

Gorringe Park Primary School

Inspection report

Unique Reference Number	102654
Local Authority	Merton
Inspection number	335942
Inspection dates	25–26 February 2010
Reporting inspector	Natalia Power

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

The registered childcare provision, 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 of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Saif Pathan
Headteacher	Barbara Abbey
Date of previous school inspection	26 February 2010
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Age group	3–11
Inspection dates	25–26 February 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent three quarters of their time looking at learning. They observed 28 lessons covering 16 different teachers and talked to governors, staff, and parents and carers. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data it has collected on pupils' progress, safeguarding information and the minutes of the governing body. They considered the responses in 75 questionnaires that had been returned by parents and carers.

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

- the quality of learning and the progress made by all groups of pupils
- the extent to which assessment is used effectively to promote learning
- the quality of governance and its effectiveness in promoting school improvement
- the effectiveness of the school's actions to improve attendance.

Information about the school

This school is larger than average. An average proportion of pupils are eligible for free school meals. Four fifths of pupils are from a diverse range of minority ethnic backgrounds. Over half of pupils speak first languages other than English, and those at an early stage of learning English most commonly speak Tamil, Urdu and Polish as their mother tongue. An average proportion of pupils have special educational needs and/or disabilities. The governing body manages a range of out-of-school provision, including a breakfast club, an after-school club, and a day nursery for children from three months to three years.

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?

2

The school's capacity for sustained improvement

2

Main findings

Under the skilful leadership of the headteacher and her team, the school has come a long way in recent years, and it is now a good school. In the words of one parent, 'The school is improving day by day.' Pupils now do as well in English, mathematics and science as those in the rest of the country. From their starting points, this represents good progress, and is the result of good teaching and a good curriculum with a strong focus on basic skills. As another parent commented, 'The school has a good ethos and encourages individuals to strive for the very best.'

Children get off to a good start in the Early Years Foundation Stage and learn and develop well. Pupils continue to make good progress in Years 1 to 6. No group is overlooked, and all pupils make good progress, including those for whom English is not their first language and those with special educational needs and/or disabilities.

The headteacher guides her management team well. Together, they ensure that detailed information on pupils' progress is gathered and used well to cater for the needs of all pupils. Teachers use the data to match work accurately to pupils' capabilities and to provide them with a good level of challenge.

Governors provide satisfactory support to the school. Some play an active role in the life of the school, and support leaders and managers in planning improvements, but this is not true of all governors.

The school promotes community cohesion satisfactorily, ensuring that pupils have a good understanding of other people's faiths and ways of life. Pupils from a wide variety of backgrounds get on well together. However, the school recognises that it does not sufficiently promote pupils' understanding of the global community.

The headteacher and her team are ambitious for the school and continually seek ways of improving it. Leaders and managers have an accurate understanding of their school and their planning for the future is good. They have met the recommendation of the last inspection to improve the tracking of pupils' progress and to use this information to match work better to pupils' needs. This has led to a steady rise in standards in English and mathematics in recent years. These factors indicate that the school has a good capacity to continue to improve.

What does the school need to do to improve further?

- Ensure that all governors provide high-quality support to the school by:
 - playing a more active part in the life of the school
 - closely with leaders and managers to plan future improvements.

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- Extend pupils' wider global understanding of different cultures and customs, for example by establishing closer links with schools in other countries.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and their overall achievement is good. The school is skilled at removing barriers to pupils' learning. All groups of pupils, including those from all minority ethnic groups, those for whom English is not their first language, and those with special educational needs and/or disabilities, enjoy their learning and make good progress. A hallmark of the school is the close attention paid to the needs of each pupil. Teachers and teaching assistants provide effective support for any pupil in danger of falling behind, providing one-to-one support where it is needed. The level of challenge is stimulating, and pupils rise to the challenge. For example, in one fast-paced Year 6 science lesson, pupils acted the part of molecules to demonstrate to their classmates the properties of solids, gases and liquids. The pupils were excited by this task and asked demanding questions, such as, 'Is ice cream a solid or a liquid?' and, 'Why can you pour some solids?' Through open-ended questions, the teacher encouraged pupils to think and learn for themselves, and the lesson provided exciting opportunities for pupils to do their own research and discuss their findings with others. As a result of these high expectations, pupils' attainment is broadly average in tests taken at the end of Year 6, and they do particularly well in science, especially at the higher levels.

