

# Gloucester School

## Inspection report

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<b>Unique reference number</b>	100789
<b>Local authority</b>	Southwark
<b>Inspection number</b>	388270
<b>Inspection dates</b>	20–21 June 2012
<b>Lead inspector</b>	Samantha Morgan-Price HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pat Varney
<b>Headteacher</b>	Mrs Margaret Windsor
<b>Date of previous school inspection</b>	3–4 November 2010
<b>School address</b>	Daniel Gardens London SE15 6ER
<b>Telephone number</b>	020 77033125
<b>Fax number</b>	020 77034750
<b>Email address</b>	office@gloucester.southwark.sch.uk

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<b>Age group</b>	<b>3–11</b>
<b>Inspection date(s)</b>	<b>20–21 June 2012</b>
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## Introduction

Inspection team

Samantha Morgan-Price

Her Majesty's Inspector

Warren Wilkinson

Additional inspector

This inspection was carried out at no notice. Inspectors observed 17 lessons taught by 16 teachers. Meetings were held with parents, groups of pupils, members of the Interim Executive Board, staff and a representative from the local authority. Inspectors observed the school's work, and looked at attainment and progress data, curriculum information, minutes of meetings of the interim executive board (IEB), the school's self-evaluation, and exclusion and attendance data. When Gloucester School was inspected in November 2010, it was judged to require special measures. Subsequently, the school was inspected on four occasions. At the last monitoring inspection, the school was judged to be making satisfactory progress overall. As the inspection was carried out at no notice, there were no questionnaires completed by parents, carers, staff or pupils. However, views collected by the school since the last inspection were taken into consideration and the inspectors spoke to groups of parents and carers.

## Information about the school

The school is larger than the average-sized primary school. The vast majority of pupils are from minority ethnic heritages, the largest of which are African, Caribbean and other Black backgrounds. The proportion of pupils known to be eligible for free school meals is over twice the national average. The proportion of disabled pupils and those who have special educational needs is average, although those pupils who are supported at school action plus or have a statement of special educational needs is below average. The proportion of pupils for whom English is an additional language is above average. The acting headteacher was appointed when the school was placed in special measures and will remain in post until September 2013. The governing body was replaced by an interim executive board (IEB) in 2009. There has been a staggered transition to a full governing body; the Chair and vice-chair are to remain in post. The full governing body is due to be reinstated in September 2012. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school which has emerged from a difficult journey. The senior team, under the decisive and excellent leadership of the headteacher, has brought about sweeping changes which have resulted in pupils making good progress. The school is not outstanding as teaching is not of the highest quality to ensure all pupils make rapid and sustained progress. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- Pupils are set to attain average standards in English and mathematics in Key Stages 1 and 2; this has been achieved by improving teaching throughout the school so that the vast majority of pupils make good progress. Children in the Early Years Foundation Stage also achieve well.
- Behaviour is good throughout the school. The number of incidents of poor behaviour has reduced considerably along with exclusions. The learning support unit is providing excellent support for pupils, especially the small minority who have behavioural difficulties. Pupils feel safe and well supported by staff.
- Teaching is good and enables pupils to achieve well. In the main, probing questions and challenging work show that teachers and teaching assistants have high expectations of pupils. However, there are a few lessons where teachers confuse speed for pace and the tasks set do not challenge all pupils to do their best. Although some marking is of high quality, there are inconsistencies, especially in mathematics. Pupils are not always given the written guidance they need to make further improvements to their work, or encouraged to act on the teacher's advice. The restricted spaces in the Early Years Foundation Stage indoor and outdoor areas do not always allow children to maximise their learning, especially in Reception.
- Leaders, managers and members of the IEB have worked effectively to bring about the significant changes in all areas of the school's work. Sharply focused

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performance management and leaders' good management of provision have resulted in good teaching across the school with an increasing proportion of outstanding lessons. The broad, well-devised curriculum allows pupils to develop their social, moral and spiritual skills well, especially through their topic work.

