

# Inspection of Gifford Primary School

Greenhill Gardens, Northolt UB5 6BU

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Inspection dates: 8 and 9 May 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

## **What is it like to attend this school?**

A culture of high academic aspiration and a shared drive for success permeates the school. Through the curriculum, pupils are taught about the contributions to society made by a diverse range of historical and modern-day prominent figures. The school encourages pupils to believe they too can make a positive difference in the world.

Academic achievement and pupils' personal development are equally prioritised. Pupils and school staff work together to create a programme of regular enrichment experiences. The '11 by 11' programme includes expressive arts activities, public speaking exercises and careers guidance. Older pupils enthusiastically support those who are younger. Pupils behave maturely. They treat each other with great care, kindness and respect.

The school encourages pupils to share their views. Elected members of the 'Gifford Government' gather and share the opinions and suggestions of their classmates in order to improve the school further. For example, the play area was extended following feedback from pupils in Years 1 and 2. Pupils are happy here.

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

Pupils study a range of subjects in line with the national curriculum. The school sets out meticulously what pupils need to know and remember in all subjects. Essential knowledge and skills are sequenced from the early years onwards with clear precision. The school is focused on making sure that all pupils can learn the intended curriculum. Pupils with special educational needs and/or disabilities (SEND) receive strong support. Effective adaptations are made to teaching and resources for pupils with SEND.

Teaching supports pupils to connect new learning to what they have learned previously and to different subjects. The way the curriculum is implemented helps pupils to build a deep and rich body of knowledge by the time they leave the school in Year 6, which is reflected in the school's high results in published national assessment tests. For example, through their previous learning in science about prominent scientists, and prior learning about different styles and techniques in art, pupils in Year 6 understood how a prominent entomologist used careful observations, colour and shade to create detailed scientific drawings.

The school places high priority on communication, language and reading. The school provides tailored help for pupils learning to speak English as an additional language to develop their language, and it ensures that quickly they feel part of the school community when they join. Pupils receive effective help and support to become fluent readers swiftly. This includes pupils with SEND. Phonics teaching begins in the early years or whenever pupils join the school if they need it. There is a consistent approach to teaching phonics. Pupils read books regularly that are closely matched to the phonics they learn. The school provides guidance for parents and carers so they can support their child with reading at home.

Pupils want to learn here. They are attentive and enthusiastic in class. In the early years, children learn the routines quickly. They are focused and eager to take part. Pupils are polite and respectful. They know school staff want them to do well. The school ensures pupils attend school regularly. Leaders act rapidly where concerns about absence or punctuality arise. The governing body works together with leaders to ensure that pupils are safe and can learn well. Leaders and the governing body take staff views seriously on matters that may impact workload or their well-being.

The school's provision to support pupils' wider development is carefully thought through. The school is determined to ensure that all pupils benefit equally from all that the school has to offer. Educational visits include opportunities to watch theatre performances in London's West End and to stay away from home overnight on residential journeys. The school's '11 by 11' programme includes opportunities to engage in outdoor activities in order to build confidence and resilience. For example, in the school's forest school provision, children in the early years took inspiration from the 'Three Little Pigs' story. They worked together using natural materials to design and build houses, and to create a trap to catch the wolf.

Pupils access a wide range of extra-curricular clubs. These include, watercolour, sports and 'VR headset' club. Pupils are taught about a range beliefs, cultural traditions and religions. They are taught age-appropriate information about the importance of healthy, respectful relationships. The curriculum includes teaching about how to stay safe, including online.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	101898
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10323301
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	900
<b>Appropriate authority</b>	The governing body
<b>Chairs</b>	James Healey and Mike Cassidy
<b>Headteacher</b>	Sarah Wilson
<b>Website</b>	<a href="http://www.giffordprimaryschool.co.uk">www.giffordprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	9 May 2013, under section 5 of the Education Act 2005

## Information about this school

- The headteacher joined the school in September 2018.
- Many pupils speak English as an additional language.
- The school does not make use of 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 held meetings with the headteacher, governors and other senior leaders. An inspector also spoke with a school improvement representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, history and French.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in other subjects.
- 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 visited the playground at breaktime and lunchtime to speak with pupils and observe behaviour.
- Inspectors reviewed responses to Ofsted's online surveys for staff and parents.

### **Inspection team**

Andrea Bedeau, lead inspector	His Majesty's Inspector
Helen Lockey	Ofsted Inspector
Nick Hitchen	Ofsted Inspector
Karyn Ray	Ofsted Inspector
Raj Mehta	Ofsted Inspector

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