

# Gilbert Scott Primary School

Farnborough Avenue, South Croydon, Surrey CR2 8HD

## Inspection dates

12–13 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching is inconsistent across year groups and in a wide range of subjects. As a result, pupils' progress, particularly that of disadvantaged pupils and the most able pupils, is variable and not as strong as it should be.
- Leaders have very recently introduced a new curriculum. Although pupils learn a wide range of subjects, including science and geography, the work is not sufficiently challenging. Consequently, pupils do not develop a deep enough understanding in these subjects.
- Governors do not sufficiently hold leaders to account for the use of additional funding to improve outcomes for key groups of pupils.
- Class teachers do not consistently use assessment information to design learning activities to match pupils' needs. As a result, pupils do not make the progress of which they are capable.
- There are limited opportunities for pupils to use their literacy and numeracy skills across the curriculum. Pupils do not securely apply their writing skills in a range of subjects.
- Leaders have used a range of strategies to improve attendance. However, attendance remains stubbornly below the national average, particularly for pupils eligible for free school meals.

### The school has the following strengths

- Leaders have created a strong, caring and nurturing learning environment. Pupils feel safe and happy at school.
- Pupils in the special educational needs resource base make good progress in their learning. This is because their needs are well met.
- In the early years, good-quality teaching has resulted in children making good progress. Children leave the key stage well prepared for their learning in Year 1.
- Pupils are true advocates of the school. They are committed to and know well the school's aims and values. Pupils are well behaved, polite and respectful.

## Full report

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

- Improve the quality of teaching so that pupils' progress is accelerated, particularly for the most able and disadvantaged pupils, by:
  - ensuring that teachers are well equipped to teach a wide range of subjects so that pupils make good gains in knowledge, skills and understanding
  - making sure that teachers have consistently high expectations of what pupils can do and achieve across the curriculum, including for the most able, and in mathematics
  - ensuring that teachers address pupils' misconceptions quickly, and pupils respond well to the guidance they receive from their teachers.
- Increase the impact and influence of leaders by:
  - developing ways to check on pupils' progress in a range of subjects so that teachers are able to design learning activities that are well matched to pupils' needs
  - ensuring that pupils are given frequent opportunities to apply their writing and mathematical skills across the curriculum
  - making sure that governors hold senior leaders to account for the use of additional funding and the difference it is making on outcomes for pupils
  - continuing efforts to improve attendance by working closely with the minority of parents whose children are often absent, and those pupils eligible for free school meals.
- An external review of the use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leadership and management require improvement because the quality of teaching and learning is inconsistent across the school in a wide range of subjects, particularly for the most able and disadvantaged pupils. Consequently, the progress of all pupils is not securely good across year groups and different subjects.
- Leaders, including subject leaders, have identified the need to improve the curriculum and plans are in place to implement the new curriculum in the autumn term. Leaders' ways of checking pupils' progress in the foundation subjects are not fully developed. The previous curriculum offered limited opportunities for pupils to apply their literacy and numeracy skills in subjects other than English and mathematics. It is too early in the academic year to tell the impact of the new curriculum.
- Although teaching is improving, leaders are aware that there is more work to be done. Leaders have successfully eliminated inadequate teaching. They have made some other significant changes to improve teaching. For example, they have enhanced the learning environment for pupils.
- The pupil premium funding is accounted for and used to support disadvantaged pupils' academic development and their emotional needs so that they can access their learning. Assessment information shows that there are inconsistencies in the progress of disadvantaged pupils across the school in reading, writing and mathematics.
- Senior leaders provide effective leadership of special educational needs provision, both in the main school and in the enhanced learning provisions. They use the special educational needs funding astutely to provide a range of support to meet the needs of these pupils, including those who attend the specialist provision. For example, leaders provide staff training so that staff are well equipped to meet the needs of these pupils. As a result, these pupils make good progress in their learning.
- The physical education and sport funding is used wisely to promote pupils' healthy lifestyles. The school is part of the local sports association and local schools' partnership, which has resulted in increased participation in competitive sport, such as the five-day Olympic event.
- Learning experiences are extended beyond the classroom, with a range of activities such as clubs, educational visits and school performances. Pupils confidently talked to inspectors about their achievements in sports. They say that these activities help to build their confidence and improve their resilience.
- Leaders have created an inclusive and caring learning environment. This is evident in the displays around the school, giving pupils the key message of respecting each other, regardless of their diverse backgrounds. For example, a large fish comprising hundreds of smaller fish makes the point that, while each pupil is different, all are swimming in the same direction. As a result, pupils play and learn harmoniously together.
- The local authority has held the school to account for standards and has helped the school by brokering the support of the executive headteacher. As a result, standards are starting to improve.

