

Tribal Education
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk
Direct T 0845 123 6001
Direct F 0845 123 6002
email: sarah.cartlidge@tribalgroup.com



10 December 2010

Mrs Gillian Gandolfo
Headteacher
Gilbert Scott Primary School
Farnborough Avenue
South Croydon
Surrey
CR2 8HD

Dear Mrs Gandolfo

Ofsted monitoring of Grade 3 schools: monitoring inspection of Gilbert Scott Primary School

Thank you for the help which you and your staff gave when I inspected your school on 30 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I would be grateful if you would also pass on my thanks to the pupils, staff, school improvement partner and the chair of the governing body who gave up their time to talk to me.

As a result of the inspection on 5-6 February 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils in Year 6 who undertook their Key Stage 2 assessments in 2010 made satisfactory progress overall and their attainment was broadly average. In English, progress was slightly faster than in mathematics, although progress is stronger in reading than in writing. This nevertheless represents an improvement in both progress and achievement from the previous year. Key Stage 1 results have risen rapidly over the three years since the school opened to now be at the national average. School data and accurate tracking show that the current Year 6, who are the most able group in the school, are making good progress and are set to attain levels in English and mathematics that are above the national average. Progress in other year groups continues to be inconsistent, partly owing to staff turbulence in the past, with two year groups behind where they should be. Accurate monitoring and tracking have enabled the school to identify these inconsistencies and a range of interventions are being put in place to address these weaknesses. The school has

September 2010



correctly identified writing as an area of particular focus and has put in place a series of measures to address weaknesses in writing across the school. These are relatively recent and have not yet had the impact that the school desires.

Following the previous inspection the members of the governing body, working closely with the headteacher and the school improvement partner, identified a need to improve the quality of teaching by setting higher expectations than before. These were accompanied by more robust target setting and more intensive support than in previous years. A small number of staff failed to meet the increased expectations and left the school in the year following the previous inspection. The school has also received good support from the local authority and London Challenge in developing provision, particularly in literacy. Together, these strategies have had a clear and significant impact in raising the quality of teaching, with the result that the majority of lessons are now good.

The large majority of teachers analyse and make good use of the information they have on pupils' attainment to plan appropriate levels and styles of work. This has resulted in planning which usually ensures that activities are now very carefully matched to the needs of all groups of pupils. Good examples of this were seen in Year 6 mathematics and in a Year 4 literacy lesson. The school has also worked effectively to improve the quality of marking so that pupils have a much clearer understanding of how to improve their work than before. Pupils report how their personal targets help them to make more progress. They are well aware of whether targets have been achieved and precisely what they need to do to improve. Senior leaders have an accurate view of the quality of teaching in the school. They have become increasingly judicious in their ability to target appropriate support to help teachers improve their practice with good effect. They also know, through effective monitoring, that although improved use of targets, marking and pupil data to plan is increasingly common, it is not yet universal. This is partly because most improvement has taken place in the last year and is still embedding.

Effective self-evaluation identified the need to improve pupil behaviour to facilitate better learning across the school. Using the support networks established through working with the local authority and London Challenge, leaders have been able to visit other schools to establish the benefits of different approaches to behaviour management. This has led to a new rewards-based system at Gilbert Scott. Pupils are very enthusiastic about the system and unequivocal about the benefits to both behaviour in class and the quality of their learning.

Current development priorities have been established and encapsulated in an improvement plan that captures the vision for continuing improvement in the future. Areas for improvement and actions and systems for monitoring are appropriate and well organised. The school is aware that a few of the milestones for improvement, success criteria and evaluation processes are less sharply developed. The school's capacity for sustained improvement is being further enhanced by 'pairing up' with an

outstanding school. Target setting is ambitious and tracking accurate. However, the school is aware that, partly through working with a variety of external partners, targets are expressed in several different ways and as a result there is a need to rationalise these to avoid any confusion in monitoring towards them.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Peter Gale

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2009

- Ensure that the planned actions to raise achievement and standards and to improve the quality and consistency of teaching and learning are rigorously monitored and evaluated for their effectiveness.
- Ensure that teachers analyse and make full use of the information they record on pupils' progress to plan an appropriate level and style of work for all.
- Use marking, personal targets and evaluation in lessons to guide pupils in their learning and to show them how they can improve further.