

Harry Gosling Primary School

Inspection report

Unique Reference Number	131737
Local Authority	Tower Hamlets
Inspection number	341210
Inspection dates	23–24 June 2010
Reporting inspector	Madeleine Gerard

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	423
Appropriate authority	The governing body
Chair	D Ullah
Headteacher	Jenny Bird
Date of previous school inspection	1 May 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 38 lessons and parts of lessons, saw 16 teachers and held meetings with governors and staff. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans, monitoring records and the 64 responses to the questionnaire received from parents and carers.

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

- how well pupils have made progress this year and their current attainment
- whether the quality of provision is consistent through the school
- how well leaders and managers are identifying what the school needs to do to improve and their success in securing improvements.

Information about the school

This is a larger-than-average sized school. Almost all the pupils are from minority ethnic groups with the majority of pupils being from Bangladeshi backgrounds. Almost all the pupils speak English as an additional language and the vast majority are at an early stage of learning English when they start the school in the Early Years Foundation Stage. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. Most of these pupils have moderate learning difficulties or speech, language and communication difficulties. The headteacher joined the school in January 2010. The school operates a breakfast club.

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

Harry Gosling Primary School provides a satisfactory standard of education. The school's strengths are in aspects of the pupils' personal development. Pupils enjoy school and behave well in lessons and around the school. They have positive attitudes to keeping fit and healthy, and enjoy sporting activities with a sports coach and a specialist dance teacher. Young leaders in Year 6 take responsibility for organising sports day events for pupils in Years 1 and 2. Pupils know how to keep themselves safe and they are in no doubt that adults will help them should any problems occur. Relationships are warm and friendly. Pupils' posters produced following work against cyber-bullying have been published in a local authority calendar. The school works effectively to harness the support of parents and carers. This includes workshops on helping their children in mathematics, weekly coffee mornings, as well as 'stay and play' sessions for fathers and carers of younger children.

Children get off to a satisfactory start in the Early Years Foundation Stage. Planning in Nursery and Reception classes does not always ensure that the outside spaces are consistently used well to support children's learning and development. Records of ongoing observations are kept but this information is not used consistently to plan the next steps in children's learning. Teaching through the rest of the school is generally satisfactory and enables pupils to make satisfactory gains in their learning. In some classes, pupils learn and progress well because teaching is good. The progress of pupils is carefully tracked and analysed. Where teaching is satisfactory rather than good, planning does not use this assessment information well enough to ensure that pupils are always set suitably challenging tasks to make consistently good progress. Consequently, expectations of what pupils can do are not always high enough. Targets successfully make clear what pupils should do to move up to the next level in their work. Some marking makes clear to pupils how to improve their work although again this is not consistent across classes and between subjects.

Attainment is average by the end of Year 6. It is low in Key Stage 1 because over recent years many pupils have joined and left the school during Years 1 and 2. The school's own assessment data show that more pupils in Key Stage 1 are now on track to reach average attainment. Because rates of learning and progress are uneven through the school this results in pupils' satisfactory achievement and enjoyment of their learning overall rather than good.

□ The school has an accurate understanding of its performance as a result of sound self-evaluation. Leaders, managers and governors are involved in monitoring the quality of the school's work. However, information gained from the monitoring process has not always used to ensure that priorities for development are identified precisely enough in

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order to secure sustained improvements. Given the school's recent track record in improving engagement with parents and carers together with enhancements to the curriculum, such as the increased variety of extra-curricular activities, and the quality of work observed, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Raise attainment by:
 - using information from assessments and marking to plan work consistently well matched to all pupils' needs in all classes
 - ensuring teachers have a shared understanding of the challenge and expectation required to ensure all pupils make consistently good progress.
- Develop children's learning in the Early Years Foundation Stage by using the outside areas more effectively and ensuring that activities are suitably matched to children's specific learning needs.
- Sharpen the skills of leaders and managers at all levels including governors in using monitoring information to identify priorities to drive swift improvements.

Outcomes for individuals and groups of pupils

3

Pupils learn and progress well when teachers match work closely to their needs. For example, in a mathematics lesson all pupils were making good progress in solving money problems. Work was well matched to pupils' abilities so that while some were selecting items from a food menu in order to spend as close to twenty pounds as possible, others were working out which family yachting holiday would be the cheapest from a variety of options. In a literacy lesson, pupils writing a version of the key events in a film learned well and made good progress because the varied activities were appropriate to the range of abilities in the class. In contrast, in another mathematics lesson, pupils were observed making satisfactory progress when the teacher's references to prior learning were not made clear enough for all pupils and when more-able pupils spent time going over sums that were not suitably challenging for them. This inconsistency means that attainment at the end of Year 6 is broadly average and pupils' achievement and enjoyment of their learning over the longer term are satisfactory. Pupils learning English as an additional language make sound gains in their learning. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support they receive. Additional adults are not always given clear enough guidance to ensure that they are consistently involved in supporting pupils at the highest possible level of challenge.

Pupils are polite and welcoming. They make a satisfactory contribution to the community. The school council is developing its role in the school. As a result of its suggestions, the new headteacher has installed additional playground water fountains, and increased the range of educational visits and lunchtime clubs for all pupils. The school council were recently involved in surveying the views of parents, carers and pupils concerning the introduction of a school uniform. Overall, pupils' spiritual, moral,

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social and cultural development is satisfactory. Pupils' social skills are good. They have a strong awareness of cultures within the school although their awareness of cultures other than their own are more limited. Pupils' average attendance and average attainment prepare pupils satisfactorily for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
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	3
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	3

How effective is the provision?