Pupils are polite, friendly and confident. They feel safe in school, behave well and are considerate towards others. Pupils say that the school helps them to understand and think about other people's faiths, and this enables them to get on well with one another and learn well together. Their knowledge of the wider global community is less well developed. Pupils understand the importance of taking regular exercise and eating a healthy diet in order to be healthy. Pupils make a good contribution to the school community. For example, 'senior students' take on various responsibilities around the school, such as running the library, and peer mediators deal effectively with playground disputes before they become significant. The sound grounding pupils acquire in the basic skills prepares them satisfactorily for the next stage of schooling.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers manage pupils' behaviour well, using effective strategies to maintain pupils' attention and motivation to learn. There are warm relationships in the classroom, and one pupil commented, 'When we are stuck the teachers will always help us.' Teachers use questioning skilfully to stimulate pupils to think for themselves. They encourage pupils to discuss tasks with one another, ensuring that all are fully engaged. In most lessons, the pace of learning is brisk and pupils' attention rarely flags. In a few lessons, however, pupils sit on the carpet for too long and in these cases their attention sometimes wanders. Teachers plan lessons well, and use the information provided by the school's effective tracking of pupils' progress to match tasks well to their capabilities. As a result, lessons provide stimulating levels of challenge, enabling pupils to make good progress. Teachers mark pupils' work thoroughly in all subjects, ensuring that they know what to do to improve. Teaching assistants give good support, in class and in extra support groups, enabling pupils with a range of physical and learning needs to access the full curriculum. Good provision enables pupils who arrive at the school speaking little English to catch up quickly and make progress in step with others.

The curriculum has a strong focus on developing pupils' basic skills in literacy and numeracy, and this has enabled pupils to make great strides since the last inspection in these subjects. The school is moving towards a more thematic approach to the curriculum but this is still at an early stage of development. However, the frequent 'themed days' provide pupils with a good understanding of the arts and history, to take just two examples. Pupils thoroughly enjoy their trips and visits to places of interest, and look forward to their on-site enrichment, for example thoroughly enjoying the steel

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drums and their French lessons. The stimulating breakfast and after-school clubs give pupils further enrichment in a caring environment, enabling pupils of all ages to play together harmoniously.

Pupils are cared for well and given good support. Vulnerable children and those with special educational needs and/or disabilities are looked after well. The school knows their needs and goes to great lengths to provide for them, for instance by ensuring that teaching assistants are well trained and effective in supporting them. The school’s good care is not just limited to pupils, ensuring that it fully accommodates any disabled parents at school functions. A few parents and carers of older pupils, however, comment that their children are not always prepared fully for the next stage in their schooling. The school works in effective partnership with external agencies to support pupils with a range of needs. The school recognises that, though links with nearby secondary schools are effective, more needs to be done to prepare pupils for moving to a wider range of secondary schools. The school’s strong partnership with the local authority, combined with its highly effective measures to raise attendance, has resulted in a dramatic drop in the proportion of persistent absentees.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides strong leadership focused on raising pupils’ attainment, and her tireless commitment to the school and her effective ambition for its future have resulted in a number of improvements. For example, the quality of classroom monitoring has improved since the last inspection, and teaching and learning are now consistently good. Systems for tracking pupils’ progress have also improved under her leadership and pupils now benefit from work which is successfully matched to their needs. Leaders, managers and governors ensure that safeguarding procedures are effective, and that pupils have a good understanding of how to keep themselves safe. They promote equality of opportunity successfully and tackle discrimination well, ensuring that all pupils, whatever their background or needs, make good progress overall. The school's planning is rigorous and is successfully based on a good understanding of its strengths and areas for development. Governors provide satisfactory support to the school. They recognise that some governors do not play a sufficiently full part in the life of the school. They are taking active steps to remedy this situation, and to strengthen their role in supporting leaders and managers in their planning for the school’s future. Leaders and

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managers have created a cohesive school with a strong sense of its importance and long history in the local community. As yet, school leaders do not sufficiently develop pupils' understanding of other people's ways of life in the world beyond the school.

