

## Results at threatened primary school exceed all expectations

*Outstanding progress means no need for a 'Forced Academy', school parents say*

Despite improving children's performance by significantly more than the national average, Gladstone Park Primary School in Dollis Hill, North-West London was rated "inadequate" by an Ofsted inspection in November 2012. This was based on progress in Years 3 to 5 being classed as too slow. However, results for the Autumn and Spring 2012/13 Terms now show that progress across Key Stage 2 year groups (Years 3 to 6) is well above expectations.

Using the standard Average Point Score measure, Key Stage 2 children are expected to progress by 1 point per term on average in reading, writing and maths. Over the Autumn and Spring Terms, where 2 points progress for each year group would be expected, the overall average figures for Gladstone Park Primary School are:

Year Three:	2.0 points
Year Four:	2.7 points
Year Five:	3.4 points
Year Six:	4.8 points

If, as anticipated, this trend continues through the Summer Term, it will make Gladstone Park Primary School one of the best performing in the country in terms of value added (progress against expectations). This is thanks to the school's own improvement plan, with the support of the Local Education Authority and other local community schools, and the energy and commitment of the teachers.

Yet despite these results, the Department for Education (DfE) is still trying to force Gladstone Park Primary School to become an academy, over the objections of parents, governors and staff. The DfE says that it will select an academy sponsor and impose it on the school, and only then consult with the parents over what is effectively a done deal. However, such a change would be highly disruptive, and threatens to undo all the good work done so far.

Mike Baker, a school parent, said 'The DfE should recognise the excellent progress made by the school under its existing governance arrangements, and end the uncertainty over its future by withdrawing the threat of forced academisation. This is in the interests of our children's education, which should surely be everyone's paramount concern.'

Martin Francis, an ex-primary head teacher who took another school out of special measures and is currently chair of two primary governing bodies, believes that the parents at Gladstone Park School have assembled 'convincing evidence that the school is successfully managing its own improvement. Any change of status now would interrupt that momentum and destabilise the school to the detriment of its pupils.'

He further commented that 'A school with a group of supportive parents so passionately committed to its ethos and so convinced of the quality of its provision and standards must count itself very fortunate. Surely Michael Gove, in the face of this evidence, must withdraw the threat of forced academisation and let the school staff, supported by governors and parents, get on with the job.'

You can find out more about the school's campaign against forced academisation on our blog here: <http://www.savegladstoneparkschool.blogspot.co.uk/>

## Gladstone Park Primary School Fact Sheet

Gladstone Park Primary School in Brent, North-West London is a popular local community school, always previously rated Good or Outstanding by Ofsted. However, following an Ofsted inspection in November 2012, it was unexpectedly rated as Inadequate based on slow progress in Years 3-5, despite excellent results at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

This fact sheet summarises the school's figures for the academic year 2011/12 (used for the Ofsted inspection), and the progress in Years 3-5 since then. It shows that the Ofsted judgement was based on very narrow criteria ignoring overall performance, but also that this one area of weakness is already being addressed, which should allow the school to return to a Good or Outstanding rating at the earliest opportunity, without the need for further counter-productive intervention from the Department for Education (DfE).

### 2011/12 School characteristics

Measure	School	National Ave	School Overall
Number of pupils	689	251	In top 20%
Free school meals (FSM)	44.2%	26.2%	In top 20%
Minority ethnic groups	92.1%	27.7%	In top 20%
English as additional language (EAL)	68.3%	17.5%	In top 20%
School Action+ or Statement of SEN	7.3%	7.9%	In middle 20%
School deprivation indicator	0.43	0.24	In top 20%

The school's intake is in the most deprived 20% nationally.

### 2011/12 Behaviour

Measure	School	National Ave	Comparable Schools (based on FSM level)
Overall absences	3.9%	4.4%	4.9%
Persistent absentees (15% or more sessions missed)	1.3%	3.4%	4.3%
Fixed term exclusions (2011)	0.0%	0.9%	n/a

Despite their deprivation, pupils' behaviour is much better than the national average, and better still than at comparable schools.

### 2011/12 Attainment at Key Stage 1 (Year 2)

Subject	Level 2B or above		Average Point Score	
	School	National Ave	School	National Ave
Reading	78%	76%	15.8	16.0
Writing	66%	64%	14.7	14.7
Maths	82%	76%	15.9	15.9

Attainment at KS1 is already at the national average level, a remarkable achievement considering the number of children with English as an additional language.

### 2011/12 Attainment at Key Stage 2 (Year 6)

Subject	Level 4 or above		Level 5 or above		Average Point Score	
	School	National Ave	School	National Ave	School	National Ave
English	84%	85%	34%	37%	27.7	28.1
Maths	88%	84%	44%	39%	29.0	28.4
All subjects	81%	79%	27%	27%	28.4	28.2

Attainment at KS2 (as measured by the SATs) is also at the national average level, slightly (but not significantly) below for English and above for Maths and overall.

### 2011/12 Key Stage 1 to Key Stage 2 Value Added

Subject	School overall	Free school meals		English as additional language		Prior attainment		
		FSM	Non-FSM	EAL	Non-EAL	Low	Middle	High
English	100.4	99.9	101.0	100.5	100.2	100.6	100.3	100.4
Maths	101.2	100.7	101.8	101.6	100.2	101.4	101.2	100.9
All subjects	100.8	100.3	101.4	101.1	100.2	101.0	100.8	100.7

National average overall is 100.0 in each subject, but may be above or below for individual categories (it is 99.7 for FSM). School Value Added is above national average for every subject and category, with figures significantly above average shaded green.

### 2011/12 Years 3-5 Average Point Score progress

Subject	Year 3	Year 4	Year 5
Reading	2.7	3.0	2.2
Writing	2.7	2.5	2.3
Maths	2.9	2.6	2.1
<b>Average</b>	<b>2.8</b>	<b>2.7</b>	<b>2.2</b>

On average, children are expected to progress by 12.0 points in each subject over the four years of Key Stage 2, which would be 3.0 points per year if they progressed at a uniform rate (they don't). Although Gladstone Park Primary School has always exceeded this target, much of this progress is in Year 6. The 2012 Ofsted inspection used the below-“expected” progress in Years 3-5 as the basis for its inadequate assessment, ignoring all other figures.

### 2012/13 KS2 Average Point Score progress to date (Autumn & Spring)

Subject	Year 3	Year 4	Year 5	Year 6
Reading	2.2	3.6	2.9	4.6
Writing	1.5	2.1	3.9	5.1
Maths	2.4	2.4	3.4	4.7
<b>Average</b>	<b>2.0</b>	<b>2.7</b>	<b>3.4</b>	<b>4.8</b>

On average, children are expected to progress by 2.0 points in each subject over two terms if they progress at a uniform rate. The figures show the positive impact of the measures already introduced before the Ofsted inspection, and enhanced by the school's subsequent Improvement Plan, with Year 3 on target overall, and Years 4-6 significantly ahead of target. They show that the school is capable of addressing the issues raised by Ofsted without the need for further intervention from the Department for Education.