

Inspection of a good school: Gonville Academy

Gonville Road, Thornton Heath, Surrey CR7 6DL

Inspection dates:

18 and 19 April 2023

Outcome

Gonville Academy continues to be a good school.

What is it like to attend this school?

This is a caring and welcoming school. Many parents and carers said that leaders and teachers are approachable and listen to their views. Pupils are friendly and supportive of each other. For example, they love writing inspirational messages for others to read on the 'well-being wall' in the playground.

School staff form trusting, nurturing professional relationships with pupils. Many pupils said that they feel able to speak to a member of staff if they are worried about anything. Pupils are confident that any problems will be sorted out. Pupils are happy and safe. Children settle in quickly when they start school in the early years. Pupils quickly learn the school rules and expectations. Pupils behave well and enjoy their learning.

Leaders have high ambition for pupils. They want pupils to do well academically. The published academic outcomes for the school are strong. Leaders are equally ambitious for pupils' personal development. They teach pupils about the right to be treated with respect and consideration and the legal right to be treated equally. Recently, the school received an award for the work done on race equality.

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

Reading is given a high priority here. Pupils have lots of opportunities to read throughout the school day. They enjoy relaxing with a book in the dedicated reading areas in the playground and classrooms. Pupils at the early stages of learning to read receive daily phonics teaching. Leaders and teachers regularly check the phonics that pupils know. They use this information to match phonics teaching to pupils' starting points, including pupils with special educational needs and/or disabilities (SEND). Pupils receive additional phonics teaching if they fall behind. Leaders ensure pupils with SEND receive additional support from external experts if necessary. This includes support with speech and language. Leaders and teachers work with parents so that they know how to help with reading at home. Pupils gain secure knowledge and skills to read fluently and with confidence.

Leaders, parents and teaching staff work together to recognise swiftly any pupils with SEND. Leaders work together with a range of experts to ensure pupils get the help they need. Teachers adjust their teaching appropriately so that pupils with SEND are able to learn the curriculum successfully.

Leaders devise an ambitious curriculum. The breadth of subjects goes beyond those set out in the national curriculum. For example, pupils learn French from Year 1 onwards. Leaders have thought about the important knowledge they want pupils to know and remember in different subjects. Leaders sequence subject knowledge effectively from the early years to Year 6. School leaders have strong subject knowledge. They work closely with all teachers to ensure that the curriculum is delivered in line with their thinking. Teachers regularly check that pupils know and remember key facts and important vocabulary. As a result, typically pupils' knowledge is secure. For example, in history, pupils confidently recalled events that happened during various periods of history. However, occasionally, leaders miss opportunities to deepen pupils' knowledge by helping them to link new knowledge to what they have learned before. As a result, pupils have a few gaps in their knowledge.

Pupils are very attentive in lessons. This includes children in the early years. Many pupils said they enjoy the approval and praise they receive from classmates when they share their ideas. Pupils are enthusiastic about learning. Learning is not interrupted by low-level disruption.

Leaders provide a wide range of opportunities to support pupils' wider development. Pupils enjoy taking part in extra-curricular clubs such as gaming and mindfulness. Recently, leaders introduced Bollywood and mehndi clubs because pupils requested these. Leaders provide opportunities for pupils to share their views through the elected pupil parliament group. Recently, pupils raised concerns about road safety. As a result, the pupil parliament is leading a whole-school safer-roads campaign. Pupils take part in daily 'global citizenship' sessions, where leaders encourage pupils to take an interest in global issues and different world views. For example, pupils are taught about where the ingredients used in the lunch menu come from and the rights of people involved in food production.

Subject leaders draw on subject expertise within the trust to support them with curriculum thinking. Leaders of the trust provide effective help and challenge for school leaders. School leaders regularly seek the opinions of school staff. Staff value leaders' work in supporting them to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is given high priority. School staff receive regular training. As a result, they know the safeguarding concerns in the local area that may have an impact on the school. Staff swiftly report any concerns that may arise. Leaders follow up concerns without delay. They regularly seek advice and support from local safeguarding partners. They escalate concerns appropriately if needed.

Pupils are taught about safety. This includes how to stay safe online and how to report concerns. Pupils are taught about age-appropriate healthy relationships. Leaders provide a range of ways for pupils to share any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, leaders miss opportunities to deepen pupils' knowledge and provide opportunities for pupils to link new knowledge to what was learned before. As a result, pupils have a few gaps in their knowledge. Leaders must ensure that teaching explicitly connects new and previous learning so that pupils broaden and deepen their knowledge as they get older.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2012.

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	136714
Local authority	Croydon
Inspection number	10212490
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	Board of trustees
Chair of trust	Rama Venchard
Headteacher	Samantha Daly (headteacher) Miz Mann (executive headteacher)
Website	www.gonvilleacademy.org
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher and executive headteacher joined the school after the previous inspection.
- The school is part of STEP Academy Trust. The executive headteacher leads three schools within STEP Academy Trust.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the representatives of the trust, the executive headteacher, the headteacher and senior leaders of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. 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.

- The inspector also spoke to leaders about the curriculum in some other subjects.
- The inspector spoke with leaders, staff and pupils about safeguarding. The inspector examined safeguarding records, including pre-employment checks made on staff.
- The inspector reviewed the responses from staff, pupils and parents to Ofsted's online surveys.
- The inspector visited the playground and dining room to look at behaviour at less-structured times.
- The inspector also spoke with some parents in the playground before school.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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