

Inspection of Goodmayes Primary School

Castleton Road, Goodmayes, Ilford, Essex IG3 9RW

Inspection dates: 19 and 20 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders have developed a welcoming culture in the school where all pupils feel valued. Staff know their pupils very well and working relationships are positive. As a result, pupils are happy and safe in school.

Pupils behave well both during lessons and around the school site. They are confident, polite and kind. In the early years, children follow instructions and are developing routines to ensure they are ready for Year 1.

Leaders have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum is ambitious, and pupils enjoy being challenged. Pupils are hardworking and enthusiastic. They take pride in their achievements and enjoy learning.

Pupils in the school have access to a range of wider opportunities. These include tag rugby, art and cooking clubs. They can also take on positions of responsibility which contribute to the school community. Pupils have the opportunity to join the school council, become reading champions and playground monitors. All pupils attend various outings every year including visits to galleries, places of worship and museums.

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

Leaders have developed a broad curriculum. They ensure that the curriculum builds on pupils' knowledge over time progressively. For example, in mathematics in Year 1, pupils learn basic fractions including a quarter and half before progressing to telling the time later in the year. In the early years, leaders have planned carefully to ensure children develop across all areas of learning.

Teachers have strong subject knowledge and use this to present information clearly. Staff make adaptations to ensure pupils with SEND can access the ambitious curriculum. In the early years, staff are knowledgeable about the areas of learning they teach.

Sometimes, staff do not check pupils' learning effectively to identify gaps in understanding or to address misconceptions. As a result, pupils are sometimes not ready to learn new content or commit knowledge to the long-term memory. This also means that in some subjects, activities in lessons do not build clearly on the knowledge that pupils have learned previously. In the early years, children's use of language and vocabulary is not routinely checked. As a result, children do not deepen their understanding of new words and concepts.

There is a strong focus on reading from when pupils start Reception. Staff identify any pupils who fall behind the pace of the programme. Staff provide effective support for these pupils to ensure that they learn to decode and blend phonic sounds confidently and increase their reading fluency. The staff who deliver the

interventions are skilled at supporting the weakest readers in the school. There is a strong emphasis on developing pupils' passion for reading. Pupils read a wide variety of books daily. As a result, all pupils develop their reading skills well and become fluent readers by the time they leave school.

Pupils have positive attitudes to learning. Systems to manage behaviour are clear and effective and staff use these consistently. In early years, staff enable children to grow in confidence and understand how to take turns and share. Leaders have clear procedures and strategies in place to support pupils to have high attendance. They communicate effectively with parents and carers to ensure pupils attend school regularly.

Leaders have developed a well thought out personal development curriculum. This builds pupils' knowledge of how to stay safe and healthy effectively and in an age-appropriate manner. In the early years, the curriculum promotes children's emotional security and development of character. The school welcomes a variety of external speakers to the school to talk to the pupils on a range of topics. This extends their awareness of the wider world well.

Staff are well supported by leaders and have access to a helpful range of professional development opportunities. Leaders have strong communication with parents. They offer a number of parental sessions on themes including phonics and online safety. Governors understand the strengths and priorities of the school. They provide a wide range of expertise and carry out their role effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, staff do not help pupils to embed and use knowledge fluently or use checks on understanding to inform teaching. This means that sometimes pupils are not ready to learn new content and concepts or commit knowledge to the long-term memory. The school should ensure that all staff routinely identify gaps in pupils' knowledge so that they can address misconceptions and plan appropriate activities during lessons to build on pupils' knowledge and skills.

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 special educational needs and/or disabilities (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	102807
Local authority	Redbridge
Inspection number	10293248
Type of school	Primary school
School category	Community school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	673
Appropriate authority	The governing body
Chair of governing body	Shahin Choudhury
Headteacher	Lee Walker
Website	www.goodmayesprimary.school
Date of previous inspection	22 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body, and a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and geography. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils and

looked at samples of pupils' work. The curriculum in other subjects was also considered.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; 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 considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Lando Du Plooy	Ofsted Inspector
David Bryant	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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