

Grinling Gibbons Primary School

Inspection report

Unique Reference Number	100685
Local Authority	Lewisham
Inspection number	335579
Inspection dates	22–23 March 2010
Reporting inspector	Jane Chesterfield

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Joe Perry
Headteacher	Cynthia Eubank
Date of previous school inspection	23 March 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or parts of lessons and observed 10 teachers. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governors' meetings. Questionnaires completed by staff, pupils and 124 parents and carers were analysed.

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

- the current picture of attainment and progress in the school
- the impact of strategies to improve achievement in writing and for higher attainers
- teachers' success in meeting the different needs of the pupils in their groups
- the effectiveness of leaders in supporting and developing teaching.

Information about the school

Grinling Gibbons is an average-sized school which serves an ethnically diverse area of south-east London. Almost all pupils come from minority ethnic backgrounds, and many have a Black African heritage. More than half the pupils are at an early stage of learning English, which is very high. Nearly half are eligible for free school meals, and this is above average. The proportion of pupils with special educational needs and/or disabilities is just below average. These needs relate mainly to autistic spectrum disorders. The proportion with statements of special educational needs is broadly average. The school offers Early Years Foundation Stage provision in its Nursery and Reception classes. Childcare provision run by the local authority is also available on the school premises. This is subject to a separate inspection. The school has gained the National Healthy School award and the Investors in People award, among others.

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?

1

The school's capacity for sustained improvement

1

Main findings

Grinling Gibbons Primary is an outstanding school where pupils get an excellent start to their education. Parents and pupils are very supportive of the school and fully appreciate its worth. One parent commented that 'the school is like an extension of our family,' while another felt that 'the school believes every child is able to achieve and enjoy.' Pupils particularly value what the school is doing for them. One said, 'I am really happy about this school because every day I learn lots of things and I always achieve something.' Another typical comment from a pupil was, 'I love the achievement assembly, I feel so proud when I get a certificate. My teacher helps me achieve my goals, and it works!'

Thanks to an ethos which believes all pupils can be successful no matter what their background or capabilities, pupils have every confidence in themselves as learners. They make outstanding progress as a result. Most join the school with levels of skills and understanding which are low compared with those found nationally, and many are new to learning English. By the time they leave the school, they reach standards in English, mathematics and science which are above the national average. This happens as a result of teaching which is consistently good and frequently outstanding, and an excellent curriculum which offers all pupils exciting and stimulating ways to develop their academic and personal skills. The school has recognised that many pupils find it more difficult to achieve in their writing than in other areas because they are learning English as an additional language. As a result, it has brought in additional strategies to raise attainment in writing. There has been an increased focus on grammar and sentence structure, and an increase in opportunities to write for different purposes, and these have proved exceptionally successful so far in Years 5 and 6.

Pupils are extremely well prepared for secondary school. Their behaviour is outstanding because they show excellent self-discipline and consideration for others at all times. Older pupils are very supportive of younger ones, so that younger ones feel able to play an equal part in school life. This is thanks to the example set by adults, and by the quality of the individual care and support all pupils enjoy. The success of the school has been brought about by the hard work of the headteacher, senior staff and governors, who are never complacent and have achieved much since the last inspection. The many areas of strength identified at that time have been built upon and consolidated, and areas of relative weakness have been tackled robustly. Improvements in the Early Years Foundation Stage, for example, have meant that this has developed from being satisfactory to being an outstanding element of the school's work. Improved systems for tracking pupils' progress, monitoring the work going on in classrooms and supporting new and temporary teachers have resulted in learning that is outstanding. Senior staff

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have an excellent insight into the school's strengths and areas for development, and school self-evaluation is honest and accurate. The school has an excellent capacity for further continuous improvement.

What does the school need to do to improve further?

- Raise attainment and increase the rate of progress in writing across the whole school to bring them in line with those found in reading and mathematics.

Outcomes for individuals and groups of pupils

1

The work seen in lessons and in pupils' books confirms that standards are above average by Year 6 and that progress for all groups of pupils is exceptional across the school. Pupils are on track to meet or exceed challenging targets at the end of this academic year. They have excellent work habits and love learning. In class, they settle very quickly, listen attentively, and are always keen to have a go at answering questions. They are very used to team working and taking on responsibility within a group, for example as 'resources manager', sorting out equipment for group tasks, or as 'team leader', gathering together everyone's ideas, as seen in a Year 2 mathematics lesson. Pupils have very good concentration and apply themselves wholeheartedly to their written work. Their books show that they respond to their teachers' comments and do corrections when required, making every effort to improve their work.

