

# Goresbrook School

Cook Road, Dagenham, Essex RM9 6XW

## Inspection dates

12–13 June 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The co-principals are unwavering in their determination to provide the very best school experience possible for every pupil. Leaders, governors and staff have created a strong culture of inclusivity and high expectation.
- Middle leaders make a positive contribution to the high standards achieved by pupils. They are astute in their evaluation of where strengths and areas for improvement lie.
- Governors provide an effective balance of support and challenge to leaders. They work successfully with leaders to set and respond to ambitious, appropriate priorities for improvement.
- Teaching is typically good across the school. Teachers have high expectations and challenge pupils to achieve well. They value the opportunities the school and the trust give them to develop skills further.
- Teachers plan sequences of learning that are well suited to pupils' different capabilities. Consequently, pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make good, and at times very strong, progress in a range of subjects.
- Pupils feel safe and happy in school and have deep trust in school staff to help them when necessary.
- Pupils are recognised as individuals and feel their opinions are listened to and valued. Their excellent behaviour reflects their feeling of pride at being a member of the school community. Pupils' attendance levels are high. Pupils value and engage wholeheartedly in their education.
- The excellent curriculum stimulates pupils and builds upon their highly positive attitudes. It is supplemented by a wide range of extra-curricular activities and contributes strongly to pupils' academic and personal development.
- Some pupils' writing gives insufficient attention to spelling, punctuation and grammar. This is particularly the case in the primary phase.
- Children in Reception make strong progress. They are well prepared to enter Year 1. Leaders know there is some work to do to replicate the good practice of the Reception Year in the Nursery.

## **Full report**

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

- Strengthen the quality of pupils' written work further by improving spelling, punctuation and grammar.
- Replicate the strong practice of Reception in the Nursery, so that children achieve greater progress across early years.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The co-principals have established a clear and compelling vision for the school. They are supported by a highly effective leadership team. Together, leaders and governors have established a culture of the highest aspirations and expectations for all.
- Leaders and governors have addressed the areas for improvement identified at the previous inspection. As a result, the quality of teaching has improved, enabling all pupils to achieve well.
- Leaders' self-evaluation is frank and accurate. It is based on a deep and detailed knowledge of teaching and pupils' performance. A comprehensive development plan is rightly focused on the key priorities for the school, and the objectives identified are aspirational and ambitious.
- Middle leaders are highly effective and know their areas of responsibility particularly well. They contribute to checks on the quality of teaching, learning and assessment and make sure that teaching meets pupils' needs. They ensure that the curriculum plans for each subject strongly support pupils in developing their knowledge, skills and understanding. Middle leaders play an ever-increasing role in contributing to whole-school improvement. They share and understand senior leaders' vision for the school.
- Leaders use their checks on the quality of teaching, learning and assessment to identify what works best and where practice can improve further. Training and development opportunities are appropriately balanced between whole-school priorities and the development needs of individual staff. Staff, including teachers new to the profession, value the high-quality training and development provided.
- The ambitious curriculum across both the primary and secondary phase is successful in enabling pupils to achieve well across the range of subjects. This is because of leaders' careful consideration of how subject-specific knowledge, skills and understanding are developed over time.
- Leaders have put pupils' spiritual, moral, social and cultural development at the heart of everything they do. It is underpinned by the school's values of 'Growth, Belief, Team'. A wide range of extra-curricular activities, visiting speakers and trips add to pupils' experience in the classroom. Pupils have many opportunities to pursue their interests in sport, drama and art. Music provision is particularly strong. As an example, all pupils in Years 7, 8 and 9 learn to play a musical instrument, and in the primary phase pupils have the opportunity to play in a brass band. Pupils learn about the cultures, beliefs and views of others and understand why this is important in Britain's diverse society.
- Additional funding for disadvantaged pupils is targeted to make sure that it supports individuals well. The successful deployment of this funding can be seen in the strong progress made by this group of pupils.
- Funding for pupils with SEND is used well so that they make at least good progress in relation to their starting points.
- The physical education and sport premium funding is used well to promote pupils'

health and fitness. An extensive range of sports clubs contribute to pupils' well-being.

- Parents' shared a range of views during the inspection. Generally, they are very supportive of the school's work. Typically, one parent commented: 'I have been very impressed with how my son is progressing; he is challenged in lessons and enjoys school.'

