

# Gayhurst Primary School

## Inspection report

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<b>Unique Reference Number</b>	130303
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	293622
<b>Inspection dates</b>	27–28 February 2008
<b>Reporting inspector</b>	Christopher Gray

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	587
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J O'Shaughnessy
<b>Headteacher</b>	Ms D Roome
<b>Date of previous school inspection</b>	17 September 2001
<b>School address</b>	Gayhurst Road Hackney London E8 3EN
<b>Telephone number</b>	020 7254 6138
<b>Fax number</b>	020 7249 3196

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much bigger than most schools of its type. The proportion of pupils in receipt of free school meals is well above average. The percentage of pupils from minority ethnic backgrounds is much higher than in most schools, though the proportion of pupils at the early stage of learning English is average, at about 10%. The percentage of pupils with learning difficulties and statements of educational need is higher than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which gives its pupils a good start to their education. Its greatest strength is the outstanding pastoral care given to all pupils, which results in their good behaviour and personal development. Pupils achieve well. They begin in the Nursery with well below average skills, especially in language and personal development. Standards are broadly average by the time pupils reach Year 6. They are best in English, which, given the low communication skills of many of the youngest children, is a considerable achievement. In mathematics, higher attaining pupils do not always make as much progress as they could in Years 3 to 5.

Good care, guidance and support are offered to pupils. The school is well-known locally for its willingness to accept children from all backgrounds and with whatever difficulties they may bring, including pupils excluded by other schools. This work has been recognised in the many awards the school has received for its work, such as the recent one for 'Best Inclusive School'. A parent wrote, 'The school has successfully created an inclusive and nurturing environment for all children'. The school has built up excellent relationships with parents and outside agencies to provide outstanding pastoral care for all pupils. An example is the reading workshops for Turkish parents. Good systems of assessment enable teachers to spot any pupils who might be falling behind in reading, writing and mathematics. The school is working to involve pupils more in evaluating their own learning, by using targets and success criteria (known to all as WILF) in lessons. This is not yet consistent, and the comments teachers make in pupils' books do not often give guidance for improvement.

Most pupils behave well in class and the playground, though they say that there are a few who sometimes let them down. They are confident that adults will help them should they have any worries. Older pupils reflect on what is of most value in their education; 'Friendship' said one, 'because you'd be very lonely without friends'.

Teaching is good and enables pupils to learn well. Teaching assistants give good support to individuals and small groups. The school recognises that pupils do not always make consistent progress from class to class because support is not always available. Leaders are in the process of targeting support to help pupils achieve equally well in all classes and this work is beginning to bear fruit.

The headteacher and her senior leaders form a strong team and provide good leadership and management. The recent move to shared leadership has meant that leaders at all levels are becoming increasingly accountable for standards in their areas. This has led to recognition by all of the need for greater consistency in pupils' progress, and the actions taken to increase support show that the school has a good capacity to make further improvements. Governors share in this capacity and offer good support and challenge to the work of the school.

## Effectiveness of the Foundation Stage

### Grade: 2

Children are given a good start in the Nursery and Reception classes. They come to school with a wide variety of abilities. For some, English is not their first language. Good teaching and interesting activities focus on developing skills and nurturing confidence. This means children make good progress and many reach expected levels by the time they enter Year 1. They happily engage in the tasks on offer and respond with curiosity to new experiences. During the time

of the inspection, opportunities to handle live snakes made a very positive contribution to children's language and personal development.

### **What the school should do to improve further**

- Achieve greater consistency in the progress pupils make from class to class.
- Provide greater challenge to higher attaining pupils in mathematics in Years 3 to 5.
- Make greater use of pupils' targets and teachers' marking to give pupils a clearer idea of how they can improve their work.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well from a low start in the Nursery. Standards by Year 2 have been rising gradually over recent years and are now broadly average. Pupils currently in Years 3 to 6 reached lower standards when in Year 2. By Year 6, standards have also been rising and are similar to the national average by Year 6. Measures of the value added in 2007 confirm that pupils make good progress. In that year, pupils made less progress in science; the school has responded to this by redesigning the science curriculum to give more emphasis to investigational work. The best progress is made by the oldest pupils. The school is reorganising the way it targets support for other pupils to iron out inconsistencies in progress in Years 3 and 4. Pupils from different ethnic backgrounds achieve as well as all other pupils, as do those whose first language is not English. Pupils who learn at a slower rate than others receive good support to enable them to progress as well as their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They learn to understand their own feelings and respect those of others. Generally pupils behave well. They are aware of what is expected and understand the system of sanctions. This includes exclusion where necessary, though the rate is low. Pupils feel safe and know to whom to speak if they have a problem. They report that there is occasional bullying but feel it is generally dealt with well. They value their friends and enjoy what the school offers. One commented that school provides 'a good environment to make new friends and feel comfortable'. Attendance is broadly average and has improved over recent years. Through the school council and other roles of responsibility, pupils play an important part in the school community and feel valued. They know what constitutes a healthy lifestyle and enjoy taking part in sporting activities. Their scrutiny of lunch time menus has resulted in the school's kitchen producing tasty, healthy options. Pupils' progress in basic skills means they are well prepared for the next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn well because they enjoy their lessons. Teachers work hard to make lessons appealing. In a mathematics lesson for Year 6 slower learners, much enjoyment was evident when the pupils played a variety of '20 Questions' to help them identify types of triangle. Teaching assistants fulfil their role well and make an effective contribution to pupils' learning. Teachers give pupils plenty of opportunities to use information and communication technology so that

