

# Gamesley Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112693
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	378540
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Marion Thompson

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Williams
<b>Headteacher</b>	Deborah Meredith
<b>Date of previous school inspection</b>	12 January 2009
<b>School address</b>	Grindleford Grove Gamesley Glossop SK13 6HW
<b>Telephone number</b>	01457 853721
<b>Fax number</b>	01457 850800
<b>Email address</b>	headteacher@gamesley.derbyshire.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	11–12 October 2011
<b>Inspection number</b>	378540

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 22 lessons and parts of lessons, observing the work of nine teachers. Inspectors talked informally to parents and carers. Meetings took place with staff, the Chair of the Governing Body, a local authority officer and groups of pupils. They observed the school's work, went on a learning walk focused on the curriculum, and looked at pupils' work and documentation. This included information about pupils' progress, curriculum and lesson plans, school improvement plans and safeguarding documentation. They analysed the responses to 73 questionnaires from parents and carers, and took account of the views expressed in staff and pupil questionnaires.

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

- Inspectors investigated the progress pupils make in writing.
- They also studied the impact of the school's actions on the achievements of pupils who have a statement of special educational needs.
- They examined the rate and pace of progress made by pupils in Key Stage 2.

## Information about the school

The school has grown rapidly over recent years and is now larger than the average size. The vast majority of pupils are of White British origin. A number of other minority ethnic groups are represented by small numbers of pupils. The proportion of pupils with special educational needs and/or disabilities is broadly average, but the percentage who have a statement of special educational needs is high. The proportion of pupils known to be eligible for free school meals is also high. Pupil mobility is high, and a large number of pupils join or leave the school in all year groups partway through their primary school education. There has been a fairly high turnover of staff in recent years. The school has Healthy Schools status and the ActiveMark, and has gained Derbyshire's Anti-Bullying Commitment (ABC) Intermediate Award.

The breakfast and after-school clubs provided by Sure Start on an adjacent site are not managed by the governing body, and are inspected separately.

**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

The school provides a satisfactory but rapidly improving education. Over recent years, pupils in some groups in Key Stage 2 made inadequate progress. This has now been resolved. Teaching has improved and is now good, pupils' progress is more closely and accurately monitored, and a lively curriculum motivates pupils to learn. They also enjoy taking part in the exceptional range of extra-curricular activities the school offers. Attainment remains low for older pupils because they have a significant amount of catching up to do, especially in writing. It is also affected by the large proportion of pupils, many with low prior attainment, who join the school in older year groups. Despite this, attainment is rising rapidly, and younger pupils have already benefited from the successful strategies the school has introduced. Progress is good and achievement is now satisfactory. Pupils are enthusiastic about their learning and enjoy lessons.

Most aspects of pupils' personal development are good. The large number of parents and carers with whom the inspection team had contact were almost unanimous in their view that their children feel safe, behave well and are helped by the school to adopt a healthy lifestyle. Similar views were reflected by the pupils.

Pupils now benefit from typically good teaching of a curriculum that meets their differing needs well. However, despite many positive changes, writing remains a weaker area throughout the school and pupils have insufficient opportunities for language enrichment through, for example, drama and role play, to enable spoken language to provide a better basis for writing. In addition, in the very small minority of satisfactory lessons, the pace is occasionally slowed by teachers talking for too long, work is not consistently planned to meet the range of learning needs, and sometimes pupils are not provided with the time to follow up guidance provided in marking.

The headteacher, supported well by a capable senior team and enthusiastic staff, provides a strong sense of educational direction that has helped the school through a difficult period. Thorough self-evaluation, sensibly prioritised planning, decisive action to address weaknesses and well-targeted staff training have brought about significant improvements to provision and pupils' progress, and good care, support and guidance are leading to higher attendance, which has risen from low to broadly average. The school has a good capacity for further sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may

**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

receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By October 2012, raise pupils' attainment in writing to at least average levels, by:
  - providing more opportunities for the enrichment of spoken language so that it forms a better basis for written work.
- By October 2012, raise the quality of the small number of satisfactory lessons to at least good by ensuring that:
  - activities are consistently well matched to the needs of all pupils
  - pupils have time to follow up the guidance provided through marking
  - lessons consistently provide good pace and challenge.

## Outcomes for individuals and groups of pupils

**3**

Pupils have positive attitudes to learning, especially when they have the opportunity to discuss, explain or test their ideas and views in depth. For example, in a typically challenging lesson, Year 6 pupils worked with concentration to calculate the areas of various shapes, including right-angled triangles, explaining clearly to others how they had arrived at their conclusions and justifying the methods used. They enjoyed this tremendously, because they found the activity demanding.

Due to the increasing popularity of the school with parents and carers