

# Gorringe Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	102654
<b>Local Authority</b>	Merton
<b>Inspection number</b>	317214
<b>Inspection dates</b>	20–21 November 2007
<b>Reporting inspector</b>	Michael Lynes HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Saif Patham
<b>Headteacher</b>	Mrs Barbara Abbey - Acting
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Sandy Lane Figges Marsh Mitcham CR4 2YA
<b>Telephone number</b>	020 8648 1451
<b>Fax number</b>	020 8646 7539

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Gorringe Park is larger than most primary schools. A very high number of pupils are from minority ethnic groups; about half speak English as an additional language (EAL) and a significant number are at the early stages of learning English. The number of pupils with learning difficulties and/or disabilities (LDD), including those with a statement of educational need, is higher than the national average. A large number of pupils either join or leave during the school year.

When it was inspected in November 2006, the school was judged to require special measures because improvements were required in:

- standards in English, mathematics and science
- assessment and tracking of pupils' progress
- planning for school improvement
- performance management systems to improve the quality of teaching.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Gorringe Park is now a satisfactory and improving school, with some good features. It has always been a school that parents could trust to care for and look after their children well. It is now becoming a school that parents can have the confidence in to ensure that their children make secure academic progress. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is therefore of the opinion that the school no longer requires special measures.

The school has made significant improvements over the past nine months. Results in national tests have risen and pupils are now making much more progress, particularly in science. This is because teaching has improved and is more securely based on the needs of the pupils. Teachers are using information on pupils' abilities to plan work that helps them to improve. Many pupils are now able to identify what levels they are working at and what they can do to learn more. This has been achieved whilst maintaining an atmosphere in which pupils say that 'learning is fun'. Teachers are beginning to make much better use of marking and other assessment information to plan for better learning. There is a noticeably improved consistency in all areas of the school's work.

The acting headteacher is well liked by the pupils, who warm to her approachable style. She is leading the school well through a very challenging period and developing a senior team that is beginning to successfully address the issues identified at the last inspection. There is, of course, still more to do. The school does not yet make enough use of data to set challenging targets for pupil's progress and help ensure higher standards in English and mathematics, particularly for those with LDD. This will be important in maintaining high expectations. The senior team are also aware that they must take time to evaluate the impact of their actions to ensure that they are having the desired effect. Although teaching and learning have very recently improved in Reception, this will require continued support. The governing body is fully aware that it needs to do more to carry out its responsibility to hold the senior team to account for the achievement of the pupils.

The local authority has given the school a good range of support that has been important to underpinning its recent progress. It is vital that this continues to ensure sustained improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

The quality of provision in the Foundation Stage is satisfactory. The leadership and management have been effective in addressing the weaknesses previously identified and have successfully brought about rapid improvements. For example, staff have worked very hard to improve the inside classrooms and outside area and consequently these have improved significantly. They now provide an attractive, stimulating setting and this has made a positive difference to the quality of the children's learning.

Children enter the nursery at levels well below those expected in their language and communication skills and by the time they leave, almost all have made satisfactory progress. They enjoy being at school and eagerly participate in the good range of activities both inside and out.

The work of senior staff has had a good impact on the quality of teaching. This is now satisfactory overall and some good teaching was seen during the inspection. Good features of

teaching include the staff's consistent approach to behaviour management; they work well as a team and provide good role models for the children. As a result the children behave well, are settled and eager to learn. There has been a good improvement in the staff's approach to the development of children's language skills and the teaching of early reading. The success of this work is seen in the recent good improvement in the children's phonic awareness. While there is a satisfactory balance between the activities chosen by the children and those which are taught by adults, occasionally, when children in the reception year choose their own activities, they are not fully engaged in what they are doing. There are now satisfactory systems in place for tracking children's progress, but they are not easy to analyse and do not readily allow staff to set realistic but challenging targets for children's progress.

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

- Ensure that assessments of pupils' progress are used effectively to raise standards, particularly in English and maths.
- Provide good quality support for teaching and learning in Reception.
- Systematically measure how well the senior team's actions are supporting pupils' progress, particularly for learners with difficulties and/or disabilities.
- Ensure that governors hold the senior team to account for the achievement of pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The 2007 test results reflect the recent improvements in the quality of teaching and learning, which are beginning to result in more pupils making good progress. This is still inconsistent for some pupils and those with LDD make only satisfactory progress. This is confirmed by the school's own tracking of pupils. This is why achievement overall is satisfactory rather than good.

Children join the school with levels of communication, language and literacy which are very low and with mathematical skills below those of children of a similar age in most other schools. In 2007, by the end of the Foundation Stage, children had achieved average scores in most areas but their reading and writing skills remained below average. Progress for children in the Foundation Stage is therefore satisfactory.

The standards pupils reach by the end of Key Stage 1 have been significantly below average for the last 3 years. In 2007 results improved and pupils reached standards in reading, writing and mathematics similar to those attained by pupils nationally. Achievement is now good in Key Stage 1. Standards at the end of Key Stage 2 have been significantly below average in English, mathematics and science but in 2007, standards rose and were similar to the national average. The proportion of pupils who exceeded the expected level in science was very high.

