



Gonville Primary School

Inspection Report

Unique Reference Number 101724
LEA Croydon LEA
Inspection number 276576
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Grace Marriott AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Gonville Road
School category	Community		Thornton Heath
Age range of pupils	3 to 11		CR7 6DL
Gender of pupils	Mixed	Telephone number	02086844006
Number on roll	456	Fax number	02086659207
Appropriate authority	The governing body	Chair of governors	Julie Booth
Date of previous inspection	24 January 2000	Headteacher	Mr Mark Ducker

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Gonville is a larger than average community primary school with a nursery. Children come from very diverse backgrounds. About a quarter of the pupils are from families of Caribbean origin, and the school also has substantial numbers of pupils of Indian, Pakistani and African origin as well as white UK. Though many families have a long association with the school, it also has a significant transient population. Over 100 children joined or left in the last academic year. These included a small number of asylum seekers or refugees and children in public care. About a quarter of the pupils have English as an additional language, though the number at an early stage is much smaller. The main home languages are Urdu, Gujarati and Bengali. 76 children are on the register of pupils with special educational needs. Most children join the school in the Nursery or Reception Classes with lower levels of knowledge, skills and understanding than expected for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Gonville is an effective school which has improved in recent years and has the ability to improve further. The inspection team felt that the school's self-evaluation had underestimated its overall quality. Most pupils, including those with special educational needs and English as an additional language, achieve well, but a small number of pupils with English as an additional language could be making faster progress and in general pupils' oral work is better than their written work. Pupils work and behave well. They like school and feel that they are consulted. They join enthusiastically in a good range of activities and appreciate what is offered, though some thought they could be pushed harder in lessons. The Foundation Stage is good and gives children a secure start and overall they make good progress. However many pupils join the school later than the Foundation Stage and do not benefit from the Nursery and Reception Classes. Teaching is good overall and is improving because teachers are raising their expectations for what pupils should be achieving. Their marking generally gives pupils a good understanding of how to improve their work. Teachers are making good use of information and communication technology (ICT) but the opportunities for pupils to use ICT are not as good as they could be. Leadership and management are good. The headteacher and leadership team provide very good direction and the governing body and staff share their aims. Collectively they understand the school's strengths and weaknesses well and have effective plans to improve standards. The budget is clearly linked to educational priorities. The school dealt well with most of the issues from the last report. The school works hard to encourage links with parents and they are supportive. The value for money is good.

What the school should do to improve further

* Improve the strategies used to enable some pupils with English as an additional language to develop their skills in reading and writing English to a higher level* Increase the opportunities for pupils to use ICT across the whole curriculum

Achievement and standards

Grade: 2

Pupils' achieve well. Children join the Foundation Stage with very limited speaking skills and social skills. They learn to play well together and independently. By the end of Reception they reach the expectations for their age in social and mathematical development. Their progress in language and literacy and knowledge and understanding of the world is good, though standards are still below expectations. Pupils in Years 1 to 6 make good progress. Over time, most pupils with English as an additional language achieve as well as other pupils, but a small number make progress more slowly because they find it hard to learn how to use more complex language. In mathematics, these pupils often have good factual knowledge, but find it difficult to use this to solve problems which involve a more sophisticated understanding of English. The 2005 Year 2 assessments results were much better than previous years. They were above the

average in mathematics, average in writing, though still below average in reading. In the Year 6 tests in 2004, Gonville was one of the most improved schools in the country. The 2005 results were not as high, but pupils made good progress when compared with their Year 2 results. They were close to the average in mathematics and reading. Writing did not improve as much as reading, though most pupils had made at least satisfactory progress. Overall, results are better than at the last inspection. Current work shows good progress because teachers are concentrating on improving pupils' written English and problem solving in mathematics.

Personal development and well-being

Grade: 2

The school has a welcoming feel and pupils enjoy coming to school. Punctuality has improved and unauthorised absence has gone down. Social and moral development is good. Pupils are polite, get on well with each other and behave well in lessons and around the school. They work well in teams and are encouraged to take responsibility in class; by looking after the environment; by raising money for charities and through being involved in the school council. Such opportunities develop pupils' self-confidence well. Their progress in acquiring basic skills is also making them more successful and confident. The school is good at drawing on and celebrating the ethnic, religious and language backgrounds of the pupils. This helps them to value other faiths and cultures and learn a lot from each other. Cultural development through art, music and literature is satisfactory. Circle time, assemblies and personal, social and health education lessons through which pupils learn about themselves and understand their feelings, provide satisfactorily for spiritual development. The school has worked well to develop pupils' understanding of having a healthy lifestyle through eating the right things, taking exercise and being aware of the dangers of drugs.

