

Gilbert Scott Primary School

Inspection report

Unique Reference Number	135151
Local Authority	Croydon
Inspection number	381816
Inspection dates	27–28 September 2011
Reporting inspector	Michael Bartleman

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	204
Appropriate authority	The governing body
Chair	Shaun Whitehead
Headteacher	Gillian Gandolfo
Date of previous school inspection	6 February 2009
School address	Farnborough Avenue South Croydon CR2 8HD
Telephone number	020 8657 4722
Fax number	020 8657 9177
Email address	admin@gilbertscott.croydon.sch.uk

Age group	3–11
Inspection date(s)	27–28 September 2011
Inspection number	381816

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. Inspectors visited a school assembly and 17 lessons, observing nine teachers. They held meetings with members of the governing body, staff and groups of pupils. The team scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 67 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of improvements in teaching and behaviour management.
- How effectively do teachers use target setting, marking, assessment and planning to meet pupils' identified needs?
- Are all groups of pupils making sustained progress?
- How effectively are all leaders, including the governing body, driving improvements in teaching and learning and pupils' outcomes?

Information about the school

Gilbert Scott is an average-sized primary school which provides for pupils mainly in the local area but also for an increasing number of pupils who live further afield and who join the school mid-way through a term. Half of all pupils are of White British origin. Twenty-two different languages are spoken at the school. The largest ethnic groups are of Caribbean and African heritage with a growing number of eastern European pupils joining the school in recent years. Approximately a fifth of pupils speak English as an additional language and four pupils are at an early stage of English language acquisition. As part of its community provision, the school has two, six-place units for pupils with moderate learning difficulties (MLD) and therefore the proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational need, is above the national average. The proportion of pupils known to be eligible to free school meals is above average. Woodlands Children's Centre, managed by the school's governing body, is attached to the school, but is subject to separate inspection arrangements. The school also organises a breakfast club for up to 40 pupils on a daily basis. The school has recently gained the Inclusion Mark and International Schools award.

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

Gilbert Scott is a good school which has made significant improvements to all areas of its work since the previous inspection. It is a welcoming, friendly school. Trusting relationships between pupils and adults reflect the good care, guidance and support provided. As a consequence, pupils feel safe and develop personal skills well, including good spiritual, moral, social and cultural awareness. One parent wrote, 'The school has done amazing things for my children and have always been there for parents too. They have gone above and beyond to assist my children, one of whom has behavioural needs'.

By the time pupils reach Year 6 attainment is broadly average in mathematics, reading and writing, and it is now rising across the school after a fall in 2009. Writing remains a weaker subject area. The school has started many initiatives to address this issue, giving further opportunities for teachers to model writing and to increase opportunities to write in all areas of the curriculum. Despite some inconsistencies in rates of progress in Key Stage 2, particularly for pupils with special educational needs and/or disabilities, and those who are more able, the vast majority make good progress. Improvements in provision and initiatives employed by the school have successfully accelerated children's progress in the Early Years Foundation Stage and Key Stage 1.

Behaviour throughout the school is good and well managed. The school has improved attendance so that it is now average and continuing to rise. Pupils have a well-developed understanding of how to stay healthy and are happy to take on responsibilities within their school community. Pupils particularly enjoy the wide range of after-school activities and clubs. Arrangements for the safeguarding of pupils are robust.

The large majority of teaching seen during the inspection was good, although there were some satisfactory lessons at Key Stage 2 owing to activities not being consistently tailored to individuals' learning needs and limited use of assessment in lessons. The vast majority of pupils know their targets and the levels they are working at. In nearly all lessons seen, pupils learned well and made good progress, focusing on the given tasks and enjoying their activities. The school takes good care of its pupils and has a proven track record of helping pupils with special educational needs and/or disabilities to make the best of their education. The pupils in the two MLD units are well integrated into the mainstream classes every afternoon, are well supported and make good progress. The outstanding skills of the learning mentor

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

and the pupil and family support worker, and the school's close partnership with the neighbouring Children's Centre make a significant contribution to the overall good level of care across the school. The well planned and developing curriculum provides rich learning experiences for pupils which are greatly enhanced by a range of visits, visitors and strong partnerships with local schools. These have a positive impact on pupils' learning and progress.

The headteacher has generated strong teamwork with senior and middle leaders, who share the same vision for developing the school and are fully involved in school improvements. Through effective monitoring of teaching and learning they have an accurate view of the school's strengths and areas for development and have established the right priorities in driving these improvements through. However, coordinators are not always refining their monitoring to address any inconsistencies in pupil progress and the way assessment is used to plan appropriate tasks. The governing body has a good overview of the school's work. They visit the school regularly and hold it to account for its work. Governors hold a good strategic view of what is needed to develop and improve the school even further. The school's track record of improving outcomes for pupils over time and the good progress made since the previous inspection give the school a good capacity to sustain improvement.

