

Gresham Primary School

Limpsfield Road, Sanderstead, South Croydon CR2 9EA

Inspection dates

20–21 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils enjoy school and know that they are there to learn. From the Reception class onwards, pupils make good progress and achieve well.
- From an early stage pupils learn to read fluently and with expression. This also helps them to write well.
- Disabled pupils and those with special educational needs are exceptionally well cared for and are included in everything. They are well supported in lessons and make good progress.
- Pupils behave well in lessons and around school. They work and play well together and are also friendly and polite to adults. Pupils, and their parents and carers, say that they feel safe.
- Teachers make lessons interesting and the activities planned motivate pupils to want to learn and do their best.
- The headteacher is providing determined and dynamic leadership. His vision for the school is strongly supported by staff and the governing body and is resulting in improvement.
- Pupils are keen to take part in the many sporting, music and artistic activities and events.
- Attendance is well above average which reflects pupils' very positive attitudes to school.

It is not yet an outstanding school because:

- The marking of pupils' work is not consistent enough to give pupils clear guidance on the next steps and so help them improve their work.
- Not enough teaching is outstanding and this means that pupils do not always make fast enough progress.

Information about this inspection

- Inspectors visited 13 lessons, including one joint observation with the headteacher. During these observations inspectors listened to pupils reading and reviewed the work in their books.
- Discussions were held with the school council and other groups of pupils about their experience at the school and their views on how well they were doing.
- Meetings were held with the Chair of the Governing Body and other members, a representative of the local authority, the headteacher and other leaders.
- The inspection team took account of 96 submissions to the online survey, Parent View, the school's own surveys of parental opinion as well as conversations with parents and carers before school. They also considered the views of 25 staff who completed the questionnaire.
- The inspection team evaluated documentation, including information on the pupils' current attainment and progress, the curriculum and development plans, as well as procedures and records on safeguarding, behaviour and attendance.

Inspection team

Grace Marriott, Lead inspector

Additional Inspector

Avtar Sherri

Additional Inspector

Full report

Information about this school

- The school is an average sized one-form entry primary school, with an extra class in Year 4.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium provides additional funding for pupils known to be eligible for free school meals, those from service families and those in the care of the local authority.
- Just under three quarters of the pupils come from families of White British heritage. The other pupils come from a range of different minority ethnic backgrounds. The proportion of pupils who have English as an additional language is broadly average.
- The proportion of pupils supported through school action is average but the proportion supported at school action plus or with a statement of special educational needs is higher than in most schools.
- The breakfast and after-school clubs are managed by the school and were included in this inspection.
- The school does not send any pupils to be educated off site in other institutions or alternative placements.
- The school has had some changes to staffing since the previous inspection. The headteacher was appointed in September 2012 and the current senior leadership team was formed in September 2012. A new Chair of the Governing Body was elected in January 2014.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress

What does the school need to do to improve further?

- Raise the overall quality of teaching from good to outstanding by:
 - making sure that teachers are checking pupils' progress carefully in lessons and using the information more effectively to move pupils on to more challenging work as quickly as possible
 - improving the consistency of marking so that teachers give pupils clear guidance on the next steps and also give them the time to respond to the feedback and so make further progress.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with skills that are better than those typical for their age in personal and social development and in their speaking and listening skills. They are, though, below those typically found at their age in reading and writing and mathematics. They make good progress so that by the time they move into Year 1, their achievement is above expectations for their age.
- In Key Stage 1 results declined in 2012 but the results of assessments in 2013 and the school's own records for current pupils show that this decline has been reversed. Similarly in Key Stage 2 though results dipped overall in 2013, a much higher proportion of pupils achieved the top Level 6 in mathematics and writing than did so nationally. School records and work in books show that the progress of current pupils in Key Stage 2 is good and in Year 6 almost all pupils are already working at the level expected by the end of the academic year.
- The teaching of phonics (linking sounds and letters) gives pupils a secure foundation in reading and pupils really enjoy reading and talking about books. Pupils' progress in writing is good and some is outstanding. From an early stage, pupils learn to write accurately and for a variety of purposes and they make good progress across the school. In Year 1, for example, many pupils are writing stories at the level normally expected of pupils in Year 2.
- Staff track the progress of different groups of pupils carefully. There are some variations in the rate of progress of different groups from year to year but with no real trends. Progress in mathematics has improved recently as a result of the action taken to support teaching and learning. Reading is now a particular focus as the tracking is showing that some girls should be making faster progress than they are.
- Pupils eligible for support through the pupil premium are making good progress and achieving at a broadly similar level to their peer group. In 2013 these pupils did better than other pupils in mathematics and attained about a third of a National Curriculum level lower than their peer group in reading and writing.
- Disabled pupils and those with special educational needs make good progress due to the quality of the challenge and support provided. This support is planned around their individual needs and is carefully monitored to make sure that it is appropriate.
- Pupils with English as an additional language make comparable progress to other pupils. This is also because their needs are carefully assessed and they are given effective help where it is needed.

The quality of teaching is good

- Teaching is typically good and some is outstanding. Pupils respond well to high expectations and interesting activities which help them to make good progress. Teachers and teaching assistants work well together to create a purposeful and productive working atmosphere where pupils try to do their best.
- Teachers in all year groups are increasingly using work in other subjects well to support progress in English and mathematics. For example, in a Year 5 geography lesson the activity planned enabled pupils to make effective use of a range of relevant data and write good accounts of climate patterns in Snowdonia.
- Teachers work very closely with support staff to ensure that work both in class and in extra support groups is closely matched to all pupils' needs. Class teachers and senior leaders check pupils' progress regularly. If any pupil is at risk of falling behind others, they are given individually planned support to help them to catch up. As a result, disabled pupils and those with special educational needs are able to take part fully in lessons and make good progress, as do pupils eligible for support from the pupil premium and those with English as an additional language.