## **Governance of the school**

- The local governing body works systematically and regularly with leaders, providing effective support and challenge. The local governing body also has an effective working relationship with United Learning Trust regional directors.
- Individual governors visit the school regularly and use timely reports from leaders to check on the performance of the school. They have a thorough understanding of the school's strengths and areas for development.
- Governors fulfil their statutory responsibilities very well, including for safeguarding.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Senior leaders ensure that safeguarding pupils is a key priority across the school.
- Policies relating to child protection and safeguarding are up to date and reflect the latest published guidance. Staff receive regular training and updates to ensure that they are aware of the risks and signs of harm and are confident to refer any concerns swiftly. This includes training in the risks of extremism and radicalisation. Vulnerable pupils are identified quickly and given careful support, including from outside agencies.
- Pupils learn how to keep safe from a variety of risks through the school's personal, social, health and economic education programme and assemblies. As a result, pupils have a strong awareness of how to stay safe in a variety of situations, including online. They speak confidently about how to stay safe when using the internet.
- Safeguarding records are detailed and of sufficiently high quality. All safeguarding arrangements are fit for purpose.

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

**Good**

- School leaders at all levels have successfully focused on improving the consistency of teaching, mainly by effective monitoring and providing high-quality opportunities for teachers and support staff to improve their skills.
- Across both schools, teachers have high expectations. Pupils are given work that stretches and challenges their thinking. As a result, pupils of all abilities make strong progress.
- Pupils' excellent attitudes to learning reflect the very high standards of behaviour that exist throughout the school. The purposeful relationships between adult and pupils contribute well to the learning culture.
- Teachers have good subject knowledge and plan their teaching well. They use

questioning effectively to assess, probe and develop pupils' understanding. This has a clear impact on the progress that pupils make.

- The teaching of phonics is effective and helps pupils make good progress. In phonics lessons, teachers make sure that pupils are appropriately challenged. This results in pupils using their phonics skills confidently to read unfamiliar words.
- Teachers make careful use of assessment information to identify next steps for each pupil. Pupils receive helpful feedback from their teachers on how to improve their work. Pupils are given the time needed to improve their work further, in line with school policy.
- Most teachers make sure that pupils develop their literacy skills as much as possible. However, at times insufficient attention is given to ensuring that pupils spell and use punctuation accurately. Too many pupils make and repeat grammatical errors when writing, particularly in the primary phase.

## **Personal development, behaviour and welfare**

## **Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders recognise that pupils' well-being and welfare are essential foundations for academic progress.
- Leaders have devoted the necessary resources and time to provide high levels of pastoral care that allow pupils to flourish. Effective liaison with external agencies ensures that pupils receive timely support where this is needed.
- Pupils have excellent attitudes to learning. They demonstrate an enthusiasm for learning whatever the subject, settle to tasks rapidly and stay focused for extended periods. The quality of handwriting and presentation in pupils' books is very high.
- Pupils in both phases feel very safe and proud of their school. Staff know the individual needs of all pupils well, including the needs of the most vulnerable. Consequently, these pupils have every opportunity to thrive well in their personal development as well as in their academic work.
- The very inclusive ethos makes sure that all pupils feel valued and have the same opportunities as others. As one pupil said, 'Everyone has a place here.'
- Pupils report that instances of bullying are rare and those that do occur are resolved. This was confirmed by the school's records of bullying and racist or derogatory language. Pupils are confident that there are systems in place that deal quickly with any concerns that they may have.
- Pupils receive comprehensive, age-appropriate careers guidance. They are also well informed about issues relating to safeguarding, such as e-safety.
- School staff work well with alternative providers to ensure that personal development, behaviour and welfare are promoted effectively in off-site settings. Clear systems, close monitoring and regular communication help to ensure that pupils' needs are met in alternative provision.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils are unfailingly polite and courteous. Routines for managing behaviour throughout the school day are impressive and exceptionally well embedded. Supervision of pupils before, during and after school is visible, highly organised and very effective.
- As well as pupils' strong attitudes towards learning, their behaviour in lessons and around the site is excellent. Between lessons, in both the primary and secondary school, pupils move quickly and quietly with little or no time wasted.
- Attendance is above the national average for most pupils. Staff work hard with the families of some lower attenders, including some who are disadvantaged, to improve their attendance. This is having a positive impact.

