

# Gidea Park Primary School

## Inspection report

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<b>Unique reference number</b>	102308
<b>Local authority</b>	Havering
<b>Inspection number</b>	368238
<b>Inspection dates</b>	1–2 February 2012
<b>Lead inspector</b>	Michelle Winter HMI

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>	385
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Stephenson
<b>Headteacher</b>	Susan Hartnett
<b>Date of previous school inspection</b>	31 January 2007
<b>School address</b>	Lodge Avenue Gidea Park Romford RM2 5AJ
<b>Telephone number</b>	01708 743801
<b>Fax number</b>	01708 742186
<b>Email address</b>	office@gideapkprimary.org.uk

<b>Age group</b>	Error! Reference source not found.4–11
<b>Inspection date(s)</b>	Error! Reference source not found.1–2 February 2012
<b>Inspection number</b>	<b>Error! Reference source not found.368238</b>



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## Introduction

Inspection team

Michelle Winter

Her Majesty's Inspector

Jameel Hassan

Additional inspector

David Thomas Hatchett

Additional inspector

This inspection was carried out with two days' notice. Teaching and learning were seen in 16 lessons and 15 teachers were observed including three joint observations with the headteacher or deputy headteacher. Inspectors listened to pupils from Key Stage 1 reading. Meetings were held with three groups of pupils from Key Stages 1 and 2, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's self-evaluation documents, improvement plans, assessment and monitoring evidence. The inspection team looked at a sample of pupils' work books. They also considered responses to questionnaires returned by 183 parents and carers and those from pupils and staff.

## Information about the school

Gidea Park is a larger than average primary school. Pupil numbers are growing as part of a plan to increase the school size. This has involved pupils joining some year groups at times other than the usual point of entry. The proportion of pupils known to be eligible for free school meals is below the national average. Very few pupils speak English as an additional language or are new to learning English. The proportion of disabled pupils and those with special educational needs is below that found nationally. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress in English and mathematics. In December 2011 the school was awarded the Basic Skills Quality Mark.

Separate breakfast and after-school childcare on the school site is not managed by the governing body and is, therefore, inspected separately.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The overwhelming majority of parents and carers agree that their children develop the basic skills in communication, reading, writing and mathematics well. This begins in the Early Years Foundation Stage and ensures that pupils access lessons purposefully, so that none is disenfranchised from learning.
- The school prepares its pupils well for the next stage in their education through the engaging curriculum which has a particular focus on teaching pupils how to learn through its 'core learning skills'.
- Pupils make good progress. The proportion of pupils reaching expected levels of attainment in English and mathematics at the end of Key Stage 1 and Key Stage 2 is well above the national average.
- Most teaching is good or better. Teachers use their good subject knowledge to ensure that questions and independent activities require pupils to think and try hard. Most lessons therefore feature challenging activities for all pupils, including the most able.
- In some lessons, additional adults are not deployed well enough during lengthy teacher explanations to the whole class. There are some missed opportunities therefore to use valuable resources to extend learning further.
- Pupils talk confidently to visitors about their learning. They feel they learn a lot in lessons but teachers' feedback is sometimes not precise enough. A significant minority of pupils do not know how well they are doing at school.
- The broad curriculum contributes well to the pupils' spiritual, moral and social development. There are plentiful opportunities for pupils to develop culturally, for example through art and music. Pupils' understanding of the cultural diversity beyond the school and local area, however, is limited.
- The headteacher and deputy headteacher work in a very effective partnership. They set high expectations of the whole community. The very positive relationships within the school are modelled well by all leaders. Senior leaders are currently devolving more responsibility to other leaders by involving them more fully in the systematic monitoring of the school's work.
- High attendance, good punctuality and behaviour reflect pupils' enjoyment at

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school.

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

- Further improve the quality of teaching so that all of it is consistently good or better by:
  - ensuring a good pace of learning in all parts of lessons and making sure pupils are actively engaged so that they do not spend too long listening
  - ensuring that additional adults have a clear, effective role in supporting learning throughout lessons
  - ensuring that feedback to pupils shows them precisely how well they are doing and how to improve further.
  