- In the Reception class children learn well because of consistently good teaching in a lively and stimulating environment. They mostly start school with a readiness to learn. Staff build well on their positive attitudes. They plan activities which help them to acquire good skills in reading, writing and mathematics. For example, a group of children finding different objects to measure made good progress in understanding the mathematical concepts as well as improving their skills in adding and counting on. Another group learnt to mix paint to achieve different colours using a painting by Paul Klee as the stimulus for their own paintings. Both groups were able to explain what they were doing and why.
- Teachers have good information about pupils' progress and plan lessons effectively across the range of subjects to match work to particular needs. Occasionally they do not pick up quickly enough on what pupils have already achieved and consequently do not move them on so that they make the best possible progress.
- Comments in books give pupils feedback on how well they are doing. What is less consistent, however, is giving pupils clear enough guidance on how to improve their work and time to respond to the marking so they can make outstanding progress.
- Classrooms are attractive and welcoming with a good mix of pupils' own work and helpful guidance on aspects of literacy and mathematics. The displays of work around the school, for example in some lively work on stories from Shakespeare, are attractive, well presented and also show how well pupils have progressed.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils attend very regularly and have good attitudes to learning which play a significant part in their good achievement. Pupils are taught to help and respect one another and to respect adults.
- Pupils behave well in lessons, around school and in the playground. They have very good social skills, cooperate willingly with each other in discussions and participate enthusiastically in activities in lessons and at other times. For example, Year 3 pupils were keen to show off their musical skills at a concert for their parents and carers. They enjoy assemblies where their academic achievements, behaviour and other contributions to school life are rewarded and celebrated.
- Pupils are keen to take responsibility and be involved in school life. From a young age they take their duties and responsibilities very seriously and this contributes well to their personal development. They are consulted about school issues and they know that staff will listen to them 'if', as one group of pupils said, 'we make sensible suggestions'.
- Staff consistently follow school procedures to manage behaviour and tackle discrimination. As a result, incidents of unacceptable behaviour are uncommon and pupils do not express any concerns about bullying.
- The school's work to keep pupils safe and secure is also good. Pupils say they are happy and feel safe and well cared for at school. They know how to stay safe and could explain how they were helped to understand and deal with different types of bullying, including cyber bullying. Parents and carers overwhelmingly confirmed that their children feel safe in school.
- Most parents and carers who responded to the online questionnaire, Parent View, and the staff responding to the Ofsted questionnaire believe that behaviour is good and that the school deals successfully with any bullying. The school's own surveys show a similar picture.
- Behaviour and safety are not yet outstanding because pupils are still too dependent on responding to adults' expectations rather than taking full responsibility for their own behaviour.

The leadership and management are good

- The school continues to provide a good education for its pupils. There is no sense of complacency and if performance dips, the leadership team takes swift and effective action to

deal with this.

- The leadership team has high aspirations for the school and leaders are continually looking for ways in which they can improve pupils' learning and their experience of school. They are determined to improve achievement by developing consistently good and better teaching. Staff and governors are fully supportive of these aspirations.
- Teachers know that they are accountable for pupils' progress and performance targets are linked directly to achievement. They also know that they will be supported and helped to improve their skills through systematic and effective professional development.
- Leaders and managers at all levels understand and make good use of data. The school has thorough systems to check pupils' progress in order to identify any actual or potential underachievement and take appropriate action so that all pupils achieve well.
- The pupil premium funding is being well targeted to provide additional support and to make sure that these pupils make progress at a similar rate to other pupils and are able to join in all school activities. The new sports funding is being used well to support specialist coaching.
- The curriculum is broad and well matched to pupils' needs. Work in subjects such as history, geography and science is being used increasingly well to develop key skills in reading, writing and mathematics. It also provides very well for pupils' spiritual, moral, social and cultural development. The wide range of clubs and sports activities available help to build pupils' confidence and promote their social development as well as encouraging them to have an active lifestyle. The breakfast and after-school clubs are enjoyed by pupils who attend.
- Parents and carers appreciate what the school offers their children and are very supportive of both the school and their children. Most think that their children are well taught, are pleased with their children's progress and would recommend the school to others.
- The school works well with the local authority which provides an appropriate level of support.
- **The governance of the school:**
 - The governing body provides an excellent level of support and challenge. Governors are strongly supportive of the school and are keen to see that it continues to improve. They have a comprehensive grasp of the data relating to attainment and progress, with the result that they monitor achievement very effectively and ask challenging questions, for example about the progress of different groups of pupils. They have made sensible decisions about the use of the pupil premium and the specialist sports funding so that both funds have a positive effect on the progress that pupils make. Governors know how targets are set for teachers as part of their performance management and know about decisions made about movement up the salary scale. They understand how training is used to help teachers to improve their practice. The procedures for safeguarding children meet legal requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101758
Local authority	Croydon
Inspection number	431282

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Jason Hughes
Headteacher	Colm Gallagher
Date of previous school inspection	22–23 June 2009
Telephone number	020 8657 1807
Fax number	020 8657 1687
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