

# Gatton (VA) Primary School

13E Broadwater Road, Tooting, London, SW17 0DS

**Inspection dates** 26–27 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher and governors are highly ambitious for the school and are continually in the pursuit of excellence.
- School leaders analyse assessment data very carefully in order to identify where improvements are needed, to plan actions and to check quickly their impact.
- The governing body contributes considerably to the school’s development. Governors ask searching questions of school leaders and make sure necessary resources are available and used effectively.
- Teaching has improved considerably since the last inspection, particularly at Key Stage 2. This has been possible because the headteacher takes steps to ensure each teacher’s performance is of the highest quality.
- Children make rapid progress in Reception, particularly in their English language skills. They also develop the skills that enable them to become successful learners.
- Pupils of all ages display a thirst for knowledge that spurs their learning and progress forward. They work very hard and strive continually to do their very best.
- Frequent educational trips and visitors to school broaden the pupils’ experiences very considerably. They generate great enthusiasm for learning and provide a vital stimulus for the pupils’ imaginative writing.
- Pupils make rapid progress in phonics (letters and the sounds they make) and wider reading skills develop quickly, following the introduction of a computer-based reading scheme.
- Pupils are unfailingly courteous, thoughtful and polite to each other and adults. Their exemplary behaviour within and outside lessons contributes greatly to the calm atmosphere at all times around the school.
- Pupils feel very safe in school because staff and governors take great care to eliminate any risks to their safety and welfare.
- Pupils continually reflect on the school’s deeply held values and beliefs, and deeper aspects of human experience. This enables them to develop great curiosity in their learning.
- The headteacher and governors use additional funding very effectively to ensure that no pupils fall behind in their learning and that any gaps in achievement between different groups of pupils are closed.

## Information about this inspection

- Inspectors observed 23 lessons, four of which were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with groups of pupils, school staff, members of the governing body including the Chair, and a representative from the local authority.
- Inspectors took account of the 26 responses to the online parent questionnaire (Parent View) and held informal discussions with parents at the start of the school day. Inspectors also took into account the results of a survey undertaken by the school in November 2013 which was completed by almost all parents, and considered a further survey undertaken during the inspection with 95 responses.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s own information on pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 34 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

## Inspection team

Martin Beale, Lead inspector	Additional Inspector
Lyn Riley	Additional Inspector
Ramesh Kapadia	Additional Inspector
Diana Morgan	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools. It is part of the Al-Risalah Trust Schools.
- Almost all pupils are from a wide range of minority ethnic backgrounds and speak English as an additional language. Many are at the early stages of learning English.
- The school receives pupil premium funding for an above-average proportion of the pupils. Pupil premium is extra government funding given to schools to support pupils known to be eligible for free school meals, those in local authority care and children with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well below average and falling.
- More pupils than in most other primary schools join or leave part-way through their primary education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not access any external provision.

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

- Ensure that pupils respond to their teachers' comments in their marking, as stated in the school policy, in order to improve the quality of their work.

## Inspection judgements

### The achievement of pupils

### is outstanding

- The school prepares its pupils very well for success in their future education. All groups of pupils make outstanding progress in reading, writing and mathematics. Attainment is above average and rising as more pupils work at levels above those expected for their age. Test results for Year 6 pupils were above average in 2013 but slightly lower in reading than in writing and mathematics. This was because fewer pupils reached Level 5.
- Most children enter Reception with skills well below those typical for their age. Many have limited understanding of the English language. They make rapid progress because of the unrelenting emphasis from all adults on developing their reading, writing and speaking skills. This includes the providing of excellent models of grammatically correct spoken English.
- Pupils make rapid progress in understanding phonics because of the high quality of the teaching. Very few Year 1 pupils failed to reach the expected standard in 2013. The on-line reading programme used by the school inspires pupils to widen their reading. Their progress is rising and an increasing number are reading at higher levels.
- Pupils' writing is creative and very imaginative, particularly when it is based on first-hand experiences from trips, visitors to school or a book they find interesting. One example of this was when Year 2 pupils wrote detailed descriptions of the owls that were brought into the school and displayed by a visitor.
- Pupils develop very secure calculating skills and become adept at applying these when solving increasingly complex mathematical problems.
- The school makes highly effective use of the pupil premium through small-group work and individual tuition. As a result, eligible pupils make outstanding progress. Only narrow gaps are found between their attainment and that of other pupils. Year 6 test results for eligible pupils in 2013 were higher than for others in the year group in reading, and were only one term behind in writing and mathematics.
- Disabled pupils and those with special educational needs also make outstanding progress. This is because the school quickly identifies their needs and carefully pinpoints what action to take. Their progress is checked frequently so that changes can be made quickly if a particular support programme is not working well enough.

