

# Gorringe Park Primary School

Sandy Lane, Mitcham, Surrey, CR4 2YA

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not achieve as well as they could in English and mathematics. They do not make fast enough progress from Key Stage 1 to Key Stage 2.
- Pupils do not write fluently and legibly. This is because they have not mastered the basic skills of handwriting, spelling and punctuation at an early enough stage.
- The quality of teaching varies and is inconsistent over time. Not all teachers make enough use of information on pupils' progress to plan work at the right level for pupils.
- Some teachers have low expectations. Their marking is over-generous and there are too few opportunities for pupils to correct and improve their work
- Checks on the quality of teaching and pupils' progress by leaders at all levels have not yet been fully effective in tackling the school's weaknesses, for example in writing.
- The school's plans for improvement both in the short and longer terms are not always clear and specific about how teaching and pupils' achievement will be improved.

### The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage. Disabled pupils and those who have special educational needs are well supported and sometimes make good progress.
- The curriculum is broad and balanced. It promotes pupils' spiritual, moral social and cultural development well.
- Pupils throughout the school behave well. They feel safe in school because they know that adults care for them.
- The school is a very cohesive community. Pupils from all backgrounds get on well together and they value the opportunity they have to play and work alongside each other.
- Following a dip in the school's performance since the previous inspection, senior leaders and governors have brought about significant improvements in the quality of teaching. This demonstrates their capacity to continue to improve the school.

## Information about this inspection

- Inspectors observed 27 lessons or parts of lessons, seven of which were observed jointly with the headteacher or deputy headteacher. They looked at pupils' work in their books and they listened to pupils read in Years 1, 2 and 6.
- Discussions were held with senior leaders, three governors, groups of pupils and the school improvement adviser from the local authority.
- Inspectors scrutinised school development plans, pupils' progress and tracking information, minutes from governing body meetings and documentation relating to pupils' behaviour and their safeguarding.
- There were too few responses to the online survey Parent View to consider. Inspectors sought the views of parents by analysing the school's own most recent survey and through informal discussions with parents at the start of the school day.

## Inspection team

Joy Considine, Lead inspector

Additional Inspector

Raminder Arora

Additional Inspector

Jenell Chetty

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. It is set to be a three-form entry primary school in 2017.
- The proportion of disabled pupils and who have special educational needs that are supported at school action is above average. The proportion of those who are supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are from minority ethnic groups and who speak English as an additional language is above average.
- The proportion of pupils eligible to be supported by the pupil premium funding (additional funds provided by the government to support pupils entitled to free school meals, those children looked after by the local authority or children from forces families) is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes.
- The school runs a breakfast club and an after-school club for pupils.
- There have been significant changes to the teaching and leadership team since the previous inspection.
- A substantial rebuilding programme to create additional classrooms and administrative facilities is due to be completed by the start of the autumn term.

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

- Improve the quality of teaching so that it is all consistently good or better by:
  - making better use of information on pupils' progress to plan activities meet the needs of all learners
  - simplifying teachers' marking and providing opportunities for pupils to respond to that marking by correcting and improving their own work
  - raising expectations by providing work that is hard enough for all pupils.
- Raise pupils' achievement, particularly in writing, by:
  - ensuring that they develop and consolidate good handwriting, punctuation and spelling by the end of Year 2
  - reducing the number of photocopied worksheets given to pupils and providing more opportunities for them to practise and consolidate their writing skills in other subjects
  - using published stories, books and poetry to show pupils how authors use grammar, sentence structure and imaginative vocabulary, to help them improve their writing.
- Improve the quality of leadership and management, including governance, by:
  - ensuring that plans are clear and specific about how the school plans to improve teaching and pupils' achievement, both in the short and longer terms.
  - checking pupils' work more frequently so that weaknesses in teaching are identified and addressed swiftly, particularly in writing.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement. Although pupils' attainment in English and mathematics is broadly average by the end of Year 6, they do not make as much progress as they should. Rates of progress vary both between classes and year groups and, consequently, there are gaps in pupils' knowledge and understanding as they move through the school. Achievement in writing is weaker than it is in reading and mathematics.
- Pupils who speak English as an additional language achieve well in reading and writing owing to the good support they receive. Their progress in writing is weaker than in other subjects.
- Disabled pupils and those who have special educational needs achieve in line with, and sometimes better than, other pupils because the support they get from additional adults helps them to take part in lessons. Additional small groups to help them catch up, particularly in reading, are effective.
- Pupils eligible for the pupil premium attain a similar level to that of other pupils in reading, but they are about two terms behind other pupils in writing and mathematics, according to their performance in the national tests at the end of Year 6.
- Children in the Early Years Foundation Stage start school with skills that are below those expected for their age, particularly in communication, language and literacy. They catch up quickly and so by the time they enter Year 1, they read and write simple sentences and some write short stories. They work and play well together, reflecting good development of their social skills.
- Pupils do not make enough progress in writing. This is because they have not mastered the basic skills of handwriting, spelling and punctuation by the end of Year 2. Some teachers do not provide enough opportunities for pupils to write at length when learning other subjects. There are too few occasions when teachers show and discuss the work of published authors to help pupils to improve their own writing.
- Pupils' achievement in reading is improving. By the end of Year 2, they read confidently and fluently and with good expression. Pupils in Year 6 read competently and make predictions about what they think will happen next, using information from the book.
- In some classes, pupils achieve well in mathematics. They carry out complicated calculations and solve problems accurately because they have a good grasp of basic number skills. However, they do not all achieve as well as they should because the level of challenge is not always demanding enough. Occasionally, pupils spend too much time practising what they can already do.

