

# Harry Gosling Primary School

Fairclough Street, London, E1 1NT

## Inspection dates

31 January – 1 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Leaders and managers have worked well to improve pupils' achievement, particularly across the current year groups.
- Pupils make good progress in reading, and their progress in writing and mathematics is improving rapidly across the school.
- Standards that pupils reach at the end of Year 6, including disabled pupils and those with special educational needs, are at least average.
- Children are well cared for in the Nursery and Reception and they develop a wide range of skills and abilities rapidly.
- The quality of teaching has improved over the past years and is now good overall, with some that is outstanding.
- Teachers' marking of pupils' work is good and provides helpful feedback to enable pupils to improve their work.
- Pupils behave well in lessons and around the school. They feel safe at school. Pupils are courteous and they relate well to each other.
- Pupils are punctual to school. Their attendance has improved from below average and it is now average.
- Governors draw on their diverse experiences to support the school's leaders and to hold them to account for securing improvements across the school.

### It is not yet an outstanding school because:

- Pupils' achievement in mathematics and writing, while improved, is not as good as that in reading.
- Pupils are not given enough opportunity to work independently to find out things for themselves and to deepen their understanding of concepts.
- Changes in staffing, especially middle leaders, are recent and they have not had sufficient time to actively develop their roles in driving forward school improvement.

## Information about this inspection

- Inspectors observed 27 lessons taught by 11 teachers. Eight of the lessons were observed jointly with the headteacher and the deputy headteacher.
- Inspectors reviewed the subjects and topics that are taught and teachers' lesson planning. They looked at pupils' books and scrutinised teachers' marking of pupils' work.
- Inspectors looked at a number of documents, including the school's self-evaluation report and development plan, monitoring records relating to the quality of teaching and learning and pupils' achievement, safeguarding records and attendance figures. Inspectors observed displays around the school and visited a school assembly.
- Inspectors held meetings with the headteacher, governors, senior and middle leaders as well as a representative from the local authority. They held discussions with pupils about various aspects of the school and listened to pupils read in Year 2 and Year 6.
- Inspectors took account of responses from 17 parents and carers to the online Parent View survey. They met parents and carers at the start of the school day and sought their views about the school.

## Inspection team

Samuel Ofori-Kyereh, Lead inspector	Additional inspector
Clifford Walker	Additional inspector
Barbara Saltmarsh	Additional inspector
Alistair McMeckan	Additional inspector

## Full report

### Information about this school

- Harry Gosling is a large primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- Nearly all pupils are from minority ethnic backgrounds. The largest group is of Bangladeshi heritage. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided for looked after children, pupils known to be eligible for free school meals and children of service families, is above average.
- Since the previous inspection, a large number of teachers have left the school and new ones have joined.
- The school does not make use of any alternative provision for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise pupils' achievement in writing and mathematics by:
  - ensuring that teachers systematically use assessment information to set more challenging targets that are closely matched to the learning needs of all pupils, especially the more-able
  - checking constantly that teachers always refer to pupils' targets when they give them guidance on how they can improve their learning
  - making sure teachers plan intervention sessions well to help pupils make even faster progress.
- Increase the proportion of outstanding teaching by:
  - making sure all teachers provide regular opportunities for pupils to be actively involved in their learning and to work independently to find out things for themselves
  - ensuring that teachers use more challenging questions to enable pupils to reflect on their ideas and deepen their understanding.
- Strengthen the role of leaders, especially middle leaders, by:
  - making sure that they are actively involved in coaching all staff
  - holding them systematically to account for improving their areas of responsibility through rigorous and continuous monitoring of pupils' progress in lessons.

