inspectors agree with the school's own self-evaluation of its effectiveness and efficiency. In the last two years it has experienced a period of significant disruption due to ill health of its previous headteacher, and because of a disruptive building programme. Parents praise the acting headteacher and governors for minimising any interruptions for the pupils. Nevertheless, the disruption has taken its toll with the result that monitoring and planning for improvement have lacked rigour and precision. The new extended leadership team has been on a steep learning curve since its establishment by the acting headteacher in September 2006. Self-evaluation and target setting, whilst satisfactory, are improving as the acting leadership gains in confidence and experience. The school is being satisfactorily led and managed, and there is sound capacity for improvement as staff look forward to a period of stability, from Easter 2007, under their newly appointed headteacher.

The new buildings have provided the school with renewed resources which are being put to good use. Provision in the Foundation Stage has improved significantly with the new nursery, and current pupils are making increasingly good progress. However, the progress of pupils in Years 1 and 2 remains only satisfactory. Improving standards by Year 2 is a key priority for the school. Progress improves by Year 6, but whereas it is good in literacy and numeracy, it remains satisfactory in science. Standards in the 2006 national tests were average overall for Year 2, and for science in Year 6. They were above average for English and mathematics in Year 6, and the school exceeded its targets. The monitoring and progress of pupils with special educational needs in the main school is satisfactory. The progress of pupils with learning difficulties and disabilities in the Specialist Support Centre is good. Pupils enjoy their work in the centre, and they are challenged well.

The pupils' personal development, attitudes, behaviour and attendance are all good. They learn to be sensible and adopt healthy and safe lifestyles. The curriculum, teaching and learning are satisfactory. There are good features to that which is taught, however, teachers are not consistent enough in their planning of lessons to ensure work meets fully the needs of all pupils. This is because the use of assessment to support lesson and curriculum planning lacks consistency. Pupils told inspectors that although they feel their teachers have high expectations of them, they are not always sufficiently involved in some lessons and do not always have work explained clearly enough. Consequently, although the school shows good care for pupils' safety and welfare, there is an inconsistent approach to academic guidance. Parents are very supportive of the school, and as one wrote, 'Gorseland is a diverse school, with real family values, and always maintains a personal approach.' Inspectors agree that these are the school's most important and continuing strengths.

### What the school should do to improve further

- Improve pupils' standards and achievement, particularly by Year 2, in order to support better the pupils' progress in Key Stage 2.

- Improve learning and teaching by improving lesson and curriculum planning to clarify what is being taught, and evaluate learning more effectively to help pupils know better how to improve.
- Improve the consistency of the use of assessment systems, and questioning by teachers, to track better the pupils' progress and to raise achievement.
- Sharpen the rigour of the school's monitoring systems, and the evaluation of its performance, to help improve the effectiveness of its leaders.

## **Achievement and standards**

### **Grade: 3**

Standards are above average, but inspectors agree with the school that achievement is satisfactory overall. This is because progress is not consistently good for all groups of pupils or across all key stages. Pupils with a special educational need make satisfactory progress in the main school. Those with learning difficulties or disabilities make good progress in the Specialist Support Centre. Children in the Foundation Stage are currently making good progress, supported by much improved facilities. Most pupils in Reception are already close to meeting their early learning goals, and are almost ready for the National Curriculum. However, standards remain average by Year 2, and pupils' progress is only satisfactory. The 2006 national tests in English and mathematics showed pupils made good progress by Year 6 to reach above average standards. However, standards in science were average and progress satisfactory. Inspection evidence shows improved work and progress in Year 6 science, but this has yet to feed through to other year groups. Overall, challenge for pupils is not consistently high enough, particularly in Key Stage 1.

## **Personal development and well-being**

### **Grade: 2**

The school judges pupils' personal development to be satisfactory, but inspectors find it good. Pupils are confident, polite, well-mannered, and speak warmly about their school. As one pupil said, 'It's fun!' Attendance is good. Pupils have a secure approach to developing healthy lifestyles. Attendance at sports clubs is not high, but many pupils walk or cycle to school and take good opportunities for exercise. Pupils with particular emotional needs are learning ways to manage their own safety. Pupils' spiritual, moral, social and cultural development is good. Pupils relate well to each other. They have a good understanding of the beliefs and lives of people from different cultures. Pupils' contribution to the local community is good, and they enjoy being given responsibility. Consequently, key skills which contribute to their future well-being are developed well. The school council provides an effective forum for pupils to contribute to the development of the school. Plans are in place to involve pupils even further in school life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall. Working relationships are good, and this encourages pupils to concentrate and enjoy their lessons. Pupils are encouraged well to work collaboratively and discuss ideas. Overall, teaching assistants support pupils well. In the Foundation Stage teaching and learning are good. However, good teaching is not consistent across the school. Where teaching is less effective, lesson planning is not sufficiently detailed or focused on pupils' different abilities and the ways in which they learn. The use of individual targets to challenge pupils and help them to know how well they are doing is under-developed. Some pupils said that a few teachers talk too much, and inspectors agree. This leaves insufficient time for pupils to be involved and learn through first hand experiences, and their progress is no better than satisfactory. Nevertheless, questioning techniques are being used skilfully by the best teachers to challenge, involve and motivate pupils. This aids pupils well in helping them think through problems, and to develop important critical skills

