

Inspection of a good school: Gladstone Park Primary School

Sherrick Green Road, Dollis Hill, London NW10 1LB

Inspection dates:

28 and 29 September 2022

Outcome

Gladstone Park Primary School continues to be a good school.

What is it like to attend this school?

This is a happy and friendly school community. Pupils are kind, respectful and helpful to others. Leaders strive to foster in pupils a life-long love of learning. Pupils said that they enjoy coming to school. Leaders have established strong partnerships with families and the local community.

Staff have high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders make sure that the curriculum is designed so that all pupils, including those with SEND, can achieve well.

Pupils behave well in lessons and around the school. If there are any problems, including bullying, staff sort things out quickly and sensitively. They all know and can name a member of staff who will listen to them and help if they have any worries.

Pupils enjoy the wide range of cultural visits, performing arts clubs and sports on offer. Older pupils spoke enthusiastically about the residential journey in Year 5 and recent visits to St Pauls Cathedral and Regents Park Mosque. The pottery club is a particular favourite of the older pupils.

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

Leaders have developed an ambitious and creative curriculum that enables all pupils to build up their knowledge over time in every subject. What children learn about, and the skills they develop in the early years, prepare them for life-long learning. Pupils cooperate well together.

Leaders have made reading a high priority in this school. Children learn environmental sounds in the Nursery. This is through carefully planned activities both inside and outside the classroom. Pupils develop their knowledge of the sounds that letters make as they move through Reception and into Year 1. Staff identify pupils who need extra support with their reading. These pupils' specific needs are then addressed by skilled teachers.

Recently, leaders have introduced a new programme for teaching phonics. Most staff have the subject expertise and knowledge needed to deliver the phonics programme effectively. A few are less experienced in delivering the new programme.

The school promotes a love of reading among the pupils. The books that pupils read accurately match their current ability. Teachers read a wide range of stories, poems and books to pupils every day.

The curriculum is well planned and sequenced. For example, in mathematics in the Reception Year, pupils learn about place value and counting up to 20. They learn the names of shapes and how to form numbers when writing them. They learn about the world around them through structured outdoor play and visits to local parks.

An ambitious curriculum for most subjects is being implemented in all years. For example, in history, pupils build up their knowledge through learning about the Romans, followed by the Anglo-Saxons and then the Vikings in Britain. In Art in Year 4, pupils learn about Mayan circle art and use what they know in Year 5 when they learn about the work of William Morris and repeating patterns. Pupils learn a wide range of vocabulary. However, not all pupils understand the meaning of these words and so cannot use the vocabulary, particularly in their writing. Leaders need to refine the essential key vocabulary and knowledge they want pupils to know and remember in each subject.

Pupils with SEND achieve well from the start of their time at the school. Staff know the individual needs of all pupils with SEND. They make appropriate adaptations to ensure that pupils with SEND can access the same broad curriculum as their peers. Leaders and staff ensure that all pupils are fully included in the life of the school.

The school's work to support pupils' wider development is strong. There are many after-school clubs for pupils to join and a wide range of interesting visits planned throughout the year.

Staff said that leaders provide them with the support they need. Leaders make sure that the workload is well managed. Staff, including new teachers, felt that leaders are approachable and provide welcome advice and guidance.

The governing body and trustees know the school well. They provide the right balance of challenge and support to leaders and have high expectations.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders ensure all staff have regular training so they have the skills to identify any pupils who may be at risk. Staff are vigilant and understand local risks to pupils. The safeguarding team quickly refer to and work with a wide range of agencies to provide support for pupils' safety and welfare. Pre-employment checks on the suitability of staff are rigorous. Governors and trustees are fully aware of their statutory duties.

Leaders use lessons and assemblies to remind pupils how to keep safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few staff are less experienced than others in delivering the school's new approach to early reading, including phonics. This affects their confidence, and leaders should ensure that all staff receive the training and support they need to deliver the school's phonics programme confidently.
- Leaders have planned the curriculum to include a strong focus on vocabulary in all subjects. Sometimes there are too many new words and concepts for pupils to remember and understand in lessons. Leaders need to identify the key essential knowledge in the subjects they lead to help pupils in their learning and particularly in their writing across the wider curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on May 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140833
Local authority	Brent
Inspection number	10241875
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	653
Appropriate authority	Board of trustees
Chair of Trustees	Jay Bhutani
Headteacher	Angela Anterkyi
Website	www.gladpark.brent.sch.uk
Date of previous inspection	9 and 10 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school joined the Anthem Schools Trust on 1 June 2017. It is one of 16 schools in the Anthem Schools Trust.
- The school is significantly larger than the average-size primary school.
- Leaders do not make use of any alternative provisions.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, the assistant headteachers and subject leaders. The inspectors met with the education director and spoke with representatives of the board of trustees.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about

their learning and looked at samples of pupils' work. They heard pupils read and observed pupils reading to a familiar adult.

- The inspectors also looked at curriculum plans and spoke to leaders about some other subjects such as computing and geography.
- The inspectors observed pupils' behaviour in lessons and at playtimes and listened to what pupils had to say about their school.
- The inspectors reviewed a range of documentation related to safeguarding. The inspectors scrutinised the records the school keeps in relation to safeguarding and welfare. The inspectors looked at the single central record of pre-employment checks and records of staff training. They spoke with staff, governors and pupils to understand the school's culture of safeguarding.
- The inspectors reviewed the responses submitted by parents to the online survey Ofsted Parent View, including free-text responses. The inspectors reviewed the responses to the online staff survey.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

Amanda Ruthven

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022