## Inspection judgements

### The achievement of pupils

is good

- Children get off to a good start at Nursery because they are well cared for in a stimulating learning environment. Although they arrive at Nursery with skills that are well below the levels expected for their ages, they make good progress because of the wide range of adult-led and independent learning activities that effectively support their learning. Many children develop their fine motor, speaking, numeracy and creative skills well so that by the end of Reception, their abilities have improved considerably.
- In Year 1, pupils' progress slows and pupils' reading skills were below the level expected as shown in the national screening check last year. In Year 2, their progress is more rapid and pupils reach the expected levels in reading, writing and mathematics by the end of the year. The standards that pupils reach in all subjects at the end of Year 6 are improving and are broadly average in all subjects.
- Pupils' progress in reading is particularly good. This is because there are different support sessions for pupils who are at the early stages of speaking English, which enable them to acquire skills quickly. Throughout the school, pupils read every morning in guided reading sessions.
- Pupils' attainment in mathematics and writing at the end of Year 6, although improving, is not as good as that in reading. This is because pupils have not developed their problem-solving and calculation skills well enough until recently. In addition, the school's programme to help pupils develop their writing skills had not been effective in previous years. These weaknesses are being tackled through well-planned learning activities in all subjects. As a result, pupils are making rapid progress in mathematics and writing to reach or exceed the levels expected nationally.
- The pupil premium has been spent well to acquire additional classroom resources to provide effective one-to-one support for pupils who are eligible for free school meals. This helps them acquire skills in reading, writing and communication in line with their peers. As a result, the gap in pupils' achievement when compared with all pupils nationally, based on average points scores, is closing.
- Disabled pupils and those who have special educational needs are supported through effective intervention sessions. Assessment data show that these pupils are making the expected progress and the gaps in their learning are closing, especially in reading. However, some of the intervention sessions are not planned well enough to enable these pupils to make faster progress.
- On occasions, the targets set for the more-able pupils are not always challenging enough in order to stretch their learning further. In a few lessons, teachers' comments on pupils' work are not linked closely enough to their targets so that they can improve their work to reach higher levels.

### The quality of teaching

is good

- Teaching in most subjects is consistently good with some that is outstanding. This is because the headteacher and the senior leaders have challenged and supported teachers to remove all inadequate teaching.
- Learning activities are planned well to sustain pupils' interest and enthusiasm. For example, in an excellent Year 4 literacy lesson, pupils were actively engaged in reading and writing about stories of their own interest and made rapid progress. In a few lessons, however, opportunities for pupils to work independently to find out things out for themselves are not evident.
- Teachers create a thriving learning atmosphere, with good rapport between teachers and pupils. Teachers use prompts to encourage pupils, especially those who speak English as additional language, to contribute to class discussions and to be actively involved in group activities. However, teachers do not always use more demanding questions to deepen pupils'

understanding of key concepts in English and mathematics.

- Teachers expect pupils to work hard and to do the best that they can. In lessons, other adults are deployed effectively to support pupils, particularly disabled pupils and those with special educational needs, so that they make good progress.
- Teachers mark the work in pupils' books regularly and provide feedback on what they have to do to move on to the next stage in their learning. There are some opportunities for pupils to respond to teachers' comments. This enables pupils to achieve well.
- The different subjects that pupils learn have been planned to create opportunities for pupils to develop new skills in reading, writing and communication effectively, including in science, geography and music. For example, in a Year 6 guided reading session, pupils used a wide range of resources to enable them to acquire knowledge in science while at the same time developing their reading, writing and communications skills.
- Teachers set age-appropriate homework in different subjects which encourages pupils to develop their information and communication technology skills beyond the classroom. Homework activities are planned to engage with different literature in order to widen pupils' vocabulary.

