

Gildersome Primary School

Inspection report

Unique Reference Number	107848
Local Authority	Leeds
Inspection number	356250
Inspection dates	8–9 March 2011
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Mr I White
Headteacher	Mr S Kurth
Date of previous school inspection	23 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or parts of lessons taught by eight different teachers, held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety and attendance. The inspectors analysed questionnaires from pupils and staff as well as 48 received from parents and carers.

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

- The impact of strategies the school has put in place since the previous inspection to improve attainment.
- How the new curriculum is meeting the needs of all pupils.
- If community cohesion is having an impact upon pupils' understanding of the world in which they live.

Information about the school

Gildersome Primary School is smaller than similar schools of its type. Almost all pupils are of White British heritage. Very few are from other minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is currently below average. The percentage of pupils known to be eligible for free school meals is also below average. There have been a number of changes in staffing since the previous inspection. The school will move into a new building later this year. The school has received several awards including the Stephen Lawrence award and Healthy School status.

In addition to a Children's Centre, a private provider offers before- and after-school care on the school site. As these are not managed by the school's governing body they did not form part of the inspection.

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?

3

The school's capacity for sustained improvement

2

Main findings

Gildersome Primary School provides a satisfactory standard of education for its pupils. It has many strengths, the most notable being pupils' understanding of a healthy lifestyle which is outstanding, and the exceptional partnerships with parents and carers. The latter was borne out by the overwhelmingly positive comments made by those parents and carers who responded to the questionnaire. 'We are happy with all aspects and delighted with our child's progress,' was typical.

Personal development and pastoral care are strong. The school provides a safe and welcoming environment where pupils feel valued. Pupils are proud of their school and keen to talk to visitors about their work. They have confidence in adults to help them sort out problems. Staff are mindful of pupils' safety and good safeguarding procedures are in place. An imaginative curriculum provides pupils with a wide range of interesting and stimulating experiences. However, while pupils' knowledge of different cultures and beliefs is enhanced through the curriculum, first hand experiences of multicultural Britain and beyond are limited.

The strong links with pre-school settings are having a positive impact on children's development and readiness to start school. From a generally below average starting point children get off to a good start in the Reception class. They make good progress and start Year 1 broadly in line with what is expected for their age. Progress is satisfactory from Year 1 to Year 6. Overall attainment is average at the end of Year 6 but has been improving year-on-year. The school's own tracking system shows that this upward trend is likely to continue in both key stages. Teaching and learning are satisfactory. Occasionally, too much time is spent on whole class teaching which limits opportunities for independent learning. The marking of pupils' work provides them with satisfactory guidance. They do not always receive sufficient guidance on how to improve their work. Assessment is regular and a new electronic system has been introduced to make the tracking and analysis of outcomes more rigorous.

Senior leaders are well-supported by staff and an effective governing body. Through rigorous self-evaluation they have an accurate view of the school and recognise its strengths and areas for development. A clear vision, shared by all, has led to a relentless drive to improve provision and raise attainment with the result that there have been many improvements since the previous inspection. The capacity to improve further is good.

Up to 40% of schools whose overall performance is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the quality of teaching and learning to consistently good or better by:

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- sharing the good practice that already exists in school
 - reducing the amount of time spent on whole-class teaching so increasing pupils' opportunities for independent learning
 - ensuring that marking relates consistently to pupils' targets or learning objectives, identifies areas for improvement and provides pupils with opportunities to respond
 - developing the capacity of subject leaders to monitor and evaluate teaching and learning in their areas.
- Improve community cohesion and increase pupils' awareness of multicultural Britain and the international community by linking with schools in other parts of the country and the wider world.