### The quality of teaching

### is outstanding

- Teachers have high expectations and set work that is challenging for all groups of pupils, including the more able. Their questions make pupils think deeply about new ideas. Pupils consolidate and develop skills rapidly because lessons are very carefully planned to build on what they have learnt previously.
- Learning flows undisturbed because pupils respond so well to their teacher's instructions and requests. Pupils become quickly absorbed in each lesson because teachers use imaginative methods to gain and retain their attention. Teachers check pupils' understanding continually so that they can adapt their teaching quickly and so push learning forward rapidly.
- The skilled team of support staff makes a major contribution to the pupils' learning. They are carefully deployed and briefed well so that they know precisely their role in each lesson. This is very effective for pupils who need extra help with their learning.
- The well-organised and stimulating resources in Reception engage and motivate the children, and the outdoor classroom is linked well to learning inside. Teachers and support staff are skilled at when to stand back and let the children develop their own ideas, and when to move in and make suggestions about what they might do next. This keeps their learning moving forward rapidly, and leads to them concentrating and persevering on activities for long periods.
- Teachers assess the pupils' learning and progress regularly and accurately. Marking is rigorous and informative in the guidance it gives but pupils do not always follow up their teacher's

suggestions about how to improve a piece of work. This reduces the possibility of them making even more rapid progress at times, as mistakes are not always eliminated or work improved quickly.

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

- Pupils' behaviour is outstanding. They take great pride in their school, their work and their appearance. Teachers and support staff apply the reward system consistently and so inspire the pupils to try their hardest. Attendance has risen to above average because pupils enjoy school so much and through the headteacher's firm stance over holidays during term time.
- The very positive attitudes to learning begin in Reception and continue throughout the school. Pupils are highly motivated and very keen to learn. They listen attentively, offer ideas and answers enthusiastically, and join in all activities with a ready and willing attitude. They display a serious and mature attitude towards their learning and clearly enjoy all that they are doing.
- Relationships are very positive and pupils work cooperatively and harmoniously together. Pupils take their responsibilities with pride, such as in the house system or as school council representatives. They make sure no-one is left out at playtimes and help newcomers settle in quickly to school routines.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are robust, regularly reviewed and implemented rigorously. Pupils say how safe they feel in school, and that bullying is not a concern for them. This is confirmed by parents, and also shown in school records. Pupils are well informed about how to deal with potential risks such as those presented when using the internet.

### **The leadership and management are outstanding**

- The headteacher is relentless in her determination for the school to remain on a path of continuous improvement. She is surrounded by a strong team of senior leaders, all sharing her ambitions for the pupils and providing the school with the capacity for further improvement. Additionally, the expertise of a well-trained group of subject leaders is highly effective in supporting the drive for continual improvement. Their success can be seen in the pupils' increasing progress and rising attainment.
- The headteacher does not tolerate any teaching that is less than good and is continually striving to improve each teacher's performance. She sets them challenging targets and constantly checks to see if they are being met. The headteacher builds individual training programmes for teachers around the considerable expertise in the school. As a result, teaching has improved considerably and is now outstanding.
- School leaders look carefully at the progress of each individual pupil and analyse carefully the achievement of different groups. This enables them to deploy additional funding to where it is most needed and swiftly change the focus of support staff. As a result, gaps in attainment between different groups are negligible.
- Local authority engagement has helped to make sure the school sets challenging targets and provide guidance for these targets to be met. Its input has reduced as the school has become more successful.
- The school offers pupils a wide range of interesting experiences both in and outside of lessons. Teachers plan trips and visitors to lessons very carefully to align with the topics studied. Pupils visit theatres, experiences they might otherwise not undertake. All of this enriches the pupils' learning and supports their writing in particular. Pupils engage with a wide range of other faith groups. They meet regularly with pupils from other schools, learning about other world religions while helping others to learn about Islam. The house-system is based on an eco-school initiative, encouraging pupils to appreciate environmental issues through such opportunities as visiting the local recycling centre.
- Pupils are keen to adopt a healthy lifestyle, and many take part in the wide range of sporting

activities on offer. The school uses the new sports funding very effectively to provide specialist coaches to extend pupil participation in swimming and physical education. The school's swimming pool and sports hall are excellent and well-used resources.

■ **The governance of the school:**

- The governing body is highly effective and has an ambitious vision for the school's future. Governors are clear that they want pupils to play a full part in the wider community. They have high levels of expertise, including the understanding of assessment data, and undertake regular training to help them to better hold the school to account. This ensures they are continually asking searching and probing questions, such as how different groups are performing, and that they understand how the school's performance compares with achievement nationally. The governing body reviews its performance regularly in order to become more effective. Governors have helped to chart the school's progress, and they contribute to evaluating its performance. They are sharply aware of the school's strengths, particularly in teaching. Governors make sure the targets they set the headteacher match their priorities for the school. They recognise how vigorously she goes about improving teaching and uses individual development plans for each teacher. Governors make sure resources are being used efficiently, especially by ensuring that finances, including the pupil premium, are being used to close gaps in attainment between different groups.

## 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>	134041
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	431316

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Farouk Valimahomed
<b>Headteacher</b>	Rifat Batool
<b>Date of previous school inspection</b>	29–30 June 2009
<b>Telephone number</b>	020 8682 5570
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