### Curriculum and other activities

#### Grade: 3

The curriculum supports satisfactorily the needs of different groups of pupils including those with special educational needs. Information and communication technology (ICT) is being used increasingly well to extend pupils' learning in other subjects. The development of pupils' basic skills is supported better overall in Key Stage 2 than in Key Stage 1. The science curriculum is being revised to raise pupils' achievements, but as yet only for Year 6. The introduction of French for Year 3 helps to widen pupils' interests. The Foundation Stage curriculum places good emphasis on children learning through first-hand experiences. The good personal, social and health education programme helps pupils to stay healthy and safe. Through trips and residential visits, pupils' interest and enjoyment are secured. There is a satisfactory range of extra-curricular activities, mainly for older pupils. All pupils now benefit from working in a spacious, well-equipped school.

### Care, guidance and support

#### Grade: 3

Inspectors agree with parents that their children are cared for very well. This helps pupils to be confident and happy. Child protection procedures are good, up-to-date, and widely understood. As a result, pupils feel safe and secure. Health and safety routines and risk assessment procedures are good. The school liaises closely with a range of other agencies to ensure good care, guidance and support for pupils with complex/moderate learning difficulties. However, this is not as well developed for pupils with more general learning difficulties or for those children identified as gifted or talented. Guidance and support for pupils' academic development is satisfactory

but lacks precision. Teachers recognise the need to improve target setting, so that children become more involved in their learning and know better how to improve. Staff are starting to be more thorough in their monitoring and tracking of pupils' progress.

## **Leadership and management**

### **Grade: 3**

Inspectors agree with the school's judgements that leadership, management and improvement since the previous inspection are all satisfactory. Value for money is currently satisfactory. Over the past two years, the governors and acting headteacher have worked hard to ensure that pupils' learning has been disturbed as little as possible. However, uncertainties over leadership, and disruptive building works, have slowed the pace of development. Governors show strength in administration, but share responsibility for weaknesses in the monitoring of performance. Self-evaluation is satisfactory, but has been focused more on provision than outcomes in terms of pupils' learning and achievement. The monitoring of the performance has therefore been insufficiently rigorous to ensure that all groups of pupils make equally good progress. However, systems are now gradually being planned, or put into place, to improve monitoring and evaluation and to track better the pupils' progress. These initiatives are in their early days, and staff remain positive about the future under their newly appointed headteacher.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

28 February 2007

Dear Pupils

Gorseland Primary School, Deben Avenue, Martlesham Heath, Ipswich, Suffolk, IP5 3QR.

We would like to thank you all for welcoming us into your school. Gorseland Primary School is a friendly place. You told us so, and helped us to see this for ourselves. We enjoyed our conversations with you and the ways in which you shared with us what you think is good about the school, as well as the things you would like to make it even better.

These are the things we found are best about your school.

- You behave well, pay attention in class, and enjoy being involved in learning.
- You support each other well and make an important contribution to school life.
- Together with your teachers and staff you help to make the school a welcoming place.
- Those of you in the Specialist Support Centre are helped to make good progress.
- Your new buildings are providing you with a good environment in which to learn.
- Your teachers and governors are determined to do all they can to help you to improve.

What we have asked your school to do now.

- To improve your skills and learning, particularly those of you in Years 1 and 2, so that you can achieve even better in Years 3 to 6.
- To develop the ways teachers plan lessons in order to involve you more, and help you understand your work better and how you can improve.
- To improve the way teachers record and make use of information on your progress.
- To improve further the ways in which your teachers, governors and the school's leadership team check on the work of the school.

Your teachers talked with us about all this, and we agree with their ideas for helping you to learn and make even better progress. You too can play a big part in helping your teachers to make your school an even better place by continuing to work hard and support each other.

With all best wishes for your future,

Michael Miller (Lead inspector)

Paul Barraclough and Cecelia Davies (Team Inspectors)