Outcomes for individuals and groups of pupils**3**

Pupils behave well and have good attitudes to learning. Classroom observations showed that when pupils are fully engaged in lessons and challenged to learn they make good progress. This was illustrated particularly well in a mathematics lesson on area when the teacher, and pupils, were constantly assessing their understanding. As a result, pupils were challenging themselves. In other lessons teaching is less effective and overall progress is satisfactory. Results of national tests in 2010 showed that attainment at the end of Key Stage 2 was broadly average with an improvement in mathematics. The percentage of pupils achieving the higher levels was in line with national averages. Attainment is currently average although there are clear indications that this is an improving picture with progress accelerating towards the end of Key Stage 2. Pupils with special educational needs and/or disabilities are well-supported and, as a result, make similar progress to their peers.

Pupils enjoy school. Above-average attendance supports this. As one pupil said, 'I like school because we learn new things all the time.' Relationships throughout school are good. Pupils are polite and friendly and collaborate well with each other both in and out of the classroom. Pupils of all ages have a very clear understanding of the importance of healthy eating and the benefits of regular exercise as well as aspects of emotional well-being. Pupils respond confidently to the responsibilities they are given within school and make many positive contributions to the local community through their musical events and fundraising. Pupils' spiritual, moral, social and cultural development is good. They have a marked sense of right and wrong and enjoy the different cultural experiences the school provides. Pupils have an improving grasp of basic skills and are competent in the use of information and communication technology (ICT). The school also provides them with many additional skills and experiences such as applying, and being interviewed, for their roles in school and frequent enterprise projects which, alongside good punctuality, good manners and positive attitudes ensure good preparation for future life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

The satisfactory and sometimes good teaching seen in classes has led to improvement in attainment. Teachers try to ensure that pupils have opportunities to become actively involved in their learning, but sometimes introductions are too long or lack pace. Marking is regular with some reference to learning objectives. Clear indications as to how to improve are not always consistent across all subjects. A common feature in all classes is the warmth of the relationships that ensures pupils respond positively to their work. Teachers and classroom assistants work together to provide pupils with appropriate individual and group support.

The curriculum places appropriate emphasis on promoting basic skills. Changes to the curriculum to make links in learning across subjects have been well thought out. They provide pupils with well-organised and imaginative opportunities for learning with a focus on providing first-hand experiences. Pupils are enthused by these opportunities. Pupils benefit from the opportunity to learn French during their time in school. Children in the Reception class thoroughly enjoyed learning to count to ten and wanted to go higher! The curriculum also provides a broad range of enrichment opportunities through visits, visitors and extra-curricular activities.

Gildersome is a caring school that places great emphasis on extending pupils' self-esteem and giving them the confidence to succeed in the future. Adults know pupils well and respond positively to their needs. Pupils feel well-supported by the school and know to

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whom they can turn if they have a problem. They feel safe and know that their concerns are taken seriously. The individual needs of pupils, for example, those with special educational needs and/or disabilities are met well through close liaison between teachers and support staff. The successful links with external agencies further reinforce this good quality care.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effectiveness of senior leaders and middle managers in embedding ambition and driving improvement is good. Much has been achieved since the previous inspection. Rigorous systems for analysing and recording pupils' attainment are now in place and provide a sharp focus on the achievements of different groups of pupils. Leaders are working hard to ensure consistency in the quality of teaching across the school. However, there is irregular involvement by subject leaders in the monitoring of the teaching and learning in their areas. Nevertheless, attainment is improving. The drive to redesign the curriculum has been very successful in that pupils are highly-motivated and benefiting from relevant and worthwhile experiences. The level of care, guidance and support pupils receive has also improved. Members of the leadership team are united in their determination to bring about further improvements which will impact further upon teaching and learning.

The governing body provides effective management. Governors understand the difficulties facing the school and play an important role in challenging proposed actions. They work supportively and are effective in influencing school improvement. Safeguarding procedures are good and systems for assessing risks are well-developed. Child protection procedures are in place and regularly reviewed.