- Ensure that pupils have good opportunities to develop their understanding of the diversity of cultures beyond the school and local community.

## Main report

### Achievement of pupils

Almost all parents and carers agree their children are making good progress and inspectors endorse this view. Pupils' positive attitudes and the core learning skills they are taught contribute significantly to their good progress in lessons.

Children get off to a good start in the Early Years Foundation Stage. They develop independent learning skills well. They are able to access resources to further their own learning and play. The regular teaching of the sounds letters make (phonics) contributes to their developing reading and writing skills effectively. As pupils move through the school, these firm foundations serve them well. The attainment of boys and girls in reading, writing and mathematics is above national averages at the end of Key Stage 1. Attainment at the end of Key Stage 2 dipped in 2011 but school tracking data and pupils' work in lessons and in their books indicate they are on track to achieve standards that are well above average in reading, writing and mathematics in 2012.

Skills in mathematics are taught effectively and pupils have a good understanding of number. Pupils in Year 1 know the number bonds to 10 and beyond, for example they understand that  $6+4$  and  $4+6$  equal 10. Older pupils are able to calculate using decimal numbers and can solve complex multi-step number problems.

Pupils make good progress overall including the majority of those with special educational needs. One parent commented typically very positively about how well the school supports her child to be fully involved in curriculum activities through careful and sensitive planning. Leaders and teachers have very good knowledge of all pupils as individuals. They use this information to ensure that activities are accessible and meet pupils' needs. The most-able pupils are challenged to achieve their best including through the use of open-ended questions and activities, consequently they retain their enthusiasm for learning and make good progress.

Leaders track the progress of all pupils rigorously. Leaders and teachers discuss the progress of pupils individually and set challenging targets. They also agree strategies to address any potential underachievement.

The school has recently focused on improving provision for information and communication technology. This is already having an impact. During the inspection, children in the Early Years Foundation Stage were using the interactive whiteboard well to practise their early writing. Year 6 pupils were confidently using laptop computers to design an advertisement incorporating photographs they had taken. These skills, along with well-developed basic skills in communication, reading, writing and mathematics, ensure that pupils are well prepared for the next stage in their education.

### **Quality of teaching**

Very strong and positive relationships between adults and pupils underpin the school's mainly good or better teaching. Teachers have good subject knowledge and high expectations. They plan engaging activities and look for ways to link subjects together. This, along with a clear purpose for learning, adds to pupils' enjoyment. In most lessons teachers use their questions to strengthen understanding, challenge pupils and to assess their understanding. Teachers' ongoing assessments help them to re-shape lessons and inform their plans so that lessons build on previous learning well.

The overwhelming majority of parents and carers feel that teaching is good. Pupils agree, they say they enjoy opportunities to learn in practical ways. In the best lessons, there is a good level of pupil involvement. For example, pupils use individual whiteboards to record their answers to mini-tasks. This ensures the pace of learning is maintained. In some whole-class sessions, however, teachers' explanations are too long; when this happens, attention wanders and learning slows. Here too, teachers do not always allocate clear roles to other adults working with them so their impact on learning is limited during these parts of lessons. In the Early Years Foundation Stage there is a good balance of activities that pupils choose for themselves and those that adults lead.

Pupils regularly assess their own learning through the school's traffic light marking system. Teachers provide useful feedback so that pupils understand their next steps, particularly in writing. Pupils have appropriately challenging targets for mathematics and English which they understand. Despite these strengths too many pupils do not know how well they are doing in school.

Teachers promote pupils' moral and social development by consistently applying the school's positive behaviour policy. Pupils are taught how to work as part of a team. They demonstrate their skill in working cooperatively. In one mathematics lesson pupils allocated tasks purposefully to solve a group number problem. The curriculum supports cultural development well including through art and music. Religious education teaches pupils about some of the values and beliefs of major faith groups.

The school celebrates cultural festivals, for example Chinese New Year. However, pupils' deeper understanding of the diversity of cultures in the United Kingdom and beyond is not well developed.

### **Behaviour and safety of pupils**

Pupils are very polite and friendly. They believe the school takes good care of them and the majority of parents and carers agree that their children are safe at school. Pupils themselves are keen to support each other and pride themselves on welcoming newcomers and helping younger pupils. One pupil said, 'Whatever your background you will be welcome at Gidea Park.'