they develop good computer skills. Mathematics teaching is undertaken in ability groups in Year 6 and this works well. In Years 3 to 5, teachers take their own classes. Work is frequently made easier or allotted greater support for lower attaining pupils. However, higher attaining pupils sometimes undertake the same work as that provided for average pupils.

## **Curriculum and other activities**

### **Grade: 2**

Recent changes to the primary curriculum have been managed well and provide effective links between subjects. This offers a good balance between the basic skills and creativity. It is kept under review to ensure that it promotes good achievement. Following last year's science results, additional science topics are being included in order to raise standards. The curriculum is enriched by a wealth of visits that develop pupils' skills and enjoyment. The school makes very good use of the expertise of visitors, especially for drama and dance, and themed or special days to help make learning more interesting. The many sporting activities offered, using both school and outside expertise, contribute effectively to the pupils' personal development.

## **Care, guidance and support**

### **Grade: 2**

The pastoral side of this work is outstanding. Gayhurst's strong community focus extends to parents and pupils alike. Those with specific needs and learning difficulties receive a good level of support and make good progress. Effective use is made of staff expertise and external agencies. Clear and well structured policies nurture good behaviour, tolerance and harmony. All safeguarding requirements are met. One parent commented, 'This school always puts children first - that's what is really good about it.'

Good systems for tracking pupils' progress in reading, writing and mathematics enable support to be directed as necessary. However, the school's work for helping pupils to be responsible for improving their own learning is in its early days. Teachers do not make enough use of pupils' targets when they mark their work. Final sessions in lessons are sometimes not used adequately to help pupils see how well they have learnt.

## **Leadership and management**

### **Grade: 2**

Parents speak highly of the school's leadership; one wrote, 'The school is well managed and the staff are genuinely interested in the welfare and learning of the pupils.' A strong team of leaders complement the headteacher's determination to see the school succeed. This has led to sustained and significant improvement. The improvements in teaching and achievement have come about as a result of more rigorous monitoring and sharper systems for measuring pupils' progress. Self-evaluation is accurate and well-integrated into the life of the school. Phase and subject leaders are increasingly involved in monitoring teachers' planning and pupils' work, and in tracking progress overtime. Governors are a skilled and reflective group who are effectively involved in all areas of school life. They offer good support and challenge. They have carefully planned procedures which enable them to familiarise themselves with the school and so are increasing their understanding of pupils' achievement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

10 March 2008

Dear Pupils

Inspection of Gayhurst Primary School, London, E8 3EN

Very many of you made us feel welcome to your school when we visited at the end of February. Thank you for being so friendly and polite. It was good to see many of you with your parents on Open Afternoon, ready to discuss how well you are learning.

Many of your parents wrote to tell us that Gayhurst is a good school and we agree. It gives you a good start in life because the adults are tireless in making sure you are safe, happy and able to learn well. You understand healthy lifestyles and are lucky to have such good lunches - we know because we shared them. You enjoy your lessons and have lots of extras after school, especially for sport. Some of you told us you would like more music during school and a few of your parents agree.

You make good progress throughout the school and reach standards in English, mathematics and science that are similar to those of most pupils in the country. You make better progress as you get older. The school is taking action to make sure you make good progress in every year, and that is one of the things we have asked the adults to carry on with.

Another thing we have asked the adults to do is to help you be more involved in measuring your own progress. They can do this by using WILF at the end of lessons, and you can help by thinking about what you have learnt. When teachers mark your books, they sometimes show you how the work could have been better. We have asked them to do this more often and you can do your bit by responding to their recommendations.

Your headteacher and her staff run the school well. They are keen for you to make the best progress you can. Those of you who learn fastest in mathematics do not always have work that is hard enough, and this is the third thing we have asked the school to improve.

I'm sure you will continue to enjoy your schooling at Gayhurst.

Yours sincerely

Christopher Gray

Lead Inspector