

# Gomersal First School

## Inspection report

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<b>Unique Reference Number</b>	107666
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356208
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Melvyn Hemmings

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter O'Hara
<b>Headteacher</b>	Mr David Warbrick
<b>Date of previous school inspection</b>	6 May 2008
<b>School address</b>	Oxford Road Gomersal, Cleckheaton West Yorkshire BD19 4JR
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## Introduction

This inspection was carried out by three additional inspectors who visited 15 lessons or parts of lessons. The inspectors observed 10 teachers and held discussions with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curricular planning. In addition, 87 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers use assessment information to challenge different groups, especially the more able.
- The effectiveness of intervention programmes in supporting the learning of pupils with special educational needs and/or disabilities.
- The extent to which curricular planning has been modified to make better links between subjects, and to include the needs of Year 5 pupils from September 2011.
- The extent to which the effectiveness of the Early Years Foundation Stage has been improved.

## Information about the school

Gomersal is an average size first school, from which pupils move to middle school at the end of Year 4. The school is being reorganised to provide for Year 5 pupils in September 2011 and for Year 6 pupils from September 2012. The proportion of pupils known to be eligible for free school meals is below average, as is that of pupils with special educational needs and/or disabilities. Almost all pupils are of White British heritage. The school has gained the Activemark and is also an accredited Healthy School. The headteacher was appointed in January 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Gomersal is a good school. The strong teamwork of senior leaders and all staff have been the key to its good improvement since the previous inspection. It has resulted in raised attainment and better quality teaching and learning. The headteacher has identified areas for further development, to build upon the firm foundations laid in previous years. Self-evaluation is accurate and senior leaders use the information provided effectively to prioritise and plan further improvement. The governing body is supportive of the school but is not fully involved in holding the school to account for its performance or in planning strategically for future development. Target setting is realistic and challenging, being based on good quality data. Consequently, leaders have been successful in making and sustaining improvements and the capacity for further improvement is good.

Although the school's system to assess children's attainment on entry is not as precise as it could be, it is clear that improvement to the Early Years Foundation Stage means that children make good progress and achieve well. This good progress is maintained throughout the rest of the school because of consistently good teaching. As result, pupils reach standards by the end of Year 4 in English and mathematics that are above those expected for their age. Reading is particularly strong and pupils talk enthusiastically about books they have read and their favourite authors. The school accurately identifies those pupils with special educational needs and/or disabilities. Effective intervention programmes are put into place and well-targeted support enables them to make the same good progress as other pupils.

The curriculum is enlivened by enrichment activities that add interest and variety to pupils' experiences. Planning has been successfully modified to strengthen links between subjects and to enable pupils to use skills learned in one subject to support their learning in others. Further changes are currently being made to provide for pupils in Years 5 and 6 as the school becomes an all through primary school. Teaching has many strengths and successfully meets the needs of different groups of pupils, including those who are more able. Although teachers give good advice during lessons and mark work regularly, not all teachers make it clear to pupils the precise steps needed to improve. Almost all pupils behave well and are polite and considerate to others. A very few show challenging behaviour at times. Staff deal with this sensitively but firmly to minimise any disruption to learning. The school is a safe and caring setting in which to learn. All staff are committed to pupils' well-being and this is much appreciated by parents and carers.

## What does the school need to do to improve further?

- Build on the good practice in marking to ensure all pupils receive precise information about how to improve.

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- Improve the skills of the governing body in evaluating the school's performance and in planning for its long-term development.
- Improve the assessment of children's attainment on entry to Reception so that their progress can be more precisely measured.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils' achievement from their skill levels on entering school, which are generally typical for their age, is good. Pupils show interest and enjoyment in their work and are keen to learn. They tackle activities with enthusiasm and concentrate for lengthy periods. Pupils particularly enjoy working collaboratively to investigate and solve problems practically. This was evident in a mathematics lesson for pupils in Year 3 in which they were exploring the properties of three-dimensional shapes. Pupils read fluently with good expression. Their writing is imaginative and effectively expresses their ideas and feelings. Pupils have well-developed mathematical calculation skills and can apply these successfully to solve real-life number problems. They are competent in using information and communication technology to support their learning, such as in using the internet to research information. Progress is good and an increasing number of pupils reach beyond the level expected for their age. There is no significant difference between the achievement or the learning of different groups.

Pupils make a good contribution to school life by taking on responsibilities and carrying them out diligently, including being a member of the school council or a buddy reader for younger pupils. They contribute well to the wider community, such as fundraising for charities and taking part in local events. Pupils are willing to reflect on their experiences and show respect for other people's feelings and values. They say they feel safe and secure in school and are confident that any issues they raise will be dealt with promptly by the school. Pupils' above average attendance and well-developed basic skills mean they are well prepared for the next stage of education and their future lives.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers plan their lessons carefully and check on pupils' progress so that they successfully build on previous work. This enables pupils to apply what they already know and understand their current learning. Pupils are fully involved in evaluating how well they are doing and in deciding for themselves what they need to do next to develop their learning further. Teachers use assessment information well to set activities that successfully challenge pupils of all abilities and sustain their interest. Teachers use discussion effectively to show pupils how they might improve their work. Marking is positive and encouraging but not all teachers provide precise information about the pupils' next steps in learning. Teaching assistants are skilled at supporting pupils' learning, particularly those with special educational needs and/or disabilities.