Pupils relish opportunities to work independently and to be creative, which is evident in the excellent quality of the work displayed around the school. They support one another in their work. As part of the themed work on pollution taking place during the inspection week, Year 5 pupils worked alongside Year 1 and 2 pupils, helping them in art, music and poetry workshops. In class, pupils support those with special educational needs, listening to their ideas and helping them make a contribution. These pupils make excellent progress from their starting points, thanks to the support they get from adults and children alike.

Pupils say that they love coming to school, and this is borne out in their consistently high attendance. They say that they feel very safe and secure at school, and the playground is a happy and welcoming environment where pupils play together and look after one another. Pupils have a very good understanding of how to live a healthy lifestyle, and what constitutes a balanced diet. The healthy tuck shop run by Year 6 pupils is very popular. Pupils make an excellent contribution to the school and wider community. Representatives of the school council routinely take part in governing body meetings, reporting back on their actions and getting involved in the decision-making process, for example in interviewing new staff. Pupils' spiritual, moral, social and cultural development is outstanding. They have a capacity to understand others' needs and respect their differences, a clearly defined sense of right and wrong and excellent social skills.

These are the grades for pupils' outcomes

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

How effective is the provision?

The school provides pupils with a wealth of unforgettable experiences and a solid set of skills for life. The curriculum rightly focuses on basic literacy, numeracy and computer skills, but adds a strong element of creativity. Special themed weeks allow pupils to apply their skills across the curriculum. A recent focus on much-loved books enabled pupils to devise mathematical games and puzzles from 'Where the Wild Things are', for example, as well as writing poetry and reviews. The current theme of pollution has given pupils the chance to work together to put together a fashion show using recyclable materials. Pupils benefit from specialist teaching in subjects such as music and physical education to develop their talents in these areas more fully. Every day pupils enjoy a wide range of clubs where they can pursue their talents and interests.

Thanks to the school's clear expectations for teaching, and its mentoring and coaching of staff, all teachers meet the differing needs of their individual pupils very successfully. Teachers have high expectations for their pupils and challenge is strong for pupils of all abilities, including higher attainers. Teamwork between adults in class is exceptionally good and relationships with pupils are very positive and encouraging. Lessons move at a very good pace and tasks give pupils some excellent opportunities to apply the skills they have learned in a practical way. Teachers take care to support the large number of pupils who are at an early stage of learning English, by using plenty of visual aids and by repeating and reinforcing vocabulary.

¹ 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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All pupils are well known to staff and their progress is tracked closely. There is a very carefully constructed network of support available for pupils who have personal difficulties or who may be vulnerable. The learning mentor and the inclusion support worker are at the centre of this network, liaising with families and support services and endeavouring to provide the help needed so that any barriers to pupils’ learning can be effectively removed.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Outstanding leadership from the headteacher and senior staff has enabled the school to move from strength to strength since the last inspection. School staff share in the vision and ambition coming from the leadership team. There was a very high response rate to the staff inspection questionnaire, and views were overwhelmingly positive, including comments about being proud to work at the school. Those staff with leadership responsibilities are full of enthusiasm for their roles and determination to bring about further improvement. The governing body provides outstanding support and challenge to the school. Their organisation and procedures are streamlined and sophisticated and their roles are clearly defined, for example the expectations for link governors and for governor visits. Their systems for induction of new governors mean that changes when terms of office end are managed seamlessly. Procedures for safeguarding are exemplary. All required checks on adults are carried out, and risk assessments are thorough. Procedures for child protection are rigorous and staff training is up to date. The school works exceptionally well to promote equal opportunities and tackle discrimination. The achievement of all groups of pupils is carefully tracked in each year group, so that any dip in progress can be quickly addressed. Groups of pupils who underachieve nationally achieve very well in this school. The school makes an outstanding contribution to community cohesion. It is at the heart of its local community, drawing different community groups together. It also has strong national and global links. Key Stage 1 pupils, for example, have links with a rural school in Somerset, and so are learning at an early age how different children’s experiences of growing up in the United Kingdom can be. Key Stage 2, meanwhile, have links with a school in Brazil, which is giving them a new perspective on their education and that experienced by others on the other side of the world. The school has built excellent partnerships with parents, who are very pleased with what it offers their children, and

