

Goodmayes Primary School

Inspection report

Unique Reference Number	102807
Local Authority	Redbridge
Inspection number	308126
Inspection dates	25–26 September 2008
Reporting inspector	Peter Sudworth

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	485
Government funded early education provision for children aged 3 to the end of the EYFS	142
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Judith Marshall-Camm
Headteacher	Mrs Marjorie Lopez-Stewart
Date of previous school inspection	6 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Airthrie Road Goodmayes Ilford IG3 9RW
Telephone number	020 8590 5810
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The number of pupils on roll is above average and increasing as the school builds up to three-form entry. There are two forms in most year groups and three classes in each of Reception and Year 1. The building works to accommodate the extra pupils have not yet commenced. Children begin the school part-time in the Nursery after the age of three depending when places become available. Almost all transfer to the Reception classes. A very high percentage of the school's pupils (94.6 per cent) are from ethnic minorities, the largest groups being of an Indian or Pakistani background. Just over two-thirds of the pupils speak a language other than English as their first language. The number of pupils joining or leaving at times other than the normal ones is higher than usually found. The percentage of pupils entitled to free school meals is higher than the national average. Privately managed breakfast, after-school and holiday clubs meet on site.

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. The committed staff have worked hard under the headteacher's good leadership to make significant improvements since the last inspection. The pupils thoroughly enjoy school and the vast majority of parents are very happy with the provision offered and are very supportive of the school. They applaud the improvements that have taken place and find the staff approachable, kind and respectful. As one parent put it, 'All the children are made to feel valued and staff celebrate all the different backgrounds making everyone feel part of the school.'

Good relationships between staff and pupils encourage pupils' good attitudes to work, ensure that lessons are fruitful and that pupils make good gains in their learning. Children make good progress in the Early Years Foundation Stage (EYFS) and this provision gives the children a secure grounding for their later learning. Most pupils achieve well by Year 6 where results have been rising consistently over time. They are now above average. Results have shown good consistency at Year 2 where standards are just above the national average. However, boys' attainment in writing at the higher levels has been a weaker aspect at both Years 2 and 6. Pupils with particular learning difficulties in basic skills have not made the same good rates of progress as other pupils. This is because plans and reviews of their progress have not been sufficiently secure. The school recognises these issues. It is taking action to improve on these matters.

Pupils get along well together. They understand how to live safely and healthily. They take part in local events and have a good understanding of the global community, raising money to provide clean water supplies for African nations. The school prepares pupils well for their future schooling. Their development as young people is a strength.

The staff take very good care of the pupils so that they feel safe and secure in school and are able to share any problems with staff. Good teaching and very good relationships enable the pupils to contribute confidently in lessons knowing that their contributions are valued. Parents like and attend the meetings arranged for them to find out about the teaching methods and content of work and to discuss their children's progress. These meetings support the home-school partnership well.

The curriculum meets requirements and the staff have devised inventive ways to link literacy with other subjects, which add interest to pupils' learning. The good range of extra-curricular activities, with a good emphasis on sport and music, support pupils' healthy life styles and range of interests.

The school demonstrates a good capacity to continue with the improvements because the staff work very well as a team and do not allow difficulties, such as the delayed building works, to get in their way. The well-led governing body is much involved in school matters and its good involvement contributes to the school's effective leadership and management.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The children's skills and knowledge when they first enter are well below expectations. Many children have little or no English. They make good progress in the EYFS because of the good teaching, personal attention to the children's needs and the effective links with parents. Staff give good attention to letters and sounds and teach this work in an enjoyable way. Frequent

discussions with children help them to acquire fluency in English. However, their attainment is still often below expectations by the end of the Reception year in this and other areas.

Children gain good social skills as they interact with one another and develop good levels of independence. They use their developing confidence well to choose their own activities and work with good focus on activities. The provision is well led. The EYFS leader provides an excellent teaching role model. Self-evaluation is perceptive. Staff recognise, for example, the need to improve learning links between the outside and indoor activities. Effective assessment systems support the children's next steps in learning. Resources are satisfactory overall, but the outside resources are not as stimulating as they might be.

What the school should do to improve further

- Ensure that more boys reach the higher levels in writing at both Years 2 and 6.
- Take steps to improve the individual education plans for pupils who find learning difficult so that they are reviewed regularly, clearly specify pupils' targets and indicate how they will be achieved.

Achievement and standards

Grade: 2

Overall, standards reached are slightly above average at Year 2 and have been consistently so over time. Many reach expectations for their age, although not as many pupils reach the higher levels as nationally. Year 6 results overall have consistently improved in recent years. In 2008, unvalidated national tests results were above the national average in mathematics and science, and very slightly above average in English. Girls have often attained more highly than boys, particularly in writing at the higher levels. However, boys in the 2008 Year 6 group made greater overall progress from Year 2 than the girls. Pupils whose first language is other than English make good progress because of the good levels of discussion in lessons and explanation of vocabulary. These techniques support pupils' fluency and knowledge of English. Pupils who have found learning in the basic skills difficult make satisfactory progress. Minority ethnic pupils make good progress. Of the most numerous groups, Indian pupils make best progress.