- British values are well promoted. Pupils are given opportunities to take on responsibilities and develop their leadership skills. For example, pupils vote for their peers to represent them on the school council. This supports pupils' social development.

### **Governance of the school**

- The governing body has been restructured since the previous inspection. The new governors know the school well and are aware of the school's strengths and key areas for development. However, they do not hold senior leaders to account sufficiently for the use of additional funding. As a result, governors cannot be assured that all pupils are making consistently good progress.
- Members of the governing body work closely with parents and school leaders to improve attendance. For example, they regularly talk to parents about the importance of their children attending school. However, this has made little difference in improving attendance.
- Governors visit the school regularly to check that safeguarding arrangements are effective and discuss any safeguarding matters with leaders. They have created a culture in which safeguarding is everyone's responsibility.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of vigilance to safeguard pupils. Staff are fully trained and know the school's internal procedures well, should they need to raise any concerns about pupils. Pupils told inspectors that they feel safe at school.
- The school ensures that all risk assessments are completed prior to possible educational visits to protect pupils from potential harm and meet the needs of pupils who have disabilities.
- Leaders work effectively with external agencies and parents to support pupils' welfare and safety. Leaders follow up carefully when pupils leave the school to ensure that no child goes missing from education.
- An overwhelming majority of parents agree that their children are well looked after. Parents spoken to during this inspection expressed their appreciation of leaders' work to support their children's welfare.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching over time has been inconsistent in key stages 1 and 2, across a range of subjects. This has resulted in inconsistencies in pupils' progress, particularly the most able and disadvantaged pupils.
- The work in pupils' books, including topic books, shows that teachers do not consistently address pupils' errors swiftly. Sometimes, pupils do not respond to the teacher's guidance. This limits the progress that pupils make.

- Teachers do not use assessment consistently well to design learning activities in a wide range of subjects that match pupils' needs. As a result, many of these activities lack an appropriate level of challenge, particularly for the most able pupils.
- The work in pupils' topic books demonstrates that pupils are not given sufficient opportunities to use their writing or numeracy skills in other subjects. Teachers have lower expectations of pupils in foundation subjects. This slows down pupils' progress.
- Younger pupils who read to inspectors used their phonics knowledge and skills well to read unfamiliar words. Older pupils read with fluency and accuracy.
- Overall, the teaching of mathematics is effective, except for the most able. There are limited opportunities for this group of pupils to apply their knowledge of mathematical concepts and skills to solve problems. During visits to lessons, inspectors noted how teachers use resources well to develop pupils' understanding of mathematical concepts, for example to demonstrate how two-, three- and four-digit numbers can be partitioned. Pupils make good gains in their learning in mathematics.
- Pupils are taught well to write in a range of genres. For example, pupils are taught to write diary entries and book reviews. However, pupils do not consistently apply their basic writing skills to their written work in other subjects.
- Pupils who have special educational needs and/or disabilities are supported well by additional adults. Consequently, they make good gains in their learning. For example, inspectors noted how well pupils were supported to learn within main lessons.
- Teaching in the two resource provisions is effective. As a result, these pupils' learning needs are met and they make good progress.
- Leaders have worked hard to improve the learning environments. As a result, classrooms are inviting and motivating places to learn. For example, 'working walls' support and extend pupils' thinking and learning. There are inviting reading corners to promote the joy of reading.
- Pupils told inspectors that they enjoy learning and coming to school. In the words of pupils: 'I like learning new things... I need to learn mathematics to be able to work out the correct change when I go shopping.'