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

- By July 2013, increase the proportion of consistently good and outstanding teaching so that pupils, especially the most able, make rapid and sustained progress by ensuring that all teachers:
  - consistently provide lessons that have a suitable pace, and devise appropriate tasks that stretch and challenge all pupils
  - provide high quality detailed and informative written feedback to pupils.
- Provide suitable outdoor and indoor learning environments for children in the Early Years Foundation Stage, especially in Reception, in order to help them maximise their achievement.

## Main report

### Achievement of pupils

Pupils enter the school with attainment that is low. In 2011 pupils, including the most able, attained low standards in Key Stages 1 and 2. There have now been significant improvements and pupils are making rapid gains in their learning, especially in reading. Attainment in both English and mathematics is now average. Attainment in reading in Key Stages 1 and 2 is broadly average. The school's data indicate that children in the Early Years Foundation Stage are on track to make good progress and attain levels above national averages by the end of Reception; teachers' good assessment contributes well to this. Children learn well in the Early Years Foundation Stage, although the indoor and outdoor environments are restrictive and do not always allow children to have the free play to promote rapid progress.

Across the school, pupils make good progress. Pupils known to be eligible for free school meals achieve well. Disabled pupils and those who have special educational needs also achieve well, as do those for whom English is an additional language. This is due to high quality support following on from excellent early assessment of pupils' needs. The most-able pupils are doing better than in 2011, especially in reading and mathematics, and the school has implemented effective measures to close the gap between their achievement and that of other pupils. In lessons seen, pupils showed that they had developed a good ability to assess their own progress in their learning.

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They support other pupils well, especially by helping each other when they are stuck in their work. They are keen to contribute to lessons and say they particularly enjoy English and mathematics. Lessons seen in these subjects demonstrate that pupils are challenged well to do their best, and in the majority of lessons the tasks set match pupils' different ability levels and individual needs. Parents spoken to say their children are now making better progress in lessons.

### **Quality of teaching**

Teaching gives pupils the platform to achieve well. The majority of lessons are good because teachers have high expectations of what pupils can achieve and will not settle for less. The teaching of reading is consistently good. Disabled pupils and those who have special educational needs are taught and supported well. Time is not wasted in the majority of lessons, although in a few lessons tasks for pupils of different ability levels, including the most able, did not always provide appropriate challenge to enable them to achieve well. Teaching assistants make an effective contribution to pupils' good learning and understand their role in supporting all children. Probing questions help pupils to think for themselves and move learning on quickly. However, teachers do not always understand that ensuring a brisk pace of learning does not mean tasks have to be undertaken at the utmost speed, not allowing pupils to deepen their understanding. Opportunities to develop pupils' social, moral, spiritual and cultural skills are generally used well, especially to strengthen their social development. Talk partners and discussion groups are widely used throughout the school and an excellent example was seen where pupils became teachers in a guided reading lesson. In this lesson pupils gave good support and praise to their partners while they read. In an excellent lesson seen, pupils gave outstanding answers when asked to compare England to Jamaica; this discussion extended to the differences in education and the economy of the two countries. Cultural differences and similarities were also discussed very well. Assemblies provide an excellent time for pupils to reflect on their own life and the lives of others around the world. Assessment is strong, including in the Early Years Foundation Stage, and is providing teachers with a clear understanding of the progress each child is making. Some excellent examples of marked work were seen where teachers praised pupils for their good performance and specifically identified their next steps. However, this very effective practice is not sufficiently widespread, especially in mathematics where marking does not always give pupils clear guidance of what they need to do to improve their attainment.