The school enjoys an extremely positive relationship with its parents and carers, who are very supportive of the school. They are encouraged to be active partners in the education of their children and are warmly welcomed into school. The school works well with outside agencies and local schools to support pupils' health, welfare, social and learning needs. Community cohesion is satisfactory. The school ensures that pupils understand and play a part in the local community and an understanding of life beyond Great Britain is still developing. Gildersome is an inclusive school where the talents of all individuals are valued and developed. However, equality of opportunity is satisfactory because, while progress in some classes is good this is not yet consistent across the school. The school provides satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a happy, caring environment. Effective partnerships exist between pre-school settings and school. At the weekly 'Stay and Play' sessions children from the school and younger siblings play happily alongside each other in the different areas. The youngest children benefit from the positive role models set by those in the Reception class. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start school with skills and knowledge that are below age-related expectations, particularly in communication, language and literacy, and social and emotional development. Good teaching and a well-organised curriculum ensure the gap is closing by the end of Reception. On-going assessment ensures that individual children's progress is tracked regularly and well-targeted support given. Achievements are recorded as 'learning journals' which provide parents and carers with an on-going record of their child's development. Staff have worked hard to provide a bright and attractive learning environment which enables children to have fun while making choices about their learning, such as which pet to buy at the pet shop or which Superhero to be. Learning moves easily between the indoor and outdoor areas as it is managed effectively. Well-thought-out activities give all children the opportunities to have fun and learn from each other. Good leadership is focused strongly on continuous improvement. Staff are vigilant and children's welfare has a high priority. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition from Reception into Year 1. Very strong links are developed with parents and carers, who speak appreciatively of the 'friendly, helpful staff'. Children benefit greatly from the weekly reading sessions with parents, carers and grandparents. This activity gives a great deal of pleasure to young and old alike.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Only a small number of parents and carers responded to the questionnaire. Some felt unable to comment on some of the questions. However, of those who did respond almost all agreed that their children enjoyed school, were kept safe and were very happy overall. A very small minority believed that unacceptable behaviour wasn't dealt with effectively. Throughout the inspection inspectors found that pupils behaved well and no instances of inappropriate behaviour were seen. The school works very successfully to engage parents and carers and is happy to meet with them to discuss any matter. A few parents raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gildersome Primary 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	73	11	23	0	0	1	2
The school keeps my child safe	33	69	14	29	0	0	1	2
My school informs me about my child's progress	21	44	21	44	5	10	1	2
My child is making enough progress at this school	25	52	20	42	3	6	0	0
The teaching is good at this school	22	46	24	50	1	2	0	0
The school helps me to support my child's learning	23	48	21	44	2	4	0	0
The school helps my child to have a healthy lifestyle	18	38	28	58	0	0	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)	17	35	23	48	2	4	0	0
The school meets my child's particular needs	24	50	22	46	1	2	1	2
The school deals effectively with unacceptable behaviour	16	33	22	46	5	10	1	2
The school takes account of my suggestions and concerns	20	42	21	44	2	4	1	2
The school is led and managed effectively	33	69	11	23	2	4	1	2
Overall, I am happy with my child's experience at this school	32	67	14	29	0	0	1	2

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 March 2011

Dear Pupils

Inspection of Gildersome Primary School, Leeds, LS27 7AB

Thank you very much for the warm welcome you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do. You were very helpful and keen to tell us all the things you like about your school. We believe that Gildersome provides you with a satisfactory standard of education. This is what we found out about your school:

- you are friendly, polite and your behaviour is good
- you make satisfactory progress to reach average standards
- your attendance is above average and you arrive on time
- you have an exceptional understanding of healthy lifestyles
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers work hard to make lessons interesting
- you take on responsibilities which contribute to the life of the school
- your school is helping to prepare you for the next stage of your education
- your school establishes outstanding partnerships with your parents and carers, and the overwhelming majority of them are pleased with the school and the help you receive
- your headteacher and governors want to make your school better.

We think that with your help your school can improve and we have asked your headteacher and your teachers to do the following things:

- help you to reach higher standards by making sure that all teaching and learning in the school is as good as the best
- mark your work so that you know how to improve
- give you more opportunities to link up with schools in other countries so you learn more about different cultures

We believe that this will help you to make more progress and we are sure you will work hard to make this happen.

Best wishes for the future.

Yours sincerely,

Christine Millett

Lead Inspector

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