Pupils enjoy opportunities to discuss their learning in pairs and small groups. This supports their good social skills. When pupils are not sufficiently challenged or they spend too long listening to the teacher or when explanations of tasks do not ensure that pupils know clearly what they are supposed to do, the pace of learning drops and their learning slows. The use of marking is uneven and does not always ensure pupils know how to improve their work. While some additional adults are used well to contribute to pupils' learning and progress, they are not always effectively deployed.

Literacy and numeracy are rightly prioritised in the curriculum. Recent enhancements include developing links between subjects. For example, literacy skills are fostered in mathematics lessons when pupils are taught specific vocabulary for the numeracy topic

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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they are learning. Increased music provision through a specialist music teacher is helping to ensure that pupils have regular opportunities to enjoy singing. These recent good improvements have not been in place long enough to have a full impact on raising pupils' attainment. Enrichment activities bring the curriculum to life, for example the popular residential visits for pupils in Years 5 and 6. As part of the school's centenary celebrations this year pupils are exploring the history of their school through investigation of world events over the decades since the school opened in 1910.

Pastoral care ensures pupils feel safe and happy. Links with outside agencies ensure vulnerable pupils are appropriately supported. The breakfast club ensures a healthy start to the school day for the small proportion of pupils who attend.

These are the grades for the quality of provision

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

How effective are leadership and management?

Generally satisfactory performance of pupils through the school and satisfactory outcomes in the Early Years Foundation Stage show that equality is promoted and discrimination tackled adequately. Leaders drive improvement and embed ambition soundly to ensure there is satisfactory provision and outcomes. The new headteacher has a clear vision for the school and has accurately identified where improvements are needed to improve these outcomes. Because many developments are quite recently introduced, there has not been enough time to see their impact fully. During her short time in post, some successful improvements have been made to music provision and to extra-curricular clubs. Newly introduced weekly newsletters and opportunities for parents and carers to attend class assemblies make a positive contribution to the school's good work to involve parents and carers in their children's learning. The governing body is committed and supportive of the school. However, in the past it has not always challenged the school to ensure that all aspects of the school's provision are consistently good. It ensures that legal requirements are met and that the school's procedures to safeguard pupils' welfare, safety and health are sound. The school's promotion of community cohesion is satisfactory. Pupils' awareness of themselves as part of the school and local community is good. Their understanding of those who live in communities other than their own in the United Kingdom and globally is more limited.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the school with a range of skills and capabilities that are generally below those expected for their age. Home visits made by staff before children join the Nursery help them to settle quickly when they start at the school. The recently built Early Years Foundation Stage areas are attractive. Children work and play well together and are happy. Some planning ensures that children's learning is developed across a range of subjects. For example, as part of a project exploring the local area, children in Reception were observed working with an adult learning about information books and making their own information book about buildings. Other children were observed working well together making models of buildings using recycled materials. However, planning does not always ensure that activities are always suitably challenging enough for all children to ensure they develop their skills as swiftly as they could. The use made of the outdoor spaces to support children's learning is sometimes limited. This is because adults do not always ensure that children have opportunities to develop their skills in all areas of learning through a wide variety of engaging activities while outside. Some adults promote children's learning successfully through discussion and questioning but this is not consistent. Leadership and management of the Early Years Foundation Stage are satisfactory.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The overwhelming majority of parents and carers responding to the questionnaire evaluate the school positively. All confirm that the school keeps their children safe and that their children enjoy school. The vast majority confirm that they are happy with their children's experience at the school and most confirm that the school keeps them informed about how well their children are making progress. Inspectors judged the school's provision and pupils' learning and progress in their work to be satisfactory. Inspectors uphold the positive views of parents and carers regarding the strengths in pupils' personal development.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Harry Gosling 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	63	24	38	0	0	0	0
The school keeps my child safe	35	55	28	44	0	0	0	0
The school informs me about my child's progress	25	39	35	55	4	6	0	0
My child is making enough progress at this school	22	34	39	61	1	2	0	0
The teaching is good at this school	24	38	40	63	0	0	0	0
The school helps me to support my child's learning	35	55	27	42	2	3	0	0
The school helps my child to have a healthy lifestyle	23	36	39	61	2	3	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)	21	33	32	50	2	3	0	0
The school meets my child's particular needs	18	28	43	67	1	2	0	0
The school deals effectively with unacceptable behaviour	21	33	40	63	1	2	0	0
The school takes account of my suggestions and concerns	15	23	44	69	1	2	0	0
The school is led and managed effectively	17	27	42	66	1	2	0	0
Overall, I am happy with my child's experience at this school	31	48	33	52	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



25 June 2010

Dear Pupils

Inspection of Harry Gosling Primary School, London E1 1NT

Thank you for your very friendly welcome and for helping us when we visited your school recently. We really enjoyed talking to you and listening to all that you had to say. Harry Gosling Primary is a satisfactory school. I am writing to tell you about the judgements that we reached.

- You like coming to school, get on well with one another and behave sensibly.
- You have a good understanding of how to keep yourselves safe, and fit and healthy.
- You make satisfactory progress in your learning and the standards that you reach are average, although we would like them to be higher.
- You like the clubs, outings and visits that the school organises.
- The youngest children get off to a satisfactory start in the Nursery and Reception classes.

To make it even better, we have asked the school to do more checks on the work that it does in order to ensure everything is as good as possible. We would like the school to make sure that the children in Nursery and Reception are given interesting activities to do every day outside. We have also asked the teachers to use the information the school collects about your standards of work to plan tasks that are the right level of difficulty for you. You can help by telling the teachers if the work is too easy or too difficult for you and by coming to school every day.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Girard Lead inspector

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