### **The behaviour and safety of pupils** are good

- Pupils behave well. In lessons, they are always ready to learn. Pupils' positive attitudes to learning ensure that learning proceeds well. Around the school, pupils play together well and they enjoy playing different games
- There is a friendly and pleasant atmosphere around the school. Pupils and adults treat each other with respect. Pupils are polite and are ready to support visitors around the building. Pupils comment that 'there are few pupils from different background in the school but we make everybody feel welcome'.
- The school values and celebrates differences between pupils. For example, disabled pupils and those with special educational needs and new arrivals to the school are fully integrated into lessons. They benefit from care and support plans that enable them to settle quickly and become part of the school community.
- All parents and carers who responded to the online Parent View survey indicate that their children feel safe at school. Pupils affirm that they feel safe, enjoy school and are happy.
- Pupils understand the dangers associated with water, fire, roads and drugs. They also understand the different types of bullying that can occur, including cyber-bullying. Pupils indicate that bullying, such as name-calling, rarely occurs. They say that the school deals with incidents of bullying swiftly and effectively.
- Pupils in Year 6 say that behaviour has improved remarkably across the school because the school's systems are focused on rewarding positive behaviour.
- Pupils enjoy the opportunities for taking responsibility, for example as playground friends and school councillors. They say that they feel valued because their views are respected.
- There have been no exclusions in the past year. Pupils' attendance has improved from below average and it is now average. Pupils are punctual to lessons.

### **The leadership and management** are good

- The headteacher has worked extremely hard to build a cohesive leadership team in order to provide a good education for all pupils. She communicates a clear vision, shared by senior leaders, governors and staff, for securing improvement in every aspect of the school's work.
- School leaders constantly check how well the school is doing. As a result, leaders have an accurate view of the areas that need to improve. They regularly review these aspects of the school to ensure that they secure improvements quickly. However, middle leaders are not actively involved in monitoring pupils' progress in lessons or in supporting staff to improve the

quality of their work.

- The school's improvement plan focuses on improving the quality of teaching and raising pupils' achievement. The plan sets out clearly the resources needed to secure improvements, the activities to be undertaken, and how success can be measured.
  - Senior leaders set teachers and teaching assistants specific targets to improve their practice in order to drive up achievement. Targets are reviewed termly through lesson observations and performance reviews and there is a strong link between meeting targets and salary progression. Teachers and teaching assistants receive specific training tailored to their personal and professional needs.
  - The school ensures that the basic skills in reading, writing and mathematics prepare pupils well for the next stage of their education. A wide range of activities develops pupils' skills in art, cooking and music, including learning different musical instruments. Pupils learn a modern foreign language.
  - The planned personal, social and health education, physical education and sex and relationship programmes promote pupils' spiritual, moral, social and cultural awareness well. A wide range of after-school clubs enriches pupils' educational experiences.
  - The school promotes equal opportunity well. Leaders and all teachers track pupils who are at risk of underachieving through a cycle of progress reviews. They plan focused intervention programmes, such as one-to-one support, for pupils who are at early stages of speaking English.
  - The school engages parents and carers well. Bilingual staff engage effectively with parents and carers who have limited skills in speaking English. As a result, a large proportion of parents and carers are actively involved in their children's education.
  - The school receives good support from the local authority, for example to improve the quality of teaching across the school and to moderate data on pupils' progress to ensure that they are accurate.
  - **The governance of the school:**
    - Governors draw on their different experiences to ask challenging questions about the quality of teaching and pupils' achievement. They review the school's performance and the development plans. Each governor is linked to a class. They visit the school regularly to understand how well pupils are performing in each year group. This first-hand information informs the actions that the governing body takes to support leaders to improve various aspects of the school. Governors ensure that pay increases are linked closely to staff performance and support the headteacher in challenging underperformance. Governors make sure that pupil premium funding is used appropriately to acquire learning resources and recruit staff to provide one-to-one support for eligible pupils. They recognise that the extra funding has helped to improve the progress that these pupils make. Governors also make sure that the school's finances are used to acquire appropriate resources to raise pupils' achievement. They have undertaken additional training, including safer recruitment and child protection. The governors fulfil their statutory duties for safeguarding and protecting pupils and staff.
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## 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

<b>Unique reference number</b>	131737
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	402506

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Doros Ullah
<b>Headteacher</b>	Jennie Bird
<b>Date of previous school inspection</b>	24–25 June 2010
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