### The quality of teaching

### requires improvement

- There is not enough teaching that is consistently good to secure good achievement for pupils. Some teachers have low expectations of what pupils can do and do not always provide activities and work that is sufficiently challenging. Scrutiny of pupils' work shows that too frequently they complete photocopied worksheets, which limits how much work they can do and does not extend or develop learning.
- A strength in teaching is the quality of relationships between pupils and adults. This fosters positive attitudes to learning and consequently pupils behave well in lessons. Teaching assistants are sensitive to pupils' needs and offer good support and guidance to those who need extra help. Consequently, disabled pupils and those who have special educational needs achieve as well as their classmates and sometimes better.
- Teachers make their lessons lively and interesting. For example, in a Year 3 science lesson, the teacher asked pupils to observe what happened when celery was placed into a jar of blue water. The pupils were fascinated as slowly, the stem filled up with blue water. This helped them to learn about the functions of different parts of a plant.
- The use of 'talk partners' is a feature of many lessons and this allows pupils to practise their

responses to teachers' questions. In many lessons, teachers provide opportunities for pupils to share their ideas and this helps them to learn. For example, in a Year 1 mathematics lesson, pupils were sorting 3D shapes into a Carroll diagram and they were enthusiastically discussing which segment each shape should go into.

- Some teachers use information on pupils' progress to plan lessons that meets their learning needs but this good practice is not embedded across the school. Consequently work provided for pupils does not always build on and extend what pupils already know. Occasionally pupils in different year groups work at a similar level and when this occurs, progress slows.
- Most teachers mark pupils' work regularly and provide them with detailed information about what they have done well. However, they do not always ensure that pupils correct and improve their work and so errors and misconceptions are repeated.
- Teaching in the Early Years Foundation Stage is good. Adults provide a stimulating range of activities that interest and engage children. Adults are skilled at asking children questions to develop and extend their understanding. Consequently children learn well. There is a good balance of activities that children select for themselves and those that are led by adults.

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

- Pupils behave well. They get on well together and enjoy working and playing alongside those whose backgrounds differ from their own. All pupils are equally valued and discrimination on any grounds is not tolerated. Racial harmony is a strength of the school.
- Pupils like school and this is reflected in their improved attendance, which is now average. They are caring and sensitive towards the needs of those who find some aspects of school difficult to manage from time to time. They are polite, friendly and helpful and show respect and pride towards their school. Just occasionally, when the pace of the lesson slows, pupils become fidgety and begin to chat amongst themselves.
- Pupils feel safe in school. They understand different forms of bullying such as that relating to race, name-calling and computers, but they are adamant that it does not happen. They say that on the rare occasion when an incident arises, adults are on hand to help. Records kept by the school show few reported incidents relating to poor behaviour, and the number of exclusions is low.
- Pupils have a good awareness of safety, which was demonstrated during unplanned fire drills. All pupils quickly evacuated the school and lined up sensibly while adults checked that all were safe. They understand the need to take care outside school and to avoid risks associated with tobacco and that some drugs can be dangerous.
- Inspection evidence confirmed the views of parents who said that they felt that pupils' behaviour was good and that bullying was rare.

### **The leadership and management requires improvement**

- Leadership and management require improvement because leaders and governors have not addressed the decline in the school's performance since the previous inspection. They are now taking effective measures to improve the quality of teaching, which has arrested the decline.
- Although senior leaders and governors are ambitious and have development plans in place, these are not always clear and specific enough to show how improvements in teaching and achievement are to be brought about, both in the short and longer terms.
- The headteacher and deputy work well together. They have an accurate understanding of the strengths of the school and where improvements are needed.
- Leaders for English and mathematics are new to their roles and are working alongside senior leaders to help them to develop their skills. While they check the work of other teachers, this does not include a regular and robust scrutiny of pupils' work. Consequently weaknesses, for example lack of response to teachers' marking, go unchecked.

- School leaders observe teaching and provide guidance, including in-house coaching, to improve teachers' skills. The robust programme for performance management has improved the quality of teaching significantly. Teachers' progression on the salary scale is dependent on the quality of their work and pupils' progress.
- School leaders have responded enthusiastically to the good level of support provided by advisers from the local authority.
- The curriculum is broad and balanced and is supported by a wide variety of additional activities that interest pupils and support their spiritual, moral, social and cultural development. All pupils have equal opportunities in what the school has to offer.
- **The governance of the school:**
  - Governors visit school regularly and they receive information from school leaders about the quality of teaching and how the school's performance compares with that of other schools. Nevertheless, they have not been fully effective in challenging leaders about the decline in the school's performance. They understand the systems for performance management and the links between performance and progression on the salary scale. They ensure that all statutory requirements, including those regarding the safeguarding of pupils, are in place. They carefully monitor the school's finances, including how the pupil premium funding is spent and its impact on pupils' achievement. They know that it has been partially used to support eligible pupils to attend breakfast club and that this has helped to improve these pupils' attendance. Governors undertake regular training to develop their skills and to keep up to date with local and national initiatives. For the past two years, they have been heavily involved in overseeing a significant building project to increase the size of the school to accommodate three forms of entry. They are now well placed to take a more strategic role in realising the ambitions of the school.

## 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>	102654
<b>Local authority</b>	Merton
<b>Inspection number</b>	413158

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>	562
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ashif Tejani
<b>Headteacher</b>	Barbara Abbey
<b>Date of previous school inspection</b>	25 February 2010
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