A variety of extra-curricular activities, including sports, art and music clubs effectively enrich the curriculum. Pupils' skills are extended through visits to places, such as Abbey House to take part in a Victorian Day as part of their historical studies. Changes to the curriculum means there are now closer links between subjects and a stronger emphasis on developing pupils' skills through practical activity. This has led to greater motivation amongst pupils, especially boys. There is more work to be done to ensure it meets the demands of Year 5 and 6 pupils as they join the school. Pupils' cultural development is enhanced by links with a school in Dewsbury that has pupils with ethnic and social

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backgrounds different to their own. The curriculum successfully promotes pupils' adoption of a healthy lifestyle, as reflected in it gaining the Activemark and Healthy Schools status.

The school provides a safe learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. The support for potentially vulnerable pupils, due to their circumstances, is well-targeted and effectively supports their development and learning. Transition arrangements are smooth throughout the school and contribute well to pupils' development. Good links with outside agencies, including the education welfare officer and school nurse, ensure extra support for individual pupils is available when required.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders work well together and drive improvement well. As a result, morale is high with staff sharing a common vision for taking the school forward. The governing body is supportive of the school but not fully involved in evaluating its performance and influencing its development. The school promotes equality of opportunity and tackles discrimination well. Leaders have pertinent information about different groups of pupils and regularly check their performance and contribution to school life. Thorough safeguarding arrangements ensure the safety and well-being of pupils and staff. Rigorous child protection procedures and risk assessments are in place.

The school works well in partnership with others, including the local network of schools and the local authority, which enhances pupils' learning and development in areas such as music and sport. Leaders promote community cohesion successfully, with the school and local community working harmoniously together. Cohesion at a national level has been strengthened through links with a school in Dewsbury, whose pupils are mainly from the Muslim faith. The school has a good relationship with parents and carers, who receive frequent information about their children's progress and achievement.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Good leadership has improved the quality of teaching and learning and the rate at which children make progress. As a result, children achieve well and make good progress across all areas of learning. Adults provide interesting and practical activities that are matched correctly to children's different abilities. As a result, children maintain their concentration and show much enjoyment in their learning. This was clearly evident when they were rehearsing and then performing a Chinese Dragon Parade in the outdoor area. Children make good progress in linking letters and sounds and are confident when talking to other children and adults. They are encouraged to make choices for themselves, which contributes positively to their personal development. Children with special educational needs and/or disabilities are given extra support to ensure they make the same progress as others.

An interesting range of enrichment activities add to the curriculum, including the opportunity for children to visit a working farm. Welfare arrangements are good, with all necessary steps being taken to ensure children's safety and well-being. The leader has rightly prioritised improving the clarity of assessment of children's attainment on entry which currently lacks enough precision to ensure accuracy in monitoring children's progress. Good induction procedures result in children quickly settling into everyday school routines. Relationships with parents and carers are positive and they are kept regularly informed about their child's progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

An average proportion of parents and carers returned completed questionnaires. The very large majority were positive about the school's work and the efforts of all staff. They were particularly pleased about how their children enjoyed school and how they were kept safe. One comment is typical of many, 'This is my third child at this school. I would recommend it to all parents.' A very small minority did not agree that the school deals effectively with unacceptable behaviour. One such incident occurred during the inspection and was dealt with effectively by staff. Pupils say any such behaviour is dealt with promptly if it occurs.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gomersal First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	64	30	34	1	1	0	0
The school keeps my child safe	57	66	28	32	1	1	0	0
My school informs me about my child's progress	29	33	51	59	4	5	0	0
My child is making enough progress at this school	40	46	42	48	2	2	1	1
The teaching is good at this school	50	57	32	37	2	2	0	0
The school helps me to support my child's learning	40	46	44	51	2	2	0	0
The school helps my child to have a healthy lifestyle	48	55	37	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	36	41	47	0	0	0	0
The school meets my child's particular needs	38	44	44	51	3	3	1	1
The school deals effectively with unacceptable behaviour	22	25	47	54	10	11	1	1
The school takes account of my suggestions and concerns	26	30	49	56	4	5	0	0
The school is led and managed effectively	37	43	38	44	2	2	0	0
Overall, I am happy with my child's experience at this school	48	55	38	44	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 February 2011

Dear Pupils

**Inspection of Gomersal First School, Cleckheaton, BD19 4JR**

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good, and that:

- you make good progress and achieve well
- staff look after you well and make sure you are safe
- you enjoy school and learn a lot in lessons, as you indicated in your questionnaires
- the curriculum is enriched by a variety of extra-curricular activities and educational visits, such as to Abbey House to take part in a Victorian Day
- you contribute well to school life through your good behaviour and by working collaboratively with others
- the headteacher, staff and the governing body are working hard to help you do better.

What we have asked your school to do now:

- make sure that you are given precise information on how to improve
- fully involve the governing body in helping the school to improve further
- carefully check the attainment of children on entering Reception.

Yours sincerely,

Melvyn Hemmings

Lead Inspector

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