

Gascoigne Primary School

Address: Gascoigne Road, Barking, Essex, IG11 7DR

Unique reference number (URN): 131775

Inspection report: 30 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Leaders demonstrate an in-depth knowledge of early years education. They ensure that the curriculum is precisely focused on developing the knowledge that children need for future learning. Staff are well trained in understanding children's development and they use this knowledge effectively to support children's learning and wellbeing.

Children are well supported to develop a sense of self, including how they belong in their families. For example, children talk confidently with staff about their family trees and enjoy writing relatives' names with big chalk on the ground. Children develop important mathematical knowledge, such as recognising order in numbers and how to add one more. Teaching provides multiple well-chosen opportunities for children to write, both with support and independently. This means that children consistently practise forming letters with increasing accuracy.

Learning is thoughtfully planned to enable children to develop their knowledge in all areas of the curriculum. For example, activities such as den-building encourage children to design and refine their constructions, such as by adding a high wall or a gate that opens. Staff talk to children as they learn and explore, extending their language with thoughtful questions and careful prompts.

Partnerships with families are positive and help children to settle quickly into routines. Highly effective support is provided for children with special educational needs and/or disabilities and those who are disadvantaged. Caring and nurturing relationships help children to feel safe and secure and sustain their attention. As a result, children thrive in the early years.

Expected standard ●

Achievement

Expected standard ●

Pupils typically achieve well across the school. This is reflected in their positive outcomes in national tests in reading, writing and mathematics at the end of key stage 2, including for those pupils who are disadvantaged. Pupils also achieve well in the Year 1 phonics screening check. Similarly, pupils attain well in the Year 4 multiplication tables check, with outcomes higher than the national average over time. This demonstrates how well pupils acquire the important knowledge they need for the next steps in their educational journey.

On the whole, pupils' work and discussions with pupils show that they secure knowledge across subjects and year groups. For example, in writing, pupils demonstrate their increasingly sophisticated understanding of grammar, vocabulary and language choices. Pupils read a broad range of books with confidence and fluency and speak positively about reading.

Pupils with special educational needs and/or disabilities (SEND) build secure relationships with staff, who support them with well-chosen learning and guidance. This enables pupils

with SEND to make secure progress from their starting points.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum with a clear focus on developing the core areas of speaking, reading, writing and mathematics. They understand where there are strengths in the curriculum and teaching and which areas need continued development. Regular professional learning for staff continually develops their subject knowledge.

An emphasis on oracy runs through the school from Nursery to Year 6. Staff ensure that pupils learn new vocabulary and understand what they read. Teaching models language effectively and encourages pupils to explain their thoughts using full sentences. This consistent approach to the teaching of language enables pupils, including those who are disadvantaged, to develop important knowledge for future learning.

In many curriculum subjects, teaching enables pupils to build on previous learning. For example, when learning about worship in Hinduism in Year 4, pupils are supported to make links with and talk about similar practices in other religions. Pupils with special educational needs and/or disabilities are typically well supported by the school's inclusive approaches. They benefit from learning that is planned to build their knowledge in meaningful steps. Overall, adaptations to activities and resources, such as visual prompts, help pupils to engage in learning and develop their understanding of new concepts. However, there are times when teaching strategies are not fully adjusted to match pupils' needs or understanding. As a result, teaching is not as consistent as it could be at consolidating or advancing pupils' knowledge.

Inclusion

Expected standard 

Leaders have clear systems to identify pupils' needs, when they join the school. They take time to get to know pupils and families well and maintain high expectations of what pupils can achieve. Effective partnership working with external professionals, including, for example, those from the speech and language and educational psychology services, strengthens the school's approach and informs the support provided to pupils. Leaders monitor how well teaching meets pupils' needs. They put in place suitable professional learning for staff to support the school's aim of continuously improving pupils' outcomes.

