

Inspection of Gaynes School

Brackendale Gardens, Upminster, Essex RM14 3UX

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have created an environment of optimism and confidence at the school. Pupils are kind to each other, considerate and courteous. They are happy and safe. Many parents and carers said that the school provides 'quality teaching with quality pastoral care'. Leaders ensure that pupils achieve well in their learning.

Pupils are respectful to each other and work hard in lessons. They meet the high expectations set by leaders. Staff deal with any bullying quickly and effectively. 'Anti-bullying pupil ambassadors' play their part too and take their roles seriously. Prefects act as positive role models to younger pupils. Pupils' opinions are taken on board in many ways, including through the school council.

Leaders support pupils' mental health and emotional well-being, for example, through the 'don't worry, be happy' club. Pupils enjoy attending a range of sports clubs, including football, basketball and table tennis. Leaders provide opportunities for pupils to find out about future careers. For example, pupils attend workshops led by a range of visitors, such as firefighters, lawyers and Paralympians.

What does the school do well and what does it need to do better?

Leaders have constructed an ambitious curriculum for pupils, including those with special educational needs and/or disabilities (SEND). In most subjects, leaders have thought carefully about what pupils need to learn and when. This careful planning supports pupils to build up their knowledge securely. For example, in art, pupils' pen and brush control becomes increasingly sophisticated over time. Pupils study a range of artists, including Banksy, and develop their knowledge of art movements, such as Cubism. Pupils combine and develop these skills with confidence through Years 8 and 9.

However, in a small number of subjects, in Years 7 to 9, leaders have not considered as carefully how well pupils' knowledge develops over time. This affects how well the curriculum is delivered in these subjects and it leads to inconsistencies in some pupils' understanding.

Teachers use their subject knowledge effectively to help pupils understand key concepts. For example, in history, teachers made connections between English monarchs and medieval west Africa. This strengthened pupils' understanding of concepts such as power and society.

Teachers check that pupils remember what they have been taught, for example, at the beginning of a lesson to reinforce what pupils had been taught previously. Where necessary, teachers re-teach specific concepts, so that pupils understand them with sufficient clarity. This makes a positive difference to pupils' learning. Typically, pupils remember what they have been taught. Pupils explained confidently their knowledge of different concepts.

Leaders ensure that the needs of pupils with SEND are identified and met. Leaders make sure that appropriate support is given to pupils who need extra help in learning to read. Teachers understand these pupils' learning needs. Teachers provide pupils with the right support, so that they can build the knowledge and skills needed to keep up with their peers.

Pupils look out for each other. Those who are new to the school are welcomed warmly by staff and pupils. Pupils behave sensibly in lessons and during breaktimes. Pupils said that they appreciate leaders' high expectations for behaviour. They said that rules are fair and that teachers apply them fairly. Pupils are particularly grateful for the ways in which staff help them to 'make the right decisions'.

Leaders have created an extensive personal development programme for all pupils. It provides pupils with a range of well-planned opportunities to learn about important issues, including relationships and healthy lifestyles. In assemblies and in their interactions with pupils, leaders emphasise the importance of kindness. Pupils learn about respecting others and how to listen to different points of view. Teachers organise regular activities and trips, which provide opportunities to promote pupils' resilience and confidence. Leaders provide pupils with the information they need about future choices. This includes the different options available to them when they leave the school.

Leaders, including members of the trust, have worked effectively together to improve the school. Those responsible for governance work closely with leaders and parents to ensure that high standards are set and upheld. Teachers enjoy working at the school and feel well supported. Teachers said that leaders take account of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils' needs well. Leaders have set up systems, so that staff can identify any pupils who may require support. Leaders ensure that staff know how to identify and report their concerns about pupils who might be at risk of harm. Pupils learn about keeping safe online. Leaders provide tailored support for pupils when they need it. Leaders work effectively with external agencies, where necessary, to keep pupils safe. Every step that leaders take to support pupils' welfare is methodically recorded.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not considered with sufficient precision what pupils need to learn and in what order. This sometimes leads to inconsistencies in

how well the curriculum is delivered in these subjects. This affects pupils' learning. Where this is the case, leaders should ensure that the curriculum is planned and sequenced coherently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144095
Local authority	Havering
Inspection number	10241345
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	Board of trustees
Chair of trust	David Low
Headteacher	Annabelle Kirkpatrick
Website	www.gaynes.havering.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Leaders make use of one registered alternative provision for pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the chief executive officer, headteacher and other senior leaders. Inspectors met with leaders with responsibility for SEND, careers education, personal, social and health education, behaviour, early reading and pupils' wider development.

- Inspectors carried out deep dives in these subjects: science, English, history and art.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the school's policies and procedures for safeguarding. Inspectors looked at documentation related to safeguarding, including the school's record of pre-employment checks on staff.
- Inspectors met with representatives of the local governing body and the trust.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Guy Forbat, lead inspector

His Majesty's Inspector

Alice Clay

His Majesty's Inspector

Umbar Sharif

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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