Quality of provision

Teaching and learning

Grade: 2

The teaching is good overall. The main strengths are in the ways in which teachers manage their classes to give all pupils opportunities to learn and succeed. Well-established routines give pupils security and help them to follow lessons. Expectations for behaviour are consistent and pupils respond well. Teachers make good links with previous work and show pupils what they need to do to improve. Practical work motivates pupils particularly well. Teachers mark pupils' work regularly and make constructive and helpful comments. They use information well from assessment to plan the next steps and systems for tracking pupils' progress are good. In all the lessons seen teaching assistants were well-briefed and well-deployed to support individual and groups of pupils so that they could take part successfully in lessons. Teachers are making imaginative use of ICT and the lessons in the ICT suite are developing pupils' skills well, but as yet ICT is not used enough in all subjects. From the Foundation Stage onwards, teachers and assistants work hard to develop

pupils' language skills. Teachers know that many pupils find written work a challenge. They are good at helping pupils to generate ideas for their written work, but do not always give some pupils with English as an additional language specific enough guidance on how to turn ideas into successful writing. Similarly in reading, teachers successfully encourage pupils to read for pleasure, but some pupils need more guidance on how to read for information and to improve their understanding.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Detailed records of children's progress in the Foundation Stage are used well to plan further activities. These help the small number of pupils who are just starting to learn English to understand what is being said to them, but do not always give them enough scope to speak in English themselves. In Years 1 to 6, English and mathematics are well planned and clearly focused on raising standards, particularly in writing. Though other subjects are satisfactory, the school has now made increasing the amount of science and creative work a priority. The planned individual support in lessons is often good, but occasionally not enough attention is given to the difficulties faced by small groups of pupils who have English as an additional language. The new ICT suite is used well to provide ICT lessons, however pupils are not routinely using computers enough in other subjects. The school provides good opportunities to celebrate pupils' religious and cultural backgrounds. The curriculum helps pupils to develop a healthy lifestyle and it is enriched through a good number of visits and extra-curricular clubs which learners enjoy. The provision for pupils with learning difficulties and disabilities is good.

Care, guidance and support

Grade: 2

Pupils are well looked after by the school and they feel safe and secure. They confirmed that bullying is now rare and behaviour has improved as a result of the action the school has taken. Pupils are known well by the school personally and academically. The systems for tracking the attainment of all pupils are good and the information is used well in planning individual support and setting challenging targets. Pupils know their targets and find them helpful. Vulnerable pupils and those with special educational needs are identified effectively and provided with the support needed to help them succeed. Teachers and assistants also generally give good individual support in lessons to pupils with English as an additional language. Procedures for child protection and ensuring health and safety are in place. Risk assessments are carried out when necessary. Pupils are well prepared for transition to secondary school through homework, through being taught in different groups and through links with secondary schools.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher and the senior team provide very good leadership. They have very clearly set out expectations through the school's motto of 'striving for excellence together'. They evaluate the school's work rigorously to identify priorities for improvement and monitor very effectively how these are implemented. The governing body is effective in its support and challenge for the school. Governors have been involved well in the developing of the school improvement plan and have made it clear that they expect the school to continue to improve. The staff make systematic checks on how well English and mathematics are taught, and how well pupils are achieving. These showed the need to improve pupils' writing, especially for some, though by no means all, pupils with English as an additional language. The school makes very good use of information from these checks and from day-to-day assessments to focus on where further improvements are needed in teaching and learning. This has resulted in a very strong commitment to raising standards and expectations are made very clear to teachers. For example, they all are given the yearly targets that pupils in their classes should be achieving and the outcomes are closely monitored. The problems that had contributed to under-achievement have been addressed with determination and standards have risen in both key stages. The school is capable of sustaining the good improvement made since the last inspection.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help during our time in your school. We really enjoyed meeting you and hearing your views and ideas about the school.

You enjoy coming to school and appreciate everything the teachers do to help you learn. We think that the best things about the school are: * The good teaching which means that you work hard and make good progress * Your good behaviour in lessons and at playtimes * All the activities provided at lunchtime and after school * The way in which you are encouraged to take responsibility * The way your headteacher, staff and governors work together to give you a good education

Even in a good school like yours some things could be improved. We think the school would be even better if: * your teachers made sure that some of you who speak a different language at home are given more help with reading and writing English * you used computers more often in your lessons We hope you continue to enjoy attending your good school.