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are a credit to the school. They are proud of their sporting achievements. They look smart in their school uniforms and are confident learners. Pupils spoke eloquently to the inspectors about the school's aims and values. For example, they talk confidently about being resilient learners.
- Pupils relish the opportunities of taking on additional roles and responsibilities, such as school councillors and 'buddies' who are trained in counselling skills. This helps pupils to develop their social skills and play an active role in school life.
- Pupils say that they feel safe. They are knowledgeable about how to keep themselves safe online. Pupils are taught how to keep themselves safe in a range of different

situations through the school's personal, social, health and economic education. For example, pupils can talk to visitors about how they can keep themselves safe on the road.

- Pupils told inspectors, both verbally and through Ofsted's online survey, that bullying is a rare occurrence at their school. Pupils report that they can talk to adults who take their concerns seriously. In response to Ofsted's online survey, Parent View, most parents agree that the school deals effectively with bullying.

## Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school, in lessons and at playtimes and lunchtimes. This contributes to a calm and orderly school environment.
- Pupils of different heritages get along well together. Pupils are polite, respectful and considerate. Pupils are fully conversant with the school's behaviour management system and told inspectors that the school's 'passport system' is applied fairly.
- Pupils' behaviour and attitudes are good in lessons. Consequently, pupils make the most of their learning time.
- Leaders have put in place a wide range of incentives and strategies to improve attendance. While these are appreciated by pupils and some parents, attendance of all pupils, particularly those pupils who are eligible for free school meals, remains below the national average.

## Outcomes for pupils

## Requires improvement

- The inconsistencies in teaching over time have led to pupils' progress being variable in a range of subjects, particularly for the most able and disadvantaged pupils. While the work in pupils' books shows that they learn a range of subjects, pupils are not challenged sufficiently. As a result, they do not make the progress of which they are capable. Inspectors agree with leaders' self-evaluation that outcomes require improvement.
- In 2016, the proportion of pupils who achieved the expected standard in the Year 1 phonics screening check was below the national average. The 2017 provisional data shows that the proportion of pupils, including disadvantaged pupils, who met the expected standard at the end of Year 1 rose, but was still below the national average.
- The 2017 provisional assessment information shows that, at the end of key stage 1, the proportion of pupils, including disadvantaged pupils, who met the expected and greater depths standards in reading, writing and mathematics was below the national average. This was also the case in 2016. Pupils did not make sufficiently strong progress to be able to meet the expected standard.
- In 2017, provisional progress information shows that Year 6 pupils, including disadvantaged pupils, made better progress in reading than in writing and mathematics. However, this was still below the national average.

- In 2017, too few pupils who had high prior attainment achieved the higher scores in mathematics. Inspectors' visits to lessons and the work in pupils' books show that most-able pupils are not offered sufficiently demanding work. As a result, this group of pupils across the school does not make the progress of which it is capable.
- The school's assessment information for 2017 shows that disadvantaged pupils in key stages 1 and 2 did not make similar progress to other pupils in reading, writing and mathematics, except for pupils in Years 5 and 6. The pupil premium funding was used to mainly to support pupils in Years 2, 5 and 6. Consequently, the funding has not made a difference to disadvantaged pupils' outcomes across the school.
- Pupils who have special educational needs and/or disabilities make good progress because of good teaching. Additional adults are deployed effectively to meet their individual learning needs. Pupils who are taught in the enhanced learning provisions make good progress from their individual starting points.

