

Gearies Primary School

Ofsted Readiness Review

8th November 2022

Evaluation Statement

All SLT met to share contextual information – this was done with commitment, confidence and a deep knowledge of all areas of the school, including trends and priorities. The Chair of Governors also attended, contributed to the session and was totally knowledgeable and supportive of all areas of school practice.

All relevant information and documentation was presented in accordance with Redbridge Ofsted Readiness Review Framework.

Quality of Education

The Curriculum Policy is recent, relevant, of a consistently very high standard and has been ratified by Governors. It is on the school web-site. It is compliant with the expectations of the National Curriculum.

The curriculum is relevant to the school and is designed to meet the needs of all pupils wherever possible. It is broad, balanced and very engaging.

All curriculum leaders were able to articulate the intent, implementation and impact statements for their subjects and gave many positive examples and case studies of real progress – including evidencing progress for the most vulnerable.

Leaders knew what were the 'next steps' and priorities for the further development of their subject.

Early Reading and Phonics are a strength of the school.

All subjects have a high profile around the school and on the website.

Assessment procedures are excellent throughout the school and are constantly being reflected on to impact on planning and delivery.

Pupil Voice is powerful and all pupils spoken to were clear about why subjects are taught, and what each subject is actually about. It was agreed that this needs to be constantly revisited and opportunities for even more retrieval of prior learning and facts taught in lessons will be explored.

Surveys of pupils, staff and parents are used to support the development and delivery of the curriculum.

Safeguarding

The SCR is robust and regularly checked. I saw a very secure and up to date register, also a paper copy should the system not operate.

All policies, documents and training records are secure and ratified by Governors.

A detailed external review of Safeguarding in June 2022 confirmed all of this.

Staff were randomly asked about procedures for reporting and recording and all answered appropriately.

Pupils when asked, talked with confidence about 'The Safeguarding Team' and all felt safe in school.

"Safeguarding by Schools" is the system used and all staff have received comprehensive training. The quality of how to record within the system is constantly revisited.

At Gearies, Safeguarding is very closely linked in practice to Behaviour, Bullying, Well-being etc. and all areas of social and emotional strengths within the school.

There is a strong team which is led by the DSL who is a DHT. Her team brings a range of strengths, experiences and roles to the whole effectiveness of the team and is a strength of the school.

Behaviour and Attitudes

The Behaviour Policy is strong and effective, understood and followed by all staff and has been ratified by Governors.

Attendance is tracked and monitored closely to ensure that all cases are followed up immediately. Attendance is good.

Effective logging of all incidents are in place.

Low-level disruption is rare. During the review, no behaviour issues were seen.

Lunchtime was calm and well managed. The Dining Halls are a credit to the school as there has been an investment to make them into a positive and friendly environment where pupils feel special. Although limited, much thought has gone into creating the best spaces possible for all pupils when outside of the classroom.

Pupils understand and respect the Behaviour Policy and how an issues are resolved.

Personal Development

This area is a strength of the school.

Pupils and their families are the focus of everything. The community engaging with the school underpins all of the successes seen.

PSHE is an integral part of everything and is reflected within the curriculum in endless ways.

Pupils experience a wide range of additional and exciting opportunities and experiences and these support pupils in their understanding of British values.

SEND provision

Policies, the SEND offer and all documentation is in place and ratified by Governors.

There is a huge focus in ensuring that the curriculum is accessible to all SEND pupils.

There is a leader for each Key Stage working with the SENDCO and each monitors practice, models practice and tracks progress closely in classrooms.

IEP's are visited every week.

The practice has an effective external QA process to ensure the effectiveness of this area to support an increasing number of high needs pupils in the school.

'The Haven' has been created in school to support special high needs and also there is a newly created area for needs related to Speech and Language development.

Interventions are used when required but limited as in class practice and support is encouraged as much as possible.

Class teachers understand that they are responsible for the education of every child in their class.

Leadership

All plans and documents for the strategic development of the school are relevant, recent, effective and appropriate to meet the continued outstanding practice being delivered in Gearies.

Leadership is a great strength of the school at all levels.

All Leaders are aware of strengths and areas which need support.

Leadership of Assessment, EYFS, Curriculum, Safeguarding, SEND, Behaviour, Personal Development, Parents and the wider-community and the strategic direction of the school, including finance, is exceptionally strong. Leaders have a vast range of experience and a depth of understanding seldom seen in a school. Strengths seen are complimentary and ensure consistency in vision and ambition for Gearies.

Governors are strong and effectively engage and hold school leaders to account in a supportive way.

Additional comments

The school shared appropriate documentation as may be required by Ofsted and this is strong.

The school has no suspension or exclusions.

External reviews and QA visits for Safeguarding and SEND have been undertaken and are extremely positive.

Staff constantly reflect on opportunities to improve curriculum design and understand the principles which define their curriculum. It is rooted in values driven by evidence. The curriculum has three core areas of holistic development which are Child Wellbeing and Development, Opportunities for Awe and Wonder and Developing Independence and Autonomy. These are reflected when looking at specific subject plans.

Assessment is undertaken on a 12 week cycle. A toolkit of strategies has been adopted which supports the creation of a plan, the assessment point, the adaptation of the plan and then the teaching and learning. Pupils are considered to be focused learners with individual plans.

Effective assessment procedures are in place for all subjects, including all Foundation Subjects.

The whole school demonstrates a holistic and all engaging curriculum known as the 'Global Curriculum' which allow every child to feel that they are important, valued and belong to Gearies.

All staff seen or spoken to understand the ambition for Gearies. There are some unique roles for staff, especially within EYFS which is excellently led by the DHT, and there is an approach which encourages 'a lot of people doing a lot of things' and this truly works for the good of the pupils.

The school has high attainment and outcomes and from discussions during the review, I consider much for this is because Safeguarding, Assessment, EYFS and the philosophy embedded in this part of the school, underpins everything. This only happens because of outstanding leadership for the school.

The Ofsted Readiness Review has found that excellent practice and leadership is being delivered in all areas of school life.

The school is very ready for an inspection.

Richard Hunter – Redbridge Consultant

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