The school has developed and put in place tailored provision for pupils with more complex special educational needs and/or disabilities (SEND). Staff ensure that the curriculum is well sequenced and activities are closely matched to pupils' needs. For instance, leaders have introduced well-chosen strategies to enhance communication for pupils with SEND. Pupils who need help to regulate and refocus access appropriate provision when needed. As a result, pupils with SEND make steady progress from their starting points.

Leaders use additional funding thoughtfully. They have identified the key barriers faced by disadvantaged pupils. Using this information, leaders direct resources towards ensuring that disadvantaged pupils secure important knowledge and skills, such as the development of language and communication. Leaders are committed to supporting pupils who are known

to social care and those who are looked after, ensuring that timely and effective help is provided.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the strengths of the school and are taking purposeful and swift steps to address areas for improvement, including actions to increase positive attendance. Leaders have also accurately prioritised the need to develop greater consistency in teaching and learning across the school. Work to strengthen pupils' oracy and writing, for example, demonstrates leaders' commitment to ensuring that all pupils receive a consistently high-quality education. Collaboration with local schools enables leaders to share effective practice and broaden opportunities for pupils.

Governors fulfil their statutory responsibilities and have clear oversight of the school's priorities. They routinely assure themselves that pupils are safe and achieving well at school, for example, by visiting the school to speak to pupils, leaders and staff. Governors have also recently strengthened their oversight of attendance, although their work on this is at an early stage.

Teachers at the start of their careers receive effective support and mentoring. Leaders regularly consider ways to reduce workload and promote staff wellbeing. Staff benefit from a range of evidence-based professional learning opportunities, which enhance their teaching and leadership skills. As a result, staff typically feel well supported. They value leaders' consideration of their wellbeing and development.

Leaders know pupils and families well. Staff also develop positive, trusting relationships with families. Parents and carers value the approachable nature of staff and feel their views are listened to. They appreciate the progress their children make through the school. This includes parents of children with special educational needs and/or disabilities.

Personal development and wellbeing

Expected standard 

Leaders have developed a comprehensive personal development programme. The personal, social and health education and relationships and sex education curriculums are well sequenced and meet statutory requirements. These curriculums support pupils to build their knowledge as they move through the school. Pupils understand how to keep themselves safe and demonstrate a keen awareness of risks associated with the online world. Pupils also learn about the importance of healthy relationships and lifestyles. Through daily teaching, pupils explore key themes, including those that help them understand themselves as individuals as well as the wider world, education and human rights. Through this, pupils develop self-awareness and a secure sense of belonging.

The school teaches pupils about fundamental British values. Pupils have an understanding of democracy, for instance, through voting for the school council. They develop awareness of the ways people can be different, including disability. Pupils are accepting of difference and understand that some of their peers may need more support than others in their school. Leaders also ensure that pupils learn about emotions and managing their feelings. Whole-class approaches, alongside targeted support, help pupils to develop resilience and

confidence. Pastoral support is highly effective, and staff respond promptly when pupils need help.

Leaders have tailored the personal development programme to broaden pupils' awareness of the wider community. For example, pupils, including those with special educational needs and/or disabilities (SEND), and those who are disadvantaged, participate in a range of activities that foster connections with pupils from other local schools. Pupils also typically enjoy a wide array of clubs, sporting activities and educational visits. Trips linked to the curriculum, including, for example, to London museums and fieldwork at the River Roding, give pupils the opportunity to bring learning to life. Leaders ensure that pupils with SEND are supported to attend these experiences and are fully included alongside their peers. Leadership opportunities, such as reading ambassadors and play leaders, help to build character and responsibility. Pupils are well prepared for life beyond school.

Needs attention

Attendance and behaviour

Needs attention 

Despite leaders' high expectations, attendance rates have been below national averages over time. Overall rates of persistent absence have improved slightly but remain high, particularly for pupils with special educational needs and/or disabilities. Leaders have an informed understanding of the reasons for absence and work closely with families to put support in place where needed. They promote the importance of regular attendance. Leaders are introducing new strategies to tackle poor attendance and to sharpen their analysis of the underlying causes for absence. While this work has led to marginal improvements in attendance this year, it is too early to tell if these improvements will be built upon and sustained over time.

