

Gaynes School

Brackendale Gardens, Uppminster, RM14 3UX

Inspection dates 18–19 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has made good improvements since the last inspection because of the relentless drive of the headteacher and other leaders, including governors, to raise expectations of what the students can do.
- As a result of good, enthusiastic teaching and very positive relationships, students enjoy school and want to do well.
- Students make good progress over their time in the school. Those who find learning difficult are helped to learn as well as possible.
- Students do well in their GCSE examinations, particularly in English and mathematics.
- Students' attendance is good, they feel safe and behave well.
- The school works well with parents and carers to develop a strong school community and to encourage them to support their children with their learning.
- Students are able to make informed choices of their study routes at Key Stage 4. Many benefit from the applied learning opportunities through the local college.
- The school looks after its school leavers very well, ensuring no student is without a study, training or work placement for the following year.

It is not yet an outstanding school because

- Students do not make equally rapid progress in all subjects.
- Students are not achieving well enough in modern foreign languages.
- Teaching, although good, sometimes misses opportunities to encourage students to deepen their knowledge and understanding of topics because superficial work is accepted too readily.
- Too few of the most able students take up the offer of studying three separate sciences. This is because not all students, despite guidance, choose the routes that will best prepare them for the next stage of their education.
- Not all subjects encourage students' numeracy and literacy skills well enough.

Information about this inspection

- The inspection team observed 32 part lessons, three jointly with senior staff.
- Inspectors held meetings with staff, members of the governing body and a representative from the local authority. Discussions, both formal and informal, also took place with students.
- The inspection team scrutinised school documentation including the school’s own evaluation of its progress. Inspectors also looked at safeguarding policies and procedures and minutes of governors’ meetings.
- Inspectors took account of the views of 68 parents and carers who had responded to the online questionnaire, Parent View, by the end of the inspection, and of the views of 12 staff who returned inspection questionnaires.

Inspection team

Ann Short, Lead inspector	Additional inspector
Sheila Nolan	Additional inspector
Pamela Fearnley	Additional inspector
Noureddin Khassal	Additional inspector

Full report

Information about this school

- Gaynes is a smaller than average 11 to 16 community school. The school is a specialist language and applied learning college and holds a number of awards including the International School award. All students study a modern foreign language.
- The roll of the school has fallen since the last inspection because of local demographic factors. There are more boys than girls in the school.
- The proportion of students supported through school action is low. The proportion of students who are supported through school action plus or with a statement of special educational needs is lower than average.
- Some students in Years 10 and 11 attend vocational or applied courses at a local college.
- The school meets the current government's floor standards, which are the minimum expectation for attainment and progress.
- Approximately 5% of students are eligible for additional funding through the pupil premium. This is lower than average.

What does the school need to do to improve further?

- Further increase the proportion of students making better than expected progress by making sure that:
 - the pathways chosen by the students at Key Stage 4 offer them the best opportunities for the next steps in their education
 - a greater number of more-able students are recruited to study separate sciences or double science
 - programmes of study in modern foreign languages for students in Years 7 and 8 enable them to build on prior learning
 - all subjects support the reading, writing and communication skills of students, especially in Years 7 and 8
 - students' enjoyment in their work is reflected in the care with which they present it.
- Raise the proportion of outstanding teaching by making sure that:
 - all teachers consistently check the learning and understanding of each student throughout lessons and use this information to judge when to intervene and plan next steps
 - all students are encouraged to think for themselves and to deepen their knowledge and understanding of subjects rather than settling for a superficial grasp of the topic.

Inspection judgements

The achievement of pupils is good

- Students join the school with broadly average attainment and make good progress throughout the school so that they do well overall in their GCSE examinations, especially in English and mathematics.
- Results in the key measure of five grades A* to C GCSE passes, including English and mathematics, have improved steadily since the last inspection and are well above the national average. Information held by the school indicates that the upward trend is likely to continue.
- Students are making increasingly good progress at Key Stage 3 in the key subjects of English, mathematics and science and this is contributing well to the improving results in Year 11.
- The vast majority of students develop good skills in reading, writing, spoken communication and in numeracy. A number of subjects provide support for the development of these skills but there is not a systematic approach to encouraging them across the whole curriculum.
- Disabled students and those with special educational needs are well supported by teachers and additional adults in the classroom so that they too make good progress. One girl explained how she felt she was given 'just the right amount of help'.
- Students supported by the pupil premium also make good progress so that the difference in the average point score between those who are eligible for the funding and those who are not is very small. The school is successfully narrowing the gaps in achievement for most groups of students when compared to their peers nationally.
- Students do not make equally good progress in all subjects. Students are not doing well enough in modern foreign languages as the programmes of study have not previously allowed them to build solidly on earlier learning. The school is taking well-considered action to remedy the offer to the students across the three modern foreign languages on offer.
- Students do enter early for GCSE examinations. However those who do not get their expected grades have another opportunity to try to reach their goals.

The quality of teaching is good

- Teaching is good overall and has improved since the last inspection because teachers and other staff have been well supported to evaluate and develop their skills in helping students to learn.
- Students are motivated by enthusiastic teachers who have good subject knowledge. Many lessons provide opportunities for students to work actively together. In an outstanding Year 7 history lesson, for example, students enjoyed using detective skills to explore historical events and solve mysteries.
- Questioning is well used in many lessons to reinforce students' understanding. In Year 11 English lessons students made rapid progress in analysing language because teaching made them think about why some answers are better than others. A Year 10 mathematics class also made fast progress in their understanding of complex estimations, deepening their grasp of what an 'inverse operation' really means.
- In some lessons opportunities are missed to challenge students to further develop their ideas and to extend their knowledge through independent learning. Sometimes teaching settles for a too superficial grasp of the work in hand.
- In some lessons the teacher does not check the learning of all students closely enough during the lesson in order to plan next steps so that all students can make rapid progress.
- Good examples of peer-assessment were seen during the inspection where students tried hard to help their classmates to improve their work.

- Marking often gives students clear guidance about what they need to do to improve but this is not always the case.
- Although students usually enjoy their work and want to do well, sometimes they present their written work carelessly and some staff do not insist that they are more careful.
- Purposeful homework is set regularly and the homework policy has been negotiated with parents and carers. Students reported that they are given just the right amount of time to complete this work.

The behaviour and safety of pupils are good

- Students behave well in lessons and want to learn, working well together in pairs and groups.
- They understand how the school expects them to behave and are respectful and courteous towards each other and towards adults. Apart from a little boisterousness at lesson changes, they move sensibly around the school site.
- Students feel safe in school, and parents and carers and staff agree that the school is a safe place.
- Students have a good understanding of different types of bullying, including name calling and homophobic and racist bullying. They are confident that the school deals effectively with any bullying that occurs and say that there is always someone to talk to if they are unhappy or worried. The younger students feel that the 'peer listeners' provide good support if they want to talk to another student instead of an adult.
- Attendance is high and the school has strong systems for making sure that this continues.
- Students arrive at lessons on time, ready to start working so that no time is wasted. They are polite to visitors and pleased to show the way to those getting lost.

The leadership and management are good

- The school has improved since the last inspection because of the relentless drive of the headteacher, supported by other leaders and managers. Expectations of what students can do and the progress they can make have risen considerably because of the impact of their actions. This is most evident in the strong upward trend in examination outcomes. It is also demonstrated in that students report that previous concerns about behaviour have disappeared in recent years.
- The curriculum is good and is being further developed to match students' future needs. Students have a choice of pathways in Years 10 and 11 but the free choice does not always mean that students make the best decisions about pathways to ensure the right opportunities for their futures. This results in too few able students studying three separate sciences or double science.
- Students who choose to study one of a variety of courses at the local college in Years 10 and 11 do well in their choices, particularly in engineering.
- The social, moral and cultural development of the students is strong and supported within the curriculum through opportunities to engage in additional activities beyond the school day, particularly through international links, and through opportunities to take responsibility. Opportunities for spiritual development are also provided through the curriculum although these are less frequent than in the other areas.
- The school works very well with parents and carers and has reviewed and improved how it does this by engaging with the Leading Parent Partnership award.
- The local authority has provided support according to need. Well-focused support for

developing teaching and learning has resulted in sustained improvements so that the school now receives light-touch support.

- The additional funding received through the pupil premium initiative is sensibly used to make sure that individual students get the help they need and that any additional support provided is well managed. As a result these students achieve well. The school is tireless in its efforts to prevent discrimination and work towards full equality of opportunity.
 - The pursuit and embedding of good and better teaching is at the heart of the work of school leaders and is reflected in progression up the salary scale. The management of performance and links to professional development have been strengthened to match closely teachers' classroom needs.
 - **The governance of the school:**
 - is well informed about all aspects of the school's performance, including the quality of teaching, and has been involved in developing the headteacher's termly report to governors as the single self-evaluation document for the school
 - understands how performance management supports school improvement and salary progression within the school
 - has high ambition for the students at the school and provides a good balance of support and challenge in order to achieve this
 - is well organised and has taken wise decisions in managing a reducing budget while continuing to improve provision for the students
 - regularly reviews its own practice and takes action to improve the way it works
 - ensures that safeguarding meets statutory requirements.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102344
Local authority	Havering
Inspection number	400534

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	775
Appropriate authority	The governing body
Chair	David Rogers
Headteacher	William Edgar
Date of previous school inspection	13–14 October 2009
Telephone number	01708 502900
Fax number	01708 502901
Email address	admin@gaynes.havering.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