What does the school need to do to improve further?

- By July 2012, ensure that at least 75% of pupils throughout the school are reaching age-appropriate standards in writing by:
 - ensuring staff take every opportunity to model writing well
 - ensuring marking of writing pinpoints pupils' mistakes and guides them towards improvement
 - providing pupils with time to correct and refine their work
 - providing additional opportunities to write at length in other areas of the curriculum.
- Improve the minority of lessons where teaching is satisfactory by:
 - consistently matching learning activities to pupils' abilities, especially for the more able
 - making better use of assessment to guide learning
 - ensuring that subject coordinators focus more closely on the levels of challenge and use of assessment in their monitoring.

Outcomes for individuals and groups of pupils

2

Pupils at Gilbert Scott enjoy school and are enthusiastic about all aspects of their learning. When children enter the school, their knowledge and skills are below the levels expected for their age, particularly in aspects of communication, literacy and language and their personal development. In 2009 attainment dipped, owing to

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

inconsistencies in teaching, particularly at Key Stage 2. In 2011 Year 6 pupils reached average levels, with an increased number attaining the higher levels in reading and mathematics. The overall progress made by all groups of pupils, including the more-able pupils, is good. In a typical Year 6 English lesson, the pupils’ knowledge of biographical writing was challenged and supported well by the teacher’s questioning. The well-planned lesson proceeded at a rapid pace and ensured good development of independent skills by building effectively on prior learning and pupils’ own research. Pupils with special educational needs and/or disabilities and those who are at the early stages of learning to speak English make good, and sometimes outstanding, progress due to a range of highly tailored and well-managed support programmes which are delivered well by teachers and teaching assistants.

School council members feel valued and listened to, and have an active role. All agreed with one member who said, ‘We help our headteacher run the school.’ They make a good contribution to the community, through, for example, a range of charitable work, and as playground peacekeepers, buddies and monitors. Behaviour has greatly improved since the previous inspection, in part due to the introduction of ‘behaviour passports’ which encourage pupils to regulate their own behaviour. Pupils reflect on their feelings, have a developing understanding of other cultures and are gaining an appreciation of the wider world. With satisfactory basic skills and good personal development, pupils are appropriately prepared for their next school and later life.

Parents and carers are confident that their children are safe and enjoy school. Pupils have a good knowledge and understanding of what it means to eat healthily. They show clearly in lessons how much they appreciate the arts and music, and are mature in the way in which they relate to, and communicate with, other pupils and with adults, including visitors to the school.

These are the grades for pupils’ outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

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?

A high proportion of good teaching was seen across the school, and the school's evaluation of the quality of teaching accurately reflects inspection findings. However in a few lessons seen, where pupils were already working at the higher levels, there were missed opportunities to plan and to extend learning even further. Good systems are in place to track and to assess pupils' progress. All pupils have clear targets matched to their prior attainment but marking is not always used well enough to take learning forward and pupils are not given sufficient time to respond to teachers' comments and suggestions. The support of teaching assistants allows pupils from the two MLD units to access the full curriculum in the afternoons when the pupils are well integrated with their peers. This has a positive impact on their learning and self esteem.

The curriculum is well planned and highly relevant to meet the wide range of needs. Literacy and numeracy are promoted effectively within other subjects. The broad and balanced curriculum is enriched through a wide range of visits and visitors to the school, for example, a trip to London by Year 2 supports their learning on the Great Fire of London. Strong links with local schools promote sport, technology and personal development well. Pupils have good opportunities to learn Spanish and appreciate the diversity of other cultural traditions well. The breakfast club is greatly enjoyed by pupils and appreciated by parents.

Good care, guidance and support for all pupils, permeates the school. Induction and transition arrangements are smooth and have become increasingly effective as the close partnership with the Children's Centre develops. Pupils and parents appreciate the support provided in the school. Pupils' needs are well known by staff where all pupils are valued as individuals. Attendance is effectively promoted and the school uses a range of agencies to support pupils in vulnerable circumstances. The improvement in punctuality is only limited by the great distances the recently arrived pupils have to travel to school. High levels of supervision, the effective work of outside professionals such as therapists ensure all pupils are safe and supported.

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	2

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

relevant, through partnerships	
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School improvement is driven by effective management at all levels. This is clearly evident in the school's notable improvements in all areas of its work, as result of close monitoring, since its previous inspection. The school's drive for improvement is reflected in the swift action taken by the headteacher to halt a decline in standards in 2009, by improving teaching, modifying the curriculum with booster groups and ensuring progress is tracked and monitored more carefully. Significant support from a range of partners has enabled the school to improve rapidly. The school recognises that a few higher attainers are just falling short of the higher levels they are capable of reaching and is taking steps to address this. Subject coordinators do not always monitor the level of challenge in teaching and use of assessment to promote learning further. Governors have instigated a system of planned, focused visits based on the school's self-evaluation, in order to gain their own view of the quality of the school's work. The school promotes equality of opportunity well. This is reflected in the good achievement of pupils, including the majority of higher attainers, the full inclusion of all groups of pupils in all the school has to offer and in the way, the whole school supports the increasing numbers of pupils who enter the school at times other than the beginning of terms.

