

Aviation House
125 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mr K Duggan
Headteacher
Gateway Primary School
Capland Street
London
NW8 8LN

Dear Mr Duggan

Ofsted survey inspection programme – good practice in literacy

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 29 September 2009 to look at work in literacy.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent. All feedback letters will be published on the Ofsted website at the end of each half term.

The evidence used to inform the judgements included: discussions with senior leaders, literacy and inclusion coordinators; meetings with pupils; analysis of data; and lesson observations.

Features of good practice observed

- The innovative deployment of teachers ensures that standards of teaching and learning are outstanding. The school employs five teachers to cover the three classes in each year group; consequently, there are often two teachers in a lesson. Close working relationships result in impressive teamwork and frequent professional discourse on the most effective learning strategies.
- The school's commitment to training and development ensures that staff have excellent subject knowledge. This is used well to plan lessons that meet the individual learning needs of all abilities, and to set clear objectives, based on prior learning, which ensure that pupils make progress.

- The school's strong emphasis on speaking and listening skills is having a profound effect on improving pupils' writing skills. This is particularly effective in helping pupils who speak English as an additional language.
- The use of information and communication technology is outstanding and permeates every aspect of teaching and learning. Staff and pupils are adept at using cameras, computers and the interactive whiteboard to record and present work. These are used well to enhance pupils' learning in literacy. For example during a lesson on writing sentences, teachers adroitly displayed lists of adverbial phrases compiled by pupils the previous day.
- Interventions are specific to the needs of the pupils and, from the outset, are compiled with clear objectives. They rarely entail removing pupils from lessons. The school has the confidence to adapt recognised intervention strategies to suit its own context.

Areas for development

- Provide more frequent opportunities across the school for pupils to produce extended pieces of writing.
- Explore the link between pupils' understanding of their own language and their acquisition of English and the impact which this has on their understanding of sentence structure.

I hope these observations are useful as you continue to develop literacy in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Mark Lindfield
Her Majesty's Inspector