

Gascoigne Primary School

Gascoigne Road, Barking, IG11 7DR

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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 headteacher, senior leaders and governors have high expectations of all pupils and have established a positive environment for learning, based on mutual respect and trust. Families from all backgrounds hold the school in high regard.
- From the time they arrive at the school, pupils make good progress in reading, writing and mathematics and achieve well.
- The school provides good support for disabled pupils, those with special educational needs and those who speak English as an additional language. As a result these pupils also achieve well.
- Teaching is mainly good and some is outstanding. Teachers use questioning effectively and build very good relationships with pupils that contribute to the positive atmosphere throughout the school.
- Behaviour in lessons and around the school is consistently good. Pupils are proud of their school and are keen to learn. They feel safe and well cared for. Attendance has improved and is now average.
- Children make good progress in the Nursery and Reception classes, where teaching is good.
- The pupil premium has been used well to support eligible pupils. Recent data show that they are making better progress than their classmates.
- Governors know the school well. They are supportive, visit the school regularly and recognise its strengths and what needs to be done to improve it further.

It is not yet an outstanding school because

- Sometimes pupils are not set work at the right level of difficulty. They are not always able to use their initiative and make choices in their learning.
- Pupils' progress in mathematics at Key Stage 2 is not as rapid as that in English because they do not have enough opportunities to apply their skills to a range of problems.

Information about this inspection

- The inspectors visited 27 lessons, taught by 24 teachers. Eleven lessons were observed jointly with senior leaders.
- In addition the inspectors made a number of other short visits to lessons, listened to pupils read, scrutinised their work and attended two assemblies.
- Meetings were held with two groups of pupils, school staff, members of the governing body, and a representative of the local authority.
- A wide range of documentation was looked at, including the school’s own view of itself, assessment information from the monitoring of pupils’ progress, the school’s development plan and minutes from meetings of the governing body. School policies and performance management documentation and records relating to behaviour, safety and attendance, together with the school’s safeguarding procedures, were also evaluated.
- Inspectors took account of the school’s own surveys with parents and carers and the views of several parents and carers who spoke to the inspectors during the inspection. There were too few responses to the online questionnaire (Parent View) to be included.
- Questionnaires from 48 staff were also considered.

Inspection team

Christine Mayle, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Karla Martin-Theodore

Additional Inspector

Peter Thrussell

Additional Inspector

Full report

Information about this school

- The school is significantly larger than the average primary school and has in addition two Nursery classes.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is significantly higher than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who are known to be eligible for free school meals, looked after children and those from families with parents in the armed forces and for whom the school receives additional funding (the pupil premium) is significantly above average.
- A significant number of pupils leave and join the school at times other than the usual entry year in Nursery.
- The school is currently undergoing a substantial building programme to provide five additional classrooms and other facilities.
- 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?

- Increase the proportion of outstanding teaching by:
 - making sure that teachers set work at the right level of difficulty and challenge for all pupils
 - providing regular and well-planned opportunities for pupils to use their initiative and to learn on their own
 - giving pupils time in lessons to read and respond to the teachers' written feedback.
- Make sure that pupils make even better progress in mathematics by providing training to help teachers:
 - plan activities that encourage pupils to practise their mathematical skills in different ways and in a variety of real-life situations
 - provide pupils with demanding problem-solving activities that make them think really hard.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills well below those expected for their age. Adults have very high expectations so that routines for learning are established quickly. Children get on very well together, reflecting good development in their personal and social skills.
- They make good progress in the Nursery and Reception classes as they are taught well and have a variety of interesting activities to take part in.
- Throughout the year a significant number of pupils leave or join the school. Many of those joining are recent arrivals to this country or have additional learning and social needs. The school quickly identifies each pupil's needs and the support required, so that they achieve well.
- Nonetheless, from the moment pupils arrive, they settle in quickly and make good, and sometimes outstanding, progress. This means that the gap between the school's results and the national average at Key Stage 1 and Key Stage 2 is closing quickly. Inspectors' observations in lessons and of pupils' work and the school's own data indicate that this pattern of rising attainment and improving progress is set to continue. Although improving, the progress that pupils make in mathematics has not kept pace with their progress in reading and writing.
- The teaching of early reading and writing skills is good. The results of the 2013 national reading check show the improvements pupils have made in their reading by the end of Year 1. The importance of reading is promoted well throughout the school. Pupils enjoy reading and are happy talking about the books they have read.
- Disabled pupils and those who have special educational needs, as well as those speaking English as an additional language, also make good progress. These pupils do well due to the effective, well-targeted support provided individually, in class and in small groups.
- Those pupils known to be eligible for support through the pupil premium make better progress than their classmates. In 2012 eligible pupils in Year 6 achieved as well as their peers in mathematics and were about one term behind in English.