Effective procedures are in place to safeguard the welfare and interests of its pupils. Vetting procedures, child protection arrangements and the assessment of any potential risk are thorough. The school has forged valuable links with local schools and the Children's Centre. For example, strong links with the local special school enable all classes to act as buddies in supporting special school pupils. This includes the pupils being taught 'Maketon' signing before their visits. These strong partnerships enhance learning and personal development well. Links with parents are successfully established through consultation meetings, progress updates on developments within the school, routine reports and regular informative newsletters. The school's promotion of community cohesion is good. The school has a good knowledge of its local community and is developing the national and global contexts well with all classes having international pen-friends.

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	2

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

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children very much enjoy their learning. Good induction procedures ensure they settle quickly into school routines. This was noted with Nursery children who had joined the school after the summer break. Children form good relationships with adults and with each other. They behave well, and they play and learn in a safe, calm and relaxed environment where good planning ensures their different needs are met well. The good balance of exciting adult-led and child-initiated activities successfully fosters early reading skills. Writing skills are mostly fostered well but opportunities are missed to develop number skills, particularly in the outdoor area. Good progress ensured that children left Reception in 2011 with levels of attainment which were broadly in line with those expected for their age.

Since the previous inspection, facilities for the Early Years Foundation Stage have improved and this has extended the range and scope for learning, particularly in the outside area. Staff provide an interesting range of learning activities both in and out of the classroom. This was seen during the inspection when the children followed their chosen pirate topic with activities such as burying the treasure and making treasure maps for their peers to follow. This prompted much discussion, poster making and writing, which developed speaking and listening skills and vocabulary extremely well. This coherent and child-led curriculum motivates children well. The Early Years Foundation Stage coordinator has carried out a review of provision and has well thought out plans to improve the provision even further. Liaison with the Children's Centre has been particularly effective in addressing identified needs and developing partnerships with parents and carers from an early age. The coordinator analyses data well and responds to cohort differences quickly. Effective assessment is in place through observations which allow staff to plan children's next steps in learning appropriately. The good leadership and management ensure that the safety and welfare of children are paramount. Personal contact with parents and carers is maintained on a daily basis, which enables any emerging issues or concerns to be dealt with efficiently. Consequently, parents and carers express a high degree of satisfaction with the quality of care and education provided.

These are the grades for the Early Years Foundation Stage

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

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 overwhelming majority of parents and carers who responded to the questionnaire declared themselves to be well satisfied with the school; a response reflecting the school's good links with parents and carers. The vast majority of those who replied agreed that their child enjoys school, that the school keeps their child safe, that teaching at the school is good, that the school encourages a healthy lifestyle and declared themselves happy with the school's leadership and overall provision. Inspectors found most aspects of the school to be good, thus endorsing most of these views. There were many positive comments and very few minor concerns which related to behaviour, safety and progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gilbert Scott 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	72	17	25	0	0	1	1
The school keeps my child safe	44	64	21	30	3	4	0	0
The school informs me about my child’s progress	38	55	28	41	0	0	1	1
My child is making enough progress at this school	40	58	26	38	2	3	0	0
The teaching is good at this school	40	58	27	39	1	1	0	0
The school helps me to support my child’s learning	46	67	21	30	0	0	1	1
The school helps my child to have a healthy lifestyle	37	54	29	42	1	1	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)	35	51	31	45	1	1	0	0
The school meets my child’s particular needs	38	55	26	38	2	3	1	1
The school deals effectively with unacceptable behaviour	34	49	29	42	1	1	1	1
The school takes account of my suggestions and concerns	32	46	32	46	1	1	0	0
The school is led and managed effectively	39	57	26	38	1	1	1	1
Overall, I am happy with my child’s experience at this school	43	62	24	35	1	1	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



29 September 2011

Dear Pupils

Inspection of Gilbert Scott Primary School South Croydon CR2 8HD

Thank you for making us feel welcome at your school. We have judged that yours is a good school. Through talking to you, we know that there are many things that you like about your school.

Here are some of the best things that we found in your school.

- You are now making good progress in lessons thanks to good teaching.
- You enjoy school, and your behaviour is good.
- Your attendance has improved.
- You respond well to the wide range of activities and interesting lessons.
- You make a good contribution to the smooth running of the school.
- You have a good understanding of what makes you healthy and keeps you safe.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- you make better progress in writing and reach the higher levels by Year 6
- all of you are given work to do which is not too easy and not too hard.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Michael Bartleman
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**