These are the grades for leadership and management

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

Early Years Foundation Stage

As a result of good teaching and care, children in the Early Years Foundation Stage make good progress in their learning and development. Some children come into the Nursery with language and number skills which are below those expected for their age but, by the end of Reception, most have learnt skills which are close to those expected for their age. The children enjoy learning, and are happy and confident. They quickly learn the routines and feel safe and well cared for. They make effective choices for themselves and sustain concentration for lengthy periods of time, for example in their imaginative role play and in making music out of doors. Good partnerships with parents are established early and maintained well. Adults promote children's welfare well. They provide firm but kind support and as a result children develop good social and emotional skills. They play well together and are ready to share and take turns. Activities are stimulating and capture children's interest in order to promote their learning. For example, the school identified the need to improve boys' fluency in speaking, and skilfully chose the topic of 'space' to build on their interests and develop their language skills. Adults record children's progress accurately, but recognise that the information is not always used effectively enough to provide targeted support for children's individual learning needs. The day nursery, which caters for babies from three months to three

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years, is well resourced and well run. The statutory requirements of the Early Years Register are met. The environment is stimulating and the children receive plenty of adult attention and care enabling them to learn and develop well. Leaders and managers of the Early Years Foundation Stage plan the curriculum and manage the provision well. Transition arrangements from one year to the next are managed well, so that, as one parent commented, 'My child hardly noticed the transition between Reception and Year 1.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate for parental questionnaires was relatively low. The vast majority of parents and carers who returned questionnaires or who spoke to the inspection team agreed that their children enjoy school, and most agreed that it keeps them safe and healthy. A few did not agree that the school deals effectively with bad behaviour. Inspectors found, however, that behaviour is good and that the school manages it successfully. A few felt that the school does not take sufficient account of their views and concerns. Inspectors found, however, that parents' and carers' views are actively sought and acted on well. A very small minority felt that their children were not making enough progress. Inspectors found that pupils make good progress and that progress is improving year after year. Overall, most parents and carers are happy with their children's experience at the school. One commented, 'My child is receiving a well-rounded education with time for fun and enjoyment. Thank you, Gorrington.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gorrington Park 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 441 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	59	29	39	1	1	1	1
The school keeps my child safe	33	44	37	49	2	3	1	1
The school informs me about my child's progress	25	33	38	51	9	12	1	1
My child is making enough progress at this school	25	33	34	45	7	9	5	7
The teaching is good at this school	23	31	38	51	8	11	2	3
The school helps me to support my child's learning	21	38	42	56	6	8	4	5
The school helps my child to have a healthy lifestyle	24	32	46	61	4	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)	14	19	35	47	11	15	3	4
The school meets my child's particular needs	23	31	37	49	9	12	2	3
The school deals effectively with unacceptable behaviour	23	31	34	45	10	13	2	3
The school takes account of my suggestions and concerns	19	25	37	49	10	13	3	4
The school is led and managed effectively	16	21	43	57	7	9	2	3
Overall, I am happy with my child's experience at this school	30	40	35	47	8	11	2	3

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.



1 March 2010

Dear Pupils

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

Do you remember when four visitors came to your school recently to watch you learn and play? Thank you for making us so welcome. This is what we found:

- Your school is good. In fact, it is getting better with each year that passes.
- This is because your headteacher and all the adults work hard to help you do well and enjoy your learning.
- You get on well with one another, and behave well.
- Your school keeps you safe, and you have many chances to eat healthily and take exercise. All the adults take good care of you, and are kind and fair to you.
- You enjoy learning, and are given many exciting things to do. The adults always encourage you to do your best.
- You told us that you find learning 'fun'! The adults find wonderful ways of making you excited about learning, sometimes in school and sometimes by taking you on trips and visits.
- You are beginning to develop an understanding of the world around you, for example, in themed Indian or Greek days. Now we have asked those in charge to make sure that you all reach out to the wider world outside the school, and learn more about other people's faiths and cultures.
- The adults in charge do their very best to make your school as good as it can possibly be. Your governors know how important it is to visit the school as often as possible and give your headteacher and the people in charge lots of good advice. We have asked them to step up the pace, so you should soon see more governors in your school. We know you will make them every bit as welcome as you made us.
- The adults in charge do their very best to make your school as good as it can possibly be. Your governors know how important it is to visit the school as often as possible and give your headteacher and the people in charge lots of good advice. We have asked them to step up the pace, so you should soon see more governors in your school. We know you will make them every bit as welcome as you made us.
- You can play your part in your school's improvement by working hard and asking your teachers if you do not understand anything.

It was lovely to see you all playing together so nicely in your beautifully equipped

playground. We hope you continue to be so friendly and cheerful throughout your time at Gorringe Park Primary School, and we wish you all the best for when you move on to your next schools.

Yours sincerely

Natalia Power

Lead inspector

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