

Inspection of Gordon Primary School

Gordon Primary School, Golfe Road, Ilford, Essex IG1 1SU

Inspection dates: 7 and 8 February 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The school is calm and orderly. Pupils feel happy and safe here. Children in the early years are curious and encouraged to be independent. They work together well. Pupils learn the school's routines and rules quickly when they join the school. Pupils' behaviour is sensible in the classroom and around the school building.

The school provides a range of experiences to nurture and develop pupils' understanding of citizenship and their social responsibilities. Pupils are encouraged to reflect on their place in society as well as that of others. Pupils are encouraged also to join clubs that debate global and local issues as well the opportunity to become rights respecting ambassadors. Pupils are taught to be respectful of and kind to others.

Staff are ambitious for all pupils. They prepare pupils for their next stage of learning, as well as preparing them for their futures as adults. They do this through scholarship programs and visits to universities. During work week, pupils learn about a range of different careers and how they link to the subjects that they study in school. They are also taught about financial management and the importance of saving for the future.

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

The school has organised an ambitious curriculum that is well sequenced and details what pupils and children in the early years will learn over time. This helps teachers to know precisely what to teach and when, so that important knowledge builds progressively. Subject leaders are knowledgeable and identify actions to improve the quality of curriculum thinking. The governing body utilises the expertise of members to support leaders as well as hold them to account. They know the school well and provide effective challenge to leaders. Consequently, the right priorities are identified and addressed.

Teachers have secure subject knowledge and teach new learning with clarity. They follow the intended curriculum carefully. Teachers have regular professional training and work closely with subject leaders across the federation to build further subject expertise. Typically, pupils recall enthusiastically what they know and can do. They link their learning across topics and demonstrate deepened understanding. Sometimes, checks to identify and address any gaps in pupils' content knowledge are not thorough, and as a result, pupils' knowledge and recall are not as secure.

The school has ensured that reading is treated as a high priority throughout the school. Pupils have ample opportunities to practise reading throughout the school day. There is a rigorous, systematic and sequential approach to the teaching of phonics. Staff are well trained and receive continuous further training. Those who teach early reading ensure that pupils practise the sounds that they have been taught. Staff provide support for any pupils who fall behind in phonics. As a result,

they catch up quickly and pupils learn to blend words accurately and read with confidence.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of the school. In many subjects, teachers adapt their teaching to ensure that pupils access the same learning as, and learn alongside, their peers. In a few subjects, the school is strengthening these adaptations. Leaders work well with other professionals to make sure that thorough assessments are carried out. Pupils with SEND benefit from the support of external expert practitioners.

The school's personal, social and health education and wider curriculum prepare pupils effectively for life in modern Britain. Pupils are encouraged to stay safe and leaders use a range of external partners to reinforce this. Pupils attend workshops on the dangers of joining gangs and the consequences of making poor decisions. Pupils are taught about healthy and unhealthy relationships and different types of families.

Leaders ensure that pupils have access to inspiring experiences. Pupils meet visitors to the school who enrich the curriculum, such as authors and poets who bring classroom learning to life. Pupils visit a range of places that enhance their curriculum learning, including places of worship, galleries and museums. The school makes sure that there is a wide choice of clubs that develop pupils' interests and nurture their talents, including origami, Mehndi and guitar.

The school has taken decisive action to improve pupils' attendance rates. Leaders have in place robust measures to measure and identify pupils whose attendance causes concern. They meet with parents and carers to understand the reasons behind non-attendance, and work together to find appropriate solutions. As a result, most pupils attend school regularly.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, what pupils know and remember is not checked as routinely as in other subjects so as to identify and address any gaps in recall or misconceptions. As a result, weaknesses in pupils' knowledge of prior learning are missed. Leaders should ensure that all teachers check routinely what pupils know and remember to identify and address any gaps or misconceptions.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102808
Local authority	Redbridge
Inspection number	10289856
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	David Low
Headteacher	Veena Naidoo (executive headteacher)
Website	www.gordonpri.uk
Dates of previous inspection	21 and 22 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school joined Clementswood Federation in September 2019.
- The school operates and manages a breakfast and after-school club.
- Leaders do not make use of any alternative providers.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 carried out deep dives in early reading, mathematics, science and history. To do this, they met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at samples of pupils'

work. Inspectors also considered the curriculum in other subjects as part of this inspection.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the executive headteacher, senior leaders, teachers, the wider school and partnership team.
- Inspectors met with the chair of the governing body and other members of the governing body.
- They also considered responses to Ofsted's online surveys for staff and pupils.

Inspection team

Kieran Bird, lead inspector	His Majesty's Inspector
Emma O'Connor	Ofsted Inspector
Jennifer Bax	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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