### **Behaviour and safety of pupils**

The significant improvements in behaviour over recent years were commented upon by parents and carers. Pupils are well behaved and respectful of staff and other pupils at school. Attendance is above average; two years ago it was low. This is testament to how much pupils enjoy their learning and the extra-curricular opportunities the school now provides. Highly effective strategies to improve behaviour have been adopted in lessons and during playtimes and pupils respond to these well. The number of low-level disruptive incidents has significantly reduced and

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pupils say the school is much calmer. Key Stage 2 pupils gave detailed descriptions of the different types of bullying and said that they did not occur in the school. Evidence shows that bullying is rare and the few incidents which occur are dealt with swiftly and effectively by staff. Pupils appreciate the roles of responsibility they have been given, for example as stair monitors.

## **Leadership and management**

The relentless and highly effective drive of the headteacher, supported by senior leaders, the IEB and the local authority, has resulted in a transformed school. The ethos of 'Everyone is involved in making Gloucester great!' is shared by all staff and the improvements have been significant; from a position of inadequate teaching, curriculum and care, guidance and support two years ago. The quality of teaching is now good, and improving, highly focused professional development has made a significant contribution to this. In-depth scrutiny of teaching and robust performance management strategies for every teacher enable leaders to know what needs to be done to further improve the quality of lessons. Pupils' outcomes throughout the school have improved, with pupils making good progress in their learning. Through the school's critical and realistic self-evaluation, leaders demonstrate a good capacity to improve further. The revised and relatively new leadership team has taken on its role well.

The curriculum is good because it is broad and varied and provides each year group with well-devised 'learning journeys'. There is good use of information and communication technology by pupils. The curriculum and, in particular, these learning journeys, draw upon different topics that strengthen pupils' social, moral, spiritual and cultural development. For example, pupils in Year 5 are learning Greek mathematics and discovering the history and geography of the Olympics. Pupils are enjoying their experiences, which are giving them the chance to explore different continents and learn about different cultures. Extra-curricular events have increased considerably and are closely related to work undertaken in lessons. Leaders know what they need to do to ensure all pupils achieve well and are closing the gap for the most-able pupils quickly. They have eliminated the barriers to learning for disabled pupils and those who have special educational needs. The school promotes equality of opportunity well. Arrangements for safeguarding the well-being of pupils meet statutory requirements. The IEB is an excellent critical friend. Members of the board have worked tirelessly and effectively to support the senior team. The support of the local authority has been timely and effective. Good support has contributed to many areas of the school's work, especially the improvements to teaching and the Early Years Foundation Stage.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



22 June 2012

Dear Pupils

### **Inspection of Gloucester School, London DE15 6ER**

We enjoyed coming to your school and talking to many of you. We also enjoyed hearing some of you read in your guided reading lessons. I am pleased to say that the school has improved well and it no longer requires the special measures that it has needed since November 2010.

You are now achieving well. You are taught well and make good progress in your learning to attain average levels in English and mathematics by the end of Year 6. Pupils in Key Stage 1 and the Early Years Foundation Stage are also achieving well. The actions that your senior teachers have taken are now helping most of you make faster progress in your learning. More of you are already achieving the higher levels in English and mathematics. Your good behaviour in lessons and around the school help you to learn well and your attendance has improved a lot since we came in to see the school in 2010; it is now above average. I know you appreciate the new topics that the school has designed for you and the increased numbers of outings you undertake. Many of you like the range of after-school and lunchtime clubs on offer at the school and they are attended well.

There are some things that the school can improve upon to help you all achieve well or even better. These are things we have asked teachers in the school to do.

- Ensure that, by July 2013, you make even faster progress in all lessons by:
  - making sure that the tasks set for you in lessons are timed well and fully challenge and engage you to learn quickly
  - providing you with very high quality feedback on your work so that you know exactly what to do next to improve.
- Improve the indoor and outdoor areas of the Reception and Nursery so that the youngest children can make the best possible progress.

All of you can help the school by being a part of your lessons and reading what teachers have written in your books.

Yours sincerely  
Samantha Morgan-Price  
Her Majesty's Inspector

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