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

### **Grade: 2**

Pupils are fully involved in the life of the school and are keen to learn and, as a result, thoroughly enjoy school. Pupils' attitudes to learning and their behaviour are good. They feel safe in school because of the positive support they receive from adults and other pupils. Attendance is satisfactory, but there are a significant number of pupils who do not arrive in time for the start

of the day and are missing the beginning of their learning activities. The school works well with outside agencies to assist persistent latecomers. Spiritual, moral, social and cultural development is good; pupils respect the thoughts and feelings of others, have a good understanding of other cultures, and are gaining an appreciation of the wider world. Pupils work well together, and are improving their information and communication technology (ICT) skills to prepare for their future lives beyond school. They take their responsibilities to the school community seriously whether as members of the school council, peer mediators, playground leaders or senior students. They have a very clear understanding of healthy eating and join in activities to maintain personal fitness enthusiastically.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school has done a great deal to improve the quality of teaching and learning in all year groups. During the inspection all teaching seen was at least satisfactory and much of it was good. When teaching is good in the Foundation Stage children show care towards each other because teachers act as good role models. Teaching provides a good balance between the child choosing an activity and being directed to a particular task by an adult.

Throughout the school, where teaching is good, pupils know what they are learning and how they can be successful. Teachers ask questions which are well matched to the needs of individual pupils and challenge their thinking. In these good lessons, pupils benefit from talking to each other about their learning. This supports all pupils and especially those for whom English is an additional language. Work is marked regularly and gives pupils good guidance about how to improve. Classrooms are bright and inviting with clearly displayed targets showing how pupils can improve their work and explaining key vocabulary.

These good features of teaching and learning have not been in place for long enough to result in all pupils making good progress. Teaching assistants support pupils who are not making enough progress, but this support is not evaluated well enough by the school to judge how effective it has been.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets all statutory requirements. However, as the school is aware it needs to ensure that adequate time is devoted to the teaching of science. Provision for ICT is strong and its use across the school supports pupils' learning effectively. All pupils, whatever their needs, have full access to the curriculum. There are a wide range of trips to museums, art galleries and other educational venues. Pupils are highly appreciative of the residential trips that enhance and enrich the curriculum.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory with a number of strengths in the quality of care the school provides. There are robust procedures in place for child protection that are well understood by all adults in the school. Pupils feel safe, protected and are secure in sharing any personal concerns they have with adults or peer mediators, knowing they will receive a

compassionate reception. The academic guidance provided for pupils is satisfactory. Systems are now in place to check how well pupils are doing and what they need to do to improve. This is beginning to raise standards. Recent improvement by teachers in the marking of work is also helping pupils by giving them clearer advice. Pupils are only just beginning to evaluate how well they have learned and what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management have improved significantly over the past year. The acting headteacher has a good grasp of the strengths and weaknesses of the school and most of her actions are well thought through and have had impact. She has managed staff with sensitivity and skill; no teaching staff have left since the school was placed in special measures and they have remained loyal and worked hard to ensure improvement. The acting headteacher has made good appointments to senior posts, particularly the deputy now in charge of teaching and learning. Her work has resulted in a manifest improvement to the overall quality of both teaching and the marking of pupils' work.

Good progress has been made in improving the quality of assessment. However, systems do not yet readily enable senior leaders to analyse consistently the progress of groups of pupils. Neither are the targets set for results in national tests sufficiently challenging. Senior leaders acknowledge this and are taking the right steps to make improvements. The system of performance management used to set targets for individual teachers, which was a key weakness, has improved and is now more closely related to ensuring realistic progress for pupils.

Governors carry out their statutory responsibilities appropriately. They are beginning to become more involved in holding the senior team to account for the achievement of pupils. This is at the very early stages and governors still lack the training and guidance needed to help ensure that they carry out their role in a more effective way.

**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](http://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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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	3

### The quality of provision

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

<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	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

28 November 2007

Dear Children

Inspection of Gorringe Park Primary School, Mitcham, CR4 2YA

It was really lovely to meet so many of you when we came to inspect your school. We enjoyed talking with you and finding out what you think about the school. You told us how much you like it and that 'learning is fun'. You also told us how much you like Mrs Abbey and the other teachers. We thought that you behaved very well and you try to take good care of each other.

As you know, we have been coming in quite a lot recently to help Gorringe Park to become an even better school. I am writing to let you know that because you are now learning a lot more and getting better results we will not need to come back for quite a long time. So well done to you and your teachers!

There are still some things that the school is going to work on:

- helping you to learn even more, especially in English and maths
- improving teaching in the reception classes
- making sure teachers know what helps you and what doesn't
- governors knowing more about how well you are doing.

There is one big thing that you can do. Too many of you arrive late in the mornings. This makes it difficult for you and the teachers to get the day off to a good start. Your teachers are working hard to help you and you can do your bit by making a real effort to arrive at school on time. I am sure you will do your best so that your school can continue to become an even better one.

Best wishes

Michael Lynes  
Her Majesty's Inspector