Personal development and well-being

Grade: 2

Pupils behave well. They adopt a very positive approach to work, try hard and take their learning seriously in lessons but they do not always follow up the teachers' written comments in their books. Attendance is above the national average. Pupils have a good understanding of different faiths and cultures and show much mutual respect. They assess their own work honestly. Pupils keep safe both in and outside school and have a good knowledge of road safety. They eat a balanced diet and engage in exercise. They feel safe in school as one said, 'It is a pleasant and safe environment.' The school council has made a few suggestions to improve the school. They were instrumental in suggesting zoning arrangements in the playground for quieter and more active pursuits. Pupils are well prepared for their secondary schooling. Pupils support charitable concerns, such as contributing to a local children's hospice. They demonstrate a good empathy with others and find the conditions in which some children live 'very upsetting'.

Quality of provision

Teaching and learning

Grade: 2

Staff's enthusiasm helps to make lessons interesting and is reflected in pupils' motivation to learn. They manage pupils well. Good questioning keeps the pupils involved. They are keen to answer and join in discussion. Teachers work purposefully with the teaching assistants to assist groups and individuals. The ability setting arrangements in English and mathematics generally support the good match of work to pupils' needs in these subjects. Occasionally, extension activities do not build up well enough on their immediate learning. Staff use modern technology satisfactorily, and with scope for making more effective and imaginative use of interactive whiteboards. Teachers are very alert to blending subjects together. A Year 5 history lesson about Victorian children's working conditions had very good links to literacy. Visual references to child workers in parts of the world today and discussion contributed helpfully to the pupils' global understanding and empathy. Very good relationships support the pupils' good progress.

Curriculum and other activities

Grade: 2

Staff integrate subjects well, particularly between English, geography and history, and these arrangements support pupils' literacy skills effectively. In these lessons, pupils read for a purpose, for example to find out about working conditions and writing about life as a Victorian child chimney sweep. The school makes good use of visiting professional groups to support a broad curriculum, such as in art and drama. Music is a good feature. Year 4 pupils learn the guitar and the use of peripatetic music teachers enables pupils to further their interest in instrumental work. Extra-curricular provision is good with, again, a particular strength in music, including an orchestra, and sport. The provision for pupils who experience particular difficulties in basic subjects is beginning to improve. However, individual educational plans and resources have not been helpful enough to ensure these children make similarly good rates of progress to other pupils. Booster sessions support pupils' attainment in English and mathematics in Year 6 well.

Care, guidance and support

Grade: 2

Staff take good care of the pupils. Health and safety and child protection procedures are secure and promote pupils' welfare effectively. Adults demonstrate much kindness to pupils resulting in positive attitudes and behaviour. The school has effective links with local special schools whose teachers offer informative professional advice. Good links with parents support pupils' progress and meetings with them are regular. The parent support worker has engaged well with parents to advise on a range of matters. She used a small budget to buy alarm clocks for families who found it difficult to arrive on time. Their attendance and punctuality have consequently improved.

Marking is good, up to date and helpful. Pupils' progress is generally tracked well but the reviews of pupils who experience difficulties in learning basic skills have been erratic. Other pupils have clear targets for their future learning. Pupils know these and work hard to reach them. Pupils new to the school settle quickly and are taken on well in their learning.

Leadership and management

Grade: 2

The school has good systems to evaluate its provision. Monitoring of teaching and learning is regular, self-critical and becoming increasingly more effective. Subject leaders have a good understanding of the strengths and weaknesses in their subjects through monitoring and talking to children about the provision they receive. They make good plans to improve further. Through their systematic analysis of results, they know where progress could be better, such as improving writing even further so more pupils, particularly boys, reach the higher levels. Staff have already made a good start to address this issue by ensuring that the stimulus for writing activities is more appealing to boys' interests. As a result, boys' attainment is beginning to rise. The oversight of the provision for pupils who experience difficulties in their learning has, however, not been effective enough. These pupils' progress reviews have been too irregular, individual education plans have lacked sharpness and resources have not been updated.

The governing body is well led. Its challenging and questioning approach and its participation in the school's imaginatively organised curriculum groups enable them to have a good understanding of the school's strengths and weaknesses. They are keen to improve their understanding of data. They take their roles and responsibilities seriously. Governors are very supportive of the school.

The administrative staff are very friendly, helpful and efficient with very good financial expertise that ensures that the school's finances remain in balance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	2
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

08 October 2008

Dear Pupils

Inspection of Goodmayes Primary School, Ilford, IG3 9RW

Thank you very much for your warm welcome when we visited your school. You attend a good school and thoroughly enjoy the good range of activities. It has made much improvement since its last inspection under the effective leadership of your headteacher and her staff. We were pleased to note that results at Year 6 have been improving each year because you work hard and the teaching is good. You make good progress. Results are now above the national average. However, not enough boys yet reach the higher levels in writing. The school is working hard to help you to improve this aspect of your work.

The staff take good care of you. There is a very pleasant atmosphere among the team of teachers and you enjoy good relationships with them. These support your learning. Your parents are confident that you make good progress and most of you certainly do. We found that those of you who find learning more difficult make satisfactory progress in English and mathematics. The individual education plans for these pupils are not yet good enough. We have asked the school to ensure that these are improved so the teachers are clearer how they can help you more.

You develop well as young people. We were impressed with your good behaviour and attitudes to work in lessons. You take much interest and adopt a serious approach to your studies. You are taking action to live healthily and safely by eating a good selection of food and taking care of your own safety when outside school. Your contributions of money help children less fortunate than yourselves and you have supported funds to create clean water supplies in Africa. The opportunities for music and sport are good and many of you take part in these after school. You are well prepared for secondary education.

Thank you once again for your help during the inspection and talking to us about what you do. We hope that you will continue to work hard and so achieve your ambitions.

Yours sincerely

Peter Sudworth

Lead Inspector