

# Gordonbrock Primary School

## Inspection report

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<b>Unique Reference Number</b>	100684
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	335578
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Robert Ellis HMI

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 of pupils on the school roll</b>	481
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Edwards
<b>Headteacher</b>	Ms Sue Blyth
<b>Date of previous school inspection</b>	8 October 2008
<b>School address</b>	Brockley London SE4 1JB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 19 lessons, and held meetings with the chair of governors, staff, representatives from the local authority and partnership organisations, and pupils. They observed the school's work, and looked at the school development plan, curriculum plans, the school's tracking data showing pupils' progress, pupils' exercise books and the display around the school. Inspectors also analysed responses on 56 questionnaires returned from parents and carers and 97 questionnaires from pupils

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils, including those with special educational needs and/or disabilities, pupils who do not speak English as their first language and more-able pupils
- the quality of the curriculum and how well it meets the needs of all pupils
- the use of assessment information in lesson planning.

## Information about the school

Gordonbrock is a larger-than-average primary school with a nursery as part of its Early Years Foundation Stage provision. The proportion of pupils eligible for free school meals is close to the national average. About one third of the pupils are from White British heritage and the remainder are from diverse minority ethnic groups. Just over one quarter of the pupils do not speak English as their first language and around one in nine pupils is at the early stages of learning English as an additional language.

A broadly average proportion of pupils have special educational needs and/or disabilities, relating mainly to speech and language and moderate learning difficulties. The school is equipped to support pupils with hearing impairment. The school provides a family learning programme and there is a privately run after-school club.

When the school was inspected in October 2008 it was given a notice to improve because it was performing significantly less well than in all the circumstances it could reasonably be expected to perform. Significant improvement was required in relation to the achievement of pupils and the quality of teaching and learning.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Those responsible for leading and managing the school have secured improvement since the last inspection and overall effectiveness is now satisfactory. The positive impact of the actions taken demonstrates a satisfactory capacity for further improvement.

Middle leadership is developing but it is not yet fully effective in driving improvement. Standards are rising and pupils make satisfactory progress in their learning. The profile of teaching is improving and inadequate teaching has been eradicated. The school recognises that there is a need to share best practice in order to continue to improve the quality of teaching.

The use of assessment to inform planning has improved but this needs to be embedded so that all teachers are able to consistently match tasks and activities to the precise needs of all pupils. The curriculum is well matched to the needs and interests of the pupils and is enriched by a good variety of clubs and activities, visits and visitors. Pupils are valued and well cared for and the school has created a cohesive and harmonious community.

The quality of provision in the Early Years Foundation Stage is satisfactory and children are enabled to make sound progress in their learning and development.

## What does the school need to do to improve further?

- Build on improvements to the use of assessment information in planning to ensure that all children make the progress that they should.
- Share good practice so that all teaching can develop to be as good as the best.
- Develop leadership and management at all levels to improve capacity and to continue to drive rapid improvement and raise standards.

**Outcomes for individuals and groups of pupils**

**3**

Children join the school with levels of knowledge, skills and understanding that are slightly below those typical for their age. They make good progress in the Nursery and sound progress in Reception. Consequently, by the time they start Key Stage 1, standards are broadly in line with the national average. Standards at Key Stage 1 have risen steadily over the last three years, and are broadly average in reading and just above average in writing and mathematics. Progress at Key Stage 2 has been more varied. Results in national tests at the end of Year 6 have shown a decline over the last

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three years and in 2009 were below average. Previously, during their time at school, a large proportion of pupils did not make the progress of which they are capable. However, the school's tracking data and observation of lessons and the pupils' work show that this decline has been halted and pupils are starting to make up lost ground because the rate of progress has been accelerated. Pupils who have special educational needs and/or disabilities make good progress in relation to their starting points because of the good quality support and guidance they receive.

Pupils are polite and welcoming to visitors. They are confident to express their views and make friends easily. Pupils' moral, social and cultural awareness is good. They know the difference between right and wrong and they generally show consideration towards each other. Pupils' behaviour is good both in lessons and around the school. Pupils say that they feel safe and that they are confident that adults will deal with the rare instances of inappropriate behaviour appropriately.

Pupils' attendance is satisfactory and improving and the majority say they enjoy school. A small minority of pupils are often late and this impacts adversely on their learning. Pupils understand the need to adopt healthy lifestyles and most participate enthusiastically in physical activities. Pupils are adequately prepared for the next steps in their education and they are given sufficient opportunities to develop the skills that will help them in later life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
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### How effective is the provision?

The school has focused on improving the quality of teaching and learning and this is having an impact on improving teaching. Inspectors observed a range of lessons in different subjects and, although a few were outstanding and some were good, the overall profile of teaching is satisfactory. Where teaching was good or better, teachers provided pupils with a clear picture of what they should achieve during the lesson and their expectations were high. Teachers planned activities carefully to ensure that the tasks were well matched to pupils' needs and prior attainment, and provided good opportunities to judge the progress that pupils were making. In the less effective lessons, the pace was pedestrian and work was pitched at the wrong level for some pupils' abilities, particularly for those who are at the lower end of the ability range but who do not have particular learning difficulties.