The quality of teaching is good

- Since the last inspection the school has focused on improving the quality of teaching so that the majority is now good or outstanding. Teachers' relationships with pupils are very good and pupils find their teachers supportive, approachable and helpful. This creates a safe environment that boosts children's confidence and self-esteem so that they can learn better.
- Lessons are organised and well planned so that pupils enjoy what they are doing and are keen to learn. Teachers use their good subject knowledge to question pupils effectively and regularly check that pupils know what they are doing.
- Where teaching is most effective pupils are fully engaged in creative and practical activities that allow them to steer their own learning and that of others. Expertly timed activities keep pupils motivated and they learn at a rapid rate. For example, in an English lesson pupils explored through drama the different themes within a story. The teacher first checked through quick-fire questioning the pupils' understanding of the themes such as bravery, jealousy and generosity. The pupils, working in small groups, were then given a 'secret' theme to explore from the story. All pupils, some with well-focused support from another adult, made excellent progress in their understanding of the characters in the story and the motives behind their actions.
- Occasionally, pupils are not given enough opportunities to use their own initiative, think hard and learn on their own, particularly in mathematics. Where teaching is less effective, work is not set at the right level to challenge the more-able pupils or is too difficult for others that are less confident.

- Pupils' work is marked regularly and most teachers' written comments help pupils to understand where they have been successful and what they need to do next to make their work even better. However, pupils are not always given time in lessons to respond to this feedback and reflect on their learning to move it forward.
- In the Nursery and Reception classes a range of resources are provided that excite the children's imagination and support their learning. Children are encouraged through well-designed play activities to develop their language and number skills. This is particularly effective for those children who speak English as an additional language, and as a result all children achieve well.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school site, which is a calm, orderly and welcoming place. This is because all pupils respond to the school's high expectations of them and feel part of its community. The overwhelming view of parents and carers, who responded to the school's survey and spoke to inspectors at the time of the inspection, is that behaviour is good. The caring ethos of the school is promoted effectively through the positive relationships between pupils and staff.
- A strong feature of the school is its promotion of spiritual, moral, social and cultural awareness so that pupils get on well together. Pupils from a range of backgrounds and cultures, many joining at different times throughout the year, are well supported, settle in quickly and make friends. They treat each other and adults with respect and are polite, well mannered and courteous. They are justifiably proud of their school.
- Attendance rates have improved in the last three years so that they are now average. This reflects the extended work the school does with its families and the local community. Parents and carers are welcome in the school and the feedback from them shows that they hold the school in high regard.
- Pupils are keen to learn and this helps them to listen and concentrate in lessons so that they make good progress. They are not always confident to take risks in their learning and teachers do not consistently give them opportunities to be more independent and choose activities for themselves.
- Pupils report that they feel safe because they are well cared for by the teachers and other adults. They understand the various forms of bullying that may take place, including name-calling, cyber bullying and racism. On the rare occasions when incidents happen pupils know that these will be dealt with quickly and effectively.

The leadership and management are good

- The headteacher, senior leaders and governors share a common commitment for all pupils to succeed. Their high aspirations are clearly shared by the whole school community.
- Recent changes in the structure of the leadership team have strengthened the school's capacity for further improvement. Well-developed systems enable leaders at all levels to check on the quality of the school's work and its impact on pupils' progress. These are clearly linked to the targets set for teachers, their pay and career progression. Training is matched closely to teachers' and the school's needs.
- The school's own evaluation of its performance is accurate. Development planning correctly identifies the priorities of the school and has been effective in driving forward the improvements in teaching and achievement since the last inspection.
- Equality of opportunity is central to the work of the school and discrimination is tackled robustly. The school uses its pupil premium funding well to provide a range of adult support, different resources to support work in English and mathematics, and a range of lunchtime

and after-school clubs including break dancing and cricket run by a specialist coach.

- The school strives to establish close links with its community and celebrates its diversity. Albanian, Lithuanian and Portuguese groups use its facilities regularly. Pupils across the school benefit from a wide range of activities that engage their interest. These include external visits and in-school events, for example storytellers, theatre groups and Maasai Warriors.
- Arrangements for protecting pupils are good and safeguarding procedures meet all statutory requirements.
- The local authority provides effective 'light touch' support for the school.

■ **The governance of the school:**

Governors demonstrate an in-depth understanding of the school's strengths and weaknesses. They provide good support to the headteacher and hold leaders to account by asking demanding questions on all aspects of the school's work. They undertake appropriate training, visit the school, talk to pupils and meet with staff regularly. As a result they have a good understanding about the quality of teaching and data on the school's performance. The financial budget is managed well. They monitor the impact that the additional pupil premium funding is having on the progress of those eligible pupils and maintain a good oversight of the effectiveness of the school's arrangements for managing teachers' performance and its link to pay. They know what the school is doing to reward good teachers and tackle underperformance.

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	131775
Local authority	Barking and Dagenham
Inspection number	411877

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	1100
Appropriate authority	The governing body
Chair	Saima Ashraf
Headteacher	Robert Garton
Date of previous school inspection	7–8 July 2010
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