### Early years provision

**Good**

- The early years provision is strong. Teaching is consistently good in the early years, which has resulted in children making good progress from low starting points.
- Leaders provide effective leadership of the early years provision. They have an accurate understanding of the strengths and areas for development. Leaders have significantly improved the learning opportunities offered to children since the last inspection.
- Adults provide a wide range of stimulating activities to support children's learning and development, which they enjoy immensely. During this inspection, inspectors observed how well children were questioned and engaged in building a house for the characters from the story 'The Three Little Pigs'. This supports children's language development and triggers their imagination.
- The 2017 provisional data shows that the proportion of children in the Reception class who achieved a good level of development was broadly in line with the national average. As a result, children develop the basic skills of literacy and numeracy required for their learning in Year 1. Equally, they acquire personal and social skills which will help them in future.
- The pupil premium funding was used well to purchase resources and improve the learning environment. In 2017, the proportion of disadvantaged children who achieved a good level of development was still below average compared to others nationally. Leaders are continuously working towards diminishing the differences between disadvantaged and other children nationally.
- Children are well behaved in the early years. They remain focused on the exciting learning opportunities offered to them, they help each other and they work amicably together. This leads to a calm and purposeful learning environment in which children are safe and happy.
- The early years staff have developed strong links with parents. There are plenty of opportunities for parents to be involved in their children's learning and development.

For example, parents attend workshops on phonics, reading and mathematics to support their children's learning at home.

- The Willow Tree Nursery, which provides specialist provision for children who have special educational needs and/or disabilities, has a motivating learning environment with a wide range of exciting activities to meet the learning needs of individual children. The work in children's books shows that children make good progress in their learning and development.



## School details

Unique reference number	135151
Local authority	Croydon
Inspection number	10036366

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	James Filus
Headteacher	Bernadette Wakefield (head of school) Tricia Farrelly (executive headteacher)
Telephone number	020 8657 4722
Website	<a href="http://www.gilbertscott.croydon.sch.uk/">www.gilbertscott.croydon.sch.uk/</a>
Email address	<a href="mailto:admin@gilbertscott.croydon.sch.uk">admin@gilbertscott.croydon.sch.uk</a>
Date of previous inspection	17–18 June 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals is well above the national average.
- The proportion of pupils who are from minority ethnic groups and who speak English as an additional language is well above the national average.
- The proportion of pupils who have special educational needs and/or disabilities who receive support is above average, while the proportion of pupils who have a statement of special educational needs or an education, health and care plan is well above average.

- The school meets the government's current floor standards in 2016. These set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics at the end of key stage 2.
- The local authority has supported the school by brokering the services of an executive headteacher from a local primary school, Courtwood Primary School. The current executive headteacher took up her position in September 2016. This arrangement was initially for one year, but has now been extended to the current academic year.
- The school has three specialist resource units, Willow Tree Nursery and two enhanced learning provisions. The Nursery provides a total of 12 places, six in the morning session and six in the afternoon session, for children who have severe and complex needs. The two enhanced learning provisions provide for the needs of pupils who have moderate learning difficulties. This is a full-day provision which has a maximum of 14 places for pupils from Reception to Year 6.

## Information about this inspection

- Inspectors observed pupils' learning in 22 lessons or parts of lessons, some of which were joint observations with school leaders. They scrutinised pupils' books within lessons and independently. This includes the visits to the special resourced provisions for pupils who have special educational needs and/or disabilities.
- Inspectors spoke with a group of pupils and listened to Years 1, 2, 3, 4 and 5 pupils read. A group of four pupils from key stage 2 accompanied an inspector on a 'curriculum walk'. Pupils shared their views about the school and their learning experiences. Inspectors also spoke to pupils informally at playtimes and lunchtimes.
- Meetings were held with the school leaders, staff members, governors and a representative from the local authority.
- Inspectors considered 14 responses to Parent View, Ofsted's online questionnaire, and nine free-text responses. Inspectors met with parents informally at the start of the day. The lead inspector held a telephone conversation with one parent.
- The 11 responses to Ofsted's staff questionnaire and 29 responses to the pupils' survey were also analysed.
- Inspectors reviewed a range of school documentation, including the school's self-evaluation plans and plans for improvement, assessment information and documentation relating to safeguarding, behaviour and attendance.

## Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector
Martin Spoor	Ofsted Inspector

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