Pupils say that bullying is rare and most are confident that any incidents will be dealt with appropriately and quickly. A significant minority of parents and carers express the view that the school does not deal effectively with bullying. During the inspection pupils showed a keen awareness of the different forms of bullying including through the use of the internet and mobile phones. In one assembly they were taught strategies and procedures linked to the school's recently reviewed policy.

The behaviour seen in lessons, around the school and in the playground during the inspection was good. Pupils contribute to their own safety by walking calmly around the building during transition times, for instance when going out to play. Pupils' comments and school records confirm that behaviour in lessons is generally good over time. Pupils say that occasionally some do not concentrate as well as they could.

### **Leadership and management**

Leaders and managers have sustained good achievement since the previous inspection. Leaders' evaluation of the school's performance is accurate. The provision for the Early Years Foundation Stage has improved through building work and additional resources. The school is well regarded in the local community. It is over-subscribed and growing in size. Staff responses to the Ofsted questionnaire indicate that morale in the school is high.

Senior leaders are effectively improving teaching and learning through the accurate evaluation of the impact of teaching. Useful feedback to teachers and appropriate professional development opportunities make a good contribution to improving teaching. The weekly monitoring of a range of outcomes and provision including pupils' work in books and the quality of homework inform appropriate plans for improvement. Leaders usefully seek the views of pupils to inform their evaluations, for example pupils have been interviewed to ensure they understand their targets. Minimum expectations of teaching, assessment, planning and display are made explicit to teachers. Some leaders are new to their role; training and coaching are ensuring they are becoming increasingly effective in their roles. Regular pupil review meetings contribute to good progress across all year groups.

Members of the governing body regularly visit the school and have a good understanding of its strengths and areas for improvement. The governing body



reviews important data regarding school performance compared with schools nationally. It challenges new school policies and procedures in order to evaluate their impact.

School leaders ensure that arrangements to keep pupils safe are secure. They promote equality well and have identified pupils who may be vulnerable to underachievement, including pupils known to be eligible for free school meals. The school works in an effective partnership with the local authority home/school worker to support families in challenging circumstances. Leaders track pupils' progress diligently in order to address any underachievement. Most parents and carers feel that the school keeps them well informed and they were highly positive about how well the school meets their children's particular needs.

The curriculum is broad, balanced and engaging. It provides good opportunities for pupils to use a range of skills within a theme. Pupils spoke enthusiastically about the mini-enterprise schemes which draw on their skills in mathematics, English, design, and information and communication technology and provide a real purpose for learning. Pupils respond respectfully to regular opportunities for personal reflection including in assemblies. Enrichment opportunities linked to the curriculum such as visits in the local area and an artist in residence give pupils rich cultural experiences that enhance learning and enjoyment. Teachers model respectful relationships and pupils are given opportunities to consider moral dilemmas, for instance when considering the impact of bullying. The curriculum therefore makes a strong contribution to pupils' spiritual, moral, social and cultural development.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



3 February 2012

Dear Pupils

### **Inspection of Gidea Park Primary School, Romford RM2 5AJ**

Thank you for making us so welcome when I visited your school recently with my colleagues. We enjoyed talking to some of you and reading your views about the school in the questionnaires some of you completed. We listened to some of you read and we were pleased to see the good progress you are making in lessons.

You told us that you learn a lot in lessons and that the adults in school take good care of you. We were very pleased to hear about the times when you help each other and welcome pupils who are new to school. The school council also told us about its work and how it has helped to make decisions in the school and improve the equipment for your work and play.

Overall you are making good progress and your school is judged to be good.

We have asked your school to improve even further by:

- making sure that you are actively involved throughout lessons and do not spend too long listening
- making sure that all adults are helping you to learn in all parts of lessons
- making sure that teachers tell you exactly how well you are doing in school
- giving you good opportunities to learn about the different sorts of people who live in this country and in other parts of the world.

I am sure you will play your part by continuing to work hard and do your very best.

Yours sincerely

Michelle Winter  
Her Majesty's Inspector

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