## Outcomes for pupils

## Good

- Pupils now achieve well across all phases of the school. This is because school leaders took swift and rigorous action following the previous inspection.
- In key stage 1, the proportions of pupils attaining the expected standards in reading and mathematics are above those seen nationally. Attainment in writing is in line with the national average.
- The results of the phonics screening check in Year 1 show a similarly strong picture. Pupils' phonics skills are solidly good and above the national average.
- The work of pupils currently in key stages 1 and 2 shows a pattern of broadly good progress. Nevertheless, the development of basic writing skills, particularly spelling and grammar, is not as strong as other aspects of their work and this has an impact across the curriculum.
- The work of pupils in Years 7 to 9 in the secondary phase shows that they are also typically making good progress as a result of the effective teaching they receive. Pupils' progress in mathematics and science is particularly strong.
- Across the school, pupils who speak English as an additional language make similar, or better, progress to their peers. The school has effective strategies to ensure that these pupils gain the English language skills they need to access the curriculum.
- The progress made by pupils with SEND is strong because of well-targeted and effective support.
- Disadvantaged pupils, including the most able disadvantaged pupils, usually make the same strong progress as others. This is the result of challenging work that stretches pupils' thinking and the way the school promotes pupils' aspirations effectively.
- Pupils who met with inspectors all felt that they were progressing well. They said that teachers show them how to make the 'next steps' in their learning and provide them with challenging work in lessons.

## Early years provision

Good

- Standards have improved rapidly in the early years foundation stage. In 2018, the proportion of children achieving a good level of development exceeded the national average. Children are well prepared to enter key stage 1.
- The early years provision is well led and managed. Leaders have an accurate view of the strengths of the provision and areas for further development. Children's safety and well-being are priorities and children are well cared for. All necessary actions are taken to support children whose circumstances may make them vulnerable.
- A high number of children enter early years with skills, knowledge and understanding that are below the levels typical for their age. Good teaching from both teachers and teaching assistants enables children to progress well across the different areas of learning. Basic skills, such as phonics, are taught well, particularly in Reception.
- Children are encouraged to have good manners and behave well. Staff model their expectations and put in place consistent routines. As a result, children show respect towards each other and adults.
- Children make strong progress in Reception because the activities, both indoor and outdoor, are stimulating and appropriately challenging. Children enjoy the activities that have been provided for them and speak enthusiastically about their learning. Leaders know that there is further work to do to ensure that learning activities in the Nursery are planned to be consistently engaging and to meet the needs of the children.
- There are good procedures to get to know children and their families before they start at school. Adults and teachers build effective ongoing relationships with parents to support learning at home and school.

## School details

Unique reference number	140962
Local authority	Barking and Dagenham
Inspection number	10107645

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	All-through
School category	Academy free school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	712
Appropriate authority	Board of trustees
Chair	Keith Gori
Principal	Megan Harris – secondary phase
Principal	David Ellison – primary phase
Telephone number	0203 597 6666
Website	<a href="http://www.goresbrookschool.org.uk">www.goresbrookschool.org.uk</a>
Email address	<a href="mailto:office@goresbrookschool.org.uk">office@goresbrookschool.org.uk</a>
Date of previous inspection	16–17 May 2017

## Information about this school

- The principal of the secondary phase was appointed in April 2018. The principal of the primary phase has been in post since April 2017.
- Goresbrook School is a member of the United Learning Trust. The multi-academy trust is governed by a trust board. The trustees have established a local governing body for each of their schools.
- Currently, the secondary phase of the school caters for pupils in Years 7, 8 and 9. In the primary phase there are pupils in Nursery through to Year 4.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is above that of other schools.
- The proportion of pupils who have an education, health and care plan is below the national average.

- The proportion of pupils who speak English as an additional language is significantly above that of other schools.
- A very small number of pupils attend alternative provision at The Erkenwald Centre, Dagenham and The Acorns ARP (Additional Resource Provision), Barking.

## Information about this inspection

- Inspectors visited classrooms to observe the work that pupils were doing. They also looked at the quality of work that pupils had completed recently. They observed pupils' behaviour and attitudes throughout the school day, including on arrival at school. They spoke with many pupils, including during break and lunchtimes.
- Inspectors spoke with parents on the telephone and before school. They also met with senior staff, middle leaders, teachers new to teaching, the chair of the local governing body and regional directors of the trust. They considered an extensive range of key documents, including information about pupils' progress, safeguarding and pupils' welfare.
- The inspection team listened to the reading of a small group of pupils from Years 2, 4 and 7.
- Inspectors took account of the 63 responses to the Ofsted online questionnaire, Parent View, including 63 written comments. Inspectors also considered the 55 responses to Ofsted's staff questionnaire. There were no responses to Ofsted's pupil questionnaire.

## Inspection team

Carolyn Dickinson, lead inspector	Her Majesty's Inspector
Alison Moore	Ofsted Inspector
Maureen Okoye	Ofsted Inspector
James Whiting	Ofsted Inspector

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