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with other organisations. Collaborative work with other local schools, for example, means that the school can share ideas with others, and benefit from good practice elsewhere.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Changes to the Early Years Foundation Stage since the last inspection have meant that outcomes for children have improved significantly, and that they are now moving into Year 1 with a level of skills and knowledge close to that expected for their age. Children are very settled and happy in the Nursery and Reception classes, and willingly follow routines to keep themselves safe and healthy. They show a great deal of consideration for others. One Nursery child who bumped into another, for example, put her arm round the other child and said, 'I'm so sorry, I didn't mean to hurt you.' Children enjoy choosing their tasks and trying out new activities, and they persevere with them. This is because the range of activities set out by adults is so stimulating and exciting. There is an excellent balance of adult-led and child-initiated activities covering all areas of learning, indoors and out. During the inspection, for example, children had the chance to make music in the garden, add numbers while playing hopscotch, or plant cress in the classroom, amongst many other activities.

The quality of the experiences available to children is down to the quality of the leadership and management. Planning across the two classes is excellent, providing for continuity in children's daily experiences while ensuring progression over time. Nursery and Reception children have access to the same choice of activities, for example, but Reception children are also introduced to short structured sessions of literacy and

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numeracy to help them prepare for moving to Year 1. Teamwork is outstanding, thanks to the quality of planning, which means that all staff know what is expected of them and have the confidence to support children fully in their activities. New systems for assessing and tracking children have been introduced, so that areas of weakness can be identified and addressed. Relationships with parents are very relaxed and positive, and they are given every support and encouragement to help their children with their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents who responded to the questionnaire were very happy with the school and what it offers their children. They unanimously agreed that their children enjoyed school, that their children were safe at school, that teaching was good, that unacceptable behaviour was effectively handled and that the school was well led. A very few felt that the school did not help their child to lead a healthy lifestyle, that their child’s particular needs were not met, that their child was not well prepared for the future or that the school did not take account of their suggestions and concerns. Inspectors investigated these views but did not uphold them. Healthy living is very well promoted by the school, and the pupils’ questionnaires were full of praise for the healthy tuck shop. The school lays great emphasis on planning to meet the needs of every child and is very successful in this. Children are very well prepared for the future and the next steps in their education, developing good literacy and numeracy skills and excellent personal qualities. The school consults parents regularly and listens to their ideas. Teachers and senior staff are on hand every day to talk to parents about any concerns they may have.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grinling Gibbons 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 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	76	28	23	0	0	0	0
The school keeps my child safe	88	71	34	27	0	0	0	0
The school informs me about my child's progress	81	65	40	32	1	1	1	1
My child is making enough progress at this school	64	56	53	43	2	2	0	0
The teaching is good at this school	77	62	43	35	0	0	0	0
The school helps me to support my child's learning	76	61	42	34	1	2	0	0
The school helps my child to have a healthy lifestyle	59	48	55	44	6	5	0	0
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)	63	51	54	42	4	3	0	0
The school meets my child's particular needs	54	44	60	48	5	4	0	0
The school deals effectively with unacceptable behaviour	66	53	55	44	0	0	0	0
The school takes account of my suggestions and concerns	46	37	72	58	3	2	0	0
The school is led and managed effectively	71	57	50	40	0	0	0	0
Overall, I am happy with my child's experience at this school	88	71	33	27	0	0	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 March 2010

Dear Pupils

Inspection of Grinling Gibbons Primary School, London SE8 5LW

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you an excellent education. These are just some of the things that we liked about your school:

- You love being at school and you are making outstanding progress as you move through the school.
- Your behaviour is excellent, and you have great respect for one another's different backgrounds.
- You have excellent relationships with your teachers and you are always keen to learn
- You feel very safe and secure at school, thanks to the efforts of your teachers
- You are very well looked after and you get extra support if you need it
- You enjoy an excellent range of opportunities in and out of class
- The senior leaders are doing an outstanding job and know how to make the school even better

To help the school improve even further, this is what we have asked the school to do:

- Help you improve your writing so that it is as good as your reading and your mathematics

You can help by always applying the skills from your language development books when you do your extended and creative writing. You are very lucky to have such a good start to your education! I'm sure that you will be able to remember all the good things you have learnt at Grinling Gibbons when you move to secondary school and that you will have every chance of being successful in your future lives.

Yours sincerely

Jane Chesterfield

Lead inspector

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