

Inspection of Gearies Primary School

Waremead Road, Gants Hill, Ilford, Essex IG2 6TF

Inspection dates:	5 and 6 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish at this happy and friendly school. Pupils are supported to become 'the best version of themselves'. Staff know pupils well and have very high expectations for them. Pupils are rightly proud of their school and all it has to offer. Pupils work hard and achieve highly, including in national assessments. Parents and carers are overwhelmingly positive about the support their children receive.

The school is highly inclusive, with dedicated and committed staff. They ensure pupils succeed and thrive, irrespective of their background or context. Children in the Nursery and Reception get off to a strong start, engaging in high-quality learning. This includes pupils with special educational needs and/or disabilities (SEND) who achieve very well alongside their peers.

Pupils' behaviour is excellent, both in lessons and around the school. Bullying is rare, and pupils know who to speak with if they have any concerns. Pupils talk enthusiastically about the wide range of enrichment opportunities available. These include school visits and residential stays. Pupils are eager to make a difference in the school community. They enjoy helping each other as prefects and acting as ambassadors when parents visit the school.

What does the school do well and what does it need to do better?

The school has designed a curriculum that meets the needs of its pupils very well. From the early years, leaders have thought carefully about what they want pupils to know and remember. The curriculum is constructed so pupils build up a body of important knowledge as they move through the school. For example, children in the early years discuss some similarities and differences between things in the past and now. This prepares them well for learning in Year 1, where they look at toys from the past as part of the history curriculum.

Throughout the school, staff are experts in the delivery of the curriculum. The needs of pupils with SEND are identified accurately and swiftly. Learning is carefully matched and adapted to cater for the needs of all pupils. Teachers encourage pupils to discuss their learning and to work collaboratively in pairs and small groups. Pupils receive effective support to learn subject-specific vocabulary, and they use it with confidence. Lessons are carefully designed and adapted so pupils recall and use important knowledge. Teachers check pupils' understanding continuously and effectively. For example, skilful questioning helps to identify any misconceptions so these are addressed quickly. The standards pupils achieve in reading, writing and mathematics far exceed those achieved nationally. Across the curriculum, pupils learn exceptionally well.

From the beginning of Nursery onwards, there is a sharp focus on developing children's communication and language. Expert staff provide a language-rich environment that supports children to learn new vocabulary and express their needs with confidence. From the start of the Reception Year, staff deliver the school's chosen phonics programme with expertise. Pupils gain confidence as they read books that contain the sounds they know.

Staff make regular checks on pupils' reading. This helps pupils to become confident and fluent readers. Any pupils who fall behind benefit from effective support to catch up quickly. Older pupils describe the genre, plot and characters they have discovered in books they have read recently. Staff run a group to support parents so they know how to support their child to read.

Staff help pupils to develop a mature understanding of relationships and feelings. Pupils learn how to understand and regulate their own emotions. They receive a strong start in the early years, learning how to share and take turns. Staff support pupils to understand how their behaviour impacts others. Some pupils volunteer to support others in the playground, for example by acting as sports leaders or leading play for the younger children. The school carefully monitors behaviour and attendance. They know their pupils and families well and are responsive to any concerns.

The school promotes pupils' character development exceptionally well. Pupils respect each other's choices and embrace the diverse community of the school. For example, pupils have been involved in projects to support families new to the country who speak English as an additional language. The school provides a variety of wider opportunities that develop children's resilience, confidence and independence. There are a range of extra-curricular enrichment opportunities, including inclusive sports competitions for pupils with SEND.

The governing body and leaders are determined to provide the best possible experiences for pupils. The school provides high-quality training to ensure that staff can develop their professional expertise. Staff workload and well-being have been carefully considered by leaders. Consequently, morale is high, and there is a strong team spirit.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133934
Local authority	Redbridge
Inspection number	10345893
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	891
Appropriate authority	The governing body
Chair of governing body	John Pettifer
Headteacher	Alex Dias (Co-Headteacher) Dan Lea (Co-Headteacher)
Website	www.geariesprimaryschool.co.uk
Dates of previous inspection	30 September and 1 October 2014, under section 5 of the Education Act 2005.

Information about this school

- The co-headteachers of the school were appointed in September 2024.
- Gearies Primary School is a four-form entry school.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with members of the governing body. They also spoke with a representative from the local authority.
- Inspectors reviewed a range of school documentation, including records related to attendance, behaviour and pupil movement.
- Inspectors considered the views of parents, pupils and staff, including through their responses to Ofsted's online surveys.

Inspection team

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