The curriculum is broad and balanced and provides interesting work in history, art and music, which focuses on pupils' local heritage. Art is used well to further pupils' understanding and to help them explore their feelings. Pupils participated enthusiastically and sang well when preparing for the carol service. The school provides a good range of visits and extra-curricular activities. It monitors pupils' attendance at enrichment activities so that it knows whether different groups of pupils are provided with the same opportunities as their peers. Good links are developing with a local secondary school to enable some pupils to develop their understanding of science.

The school provides a good level of pastoral care. Parents and carers report that their children are happy in school and that transition arrangements are good. The provision for pupils with special educational needs and/or disabilities and for those who are at the early stages of learning English is well led and managed. This is leading to effective support for these pupils and good partnerships being established with other agencies that support children's well-being. Guidance and support for some other groups of pupils is not consistently of the same high standard.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher and senior leadership team have secured improvement since the last

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inspection and the impact of the actions taken demonstrates a satisfactory capacity for further improvement. The school set about remedying the legacy of underachievement and took vigorous and appropriate action to accelerate the pace of learning and get pupils back on track. There are now rigorous systems in place to monitor how well the school is doing and self-evaluation is based on secure and accurate evidence. Senior leaders have previously had to be too involved with operational matters and have not had sufficient time to focus on taking a strategic view. Recognising this, the senior leadership team is empowering and enabling middle leaders in order to develop further capacity for improvement. Middle leadership is developing, but it is still dependent on a strong steer from senior leaders.

The new chair of governors is well informed and under his leadership the governing body are becoming more effective in challenging the school to improve and holding it to account for the standards achieved.

The school has a very inclusive ethos and arrangements for ensuring pupils' safety and well-being are robust and exceed current requirements. Leaders and managers have a good understanding of the characteristics of their local community and actively promote community cohesion. It is noticeable that pupils from different backgrounds get on very well together.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The school's records show that children start in Nursery with levels of knowledge, skills and understanding that are generally just below those found for children of their age

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nationally. They settle quickly and most appear happy and confident to use all the areas of learning available to them, including an outdoor area. Many of the pupils in Reception transfer from the school's Nursery, which means that they are already familiar with the school's day-to-day routines and become confident learners. The school's progress tracking information shows that most children leave Reception having achieved the early learning goals for their age.

The quality of teaching and learning is satisfactory. Learning areas are generally well resourced, although some resources are well used and are looking a little tired. Writing activities are available in both the indoor and outdoor areas. Children enjoy selecting from a wide range of activities and there is an appropriate balance of adult- led and child-initiated activities. Behaviour is well managed so children behave well and feel safe and happy. Planning is of a satisfactory quality, but the current system for carrying out observations of children's learning, linked to assessment and record keeping, is cumbersome and does not clearly identify the next steps children need to take in order to make progress.

Adults have good relationships with children and the level of care, welfare and support provided is satisfactory. Parents say that staff are approachable and that their children are happy at school. The management of the Early Years Foundation Stage is satisfactory and improving. Consequently, the overall effectiveness of the Early Years Foundation Stage is satisfactory with some emerging strengths.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

A relatively small proportion of parents and carers responded to the inspection questionnaire. Analysis of the questionnaires returned shows parents and carers are generally supportive of the school. Several commented on improvements since the previous inspection. A similar proportion raised concerns about the extent to which the school communicates with parents and enables them to support their children's learning. Others expressed concern about consistency in the management of behaviour. Inspectors investigated these concerns and where inspectors found evidence that agreed with the views of parents and carers, this can be found in the main body of the report.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gordonbrock Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	55	24	43	1	2	0	0
The school keeps my child safe	23	41	29	52	2	4	2	4
The school informs me about my child's progress	21	38	26	46	7	13	2	4
My child is making enough progress at this school	17	30	25	45	8	14	4	7
The teaching is good at this school	19	34	24	43	9	16	2	4
The school helps me to support my child's learning	22	39	27	48	3	5	4	7
The school helps my child to have a healthy lifestyle	18	32	31	55	4	7	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	21	26	46	7	13	4	7
The school meets my child's particular needs	17	30	25	45	8	14	4	7
The school deals effectively with unacceptable behaviour	13	23	24	43	11	20	3	5
The school takes account of my suggestions and concerns	13	23	22	39	11	20	4	7
The school is led and managed effectively	13	23	21	38	12	21	6	11
Overall, I am happy with my child's experience at this school	19	34	25	45	11	20	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 December 2009

Dear Children

Inspection of Gordonbrock Primary School, Lewisham SE4 1JB

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us about your school and those who completed our inspection questionnaire. I especially enjoyed listening to you singing. We saw that the school has improved since the last inspection and now provides you with a satisfactory education.

Many of you told us how much you enjoy school and that you feel safe and well cared for. The school has made a number of recent improvements and most of you are now making at least satisfactory progress in your learning.

Here are some of the things you do best.

- Most of you like learning and you get on very well with each other.
- You are well looked after and most of you who need extra support make good progress.
- The adults who are responsible for running your school have some good ideas about what needs to be done to make it an even better place for learning.

Here are the things that need to be improved.

- We would like the teachers to make sure that the work that you are given is at exactly the right level to help you learn as much as you can.
- We want teachers to continue improving lessons so that they are all as interesting and challenging as the best.
- We would like all the teachers who have special responsibilities to make sure that everything is organised well so that you can make rapid progress.

I am sure that you will want to play your part by working hard and helping your teachers to make the school even better.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

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