Leaders have established a clear and consistent approach to promoting positive behaviour. For example, pupils learn explicitly about emotions and self-regulation, which helps them to develop highly positive behaviour habits and manage their feelings appropriately. Pupils behave respectfully towards one another. They are confident and highly engaged in their learning and the wider life of the school. At social times, they play cooperatively alongside each other and take turns to use the equipment and activities available to them. They are aware that if any issues arise, such as bullying, staff will deal with it effectively. Staff consistently praise pupils, when they demonstrate the school values of 'Kind HEARTS', with pupils wearing their badges with pride.

What it's like to be a pupil at this school

Pupils enjoy coming to school and speak warmly about staff and each other. Pupils' actions and attitudes are guided by the school values. They know the importance of being honest, respectful and working as a team. Regular assemblies and class debates help pupils to develop their understanding and put these values into practice. Staff build positive

relationships with parents and carers and know pupils well. As a result, pupils feel happy and have a secure sense of belonging within their school community.

Pupils feel safe at school. Frequent check ins from well-trained staff ensure that pupils' safety and wellbeing are a consistent focus. Pupils welcome the support given by staff and know who to speak to if any problems arise. Pupils are clear that bullying happens rarely, and that staff deal with issues quickly and effectively.

Across the school, pupils behave well. At social times, they play alongside each other calmly and collaboratively. They follow the rules of the playground and include each other in games. Classroom behaviour is also positive because pupils listen and engage in learning well. Attendance is a priority for leaders, and they continue to work closely with families and external agencies to provide the support pupils need to attend well.

Pupils enjoy learning and understand how it helps them in later life. For example, workshops about savings, loans and banking in Year 6 help pupils to build their financial literacy. Children in the early years develop important core knowledge, such as how to hold a pencil correctly and use phonics to decode words. Typically, pupils achieve well across the curriculum and are ready for the next stage of their education.

Numerous opportunities exist for pupils to participate in events beyond the school. For example, overnight visits foster pupils' independence while activities, such as rock climbing, allow them to challenge themselves and try something new. Opportunities to raise funds for charity support pupils to show empathy and develop social responsibility. Pupils are well prepared for their next steps.

Next steps

- Leaders should continue to develop their analysis of reasons for pupils' absence and implement well-targeted systems and processes to secure consistent improvements in attendance.
- Leaders should ensure that teaching consistently identifies and adjusts to pupils' existing knowledge, with adaptations made swiftly to meet pupils' needs where necessary.

About this inspection

The chair of the board of governors in this school is Sam O'Hara.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the co-headteachers and senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local

authority. Inspectors spoke with several pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The co-headteachers were appointed to their role in September 2024.

The school currently uses no alternative provision.

Co-headteachers : Anre Buchner and James Fox

Lead inspector:

Kate Fallan, His Majesty's Inspector

Team inspectors:

Alison Martin, Ofsted Inspector

Jonathan Newby, Ofsted Inspector

Guy Forbat, His Majesty's Inspector

David Worrall, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

1,122

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

1,260

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

30.85%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.05%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.35%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (final)	59%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (final)	73%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	71%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Close to average
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	49%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	59%	Above
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	76%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	60%	Close to average
2024/25 (final)	74%	61%	Above
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	57%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-14 pp
2024/25 (final)	55%	69%	-14 pp
2023/24 (final)	57%	67%	-11 pp
2022/23 (final)	49%	66%	-17 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	71%	80%	-9 pp
2022/23 (final)	64%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	78%	-6 pp
2024/25 (final)	70%	78%	-8 pp
2023/24 (final)	76%	78%	-1 pp
2022/23 (final)	70%	77%	-8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-15 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	57%	79%	-23 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.8%	5.2%	Above
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	7.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	24.0%	13.0%	Above
2023/24 (3 term)	15.8%	14.6%	Close to average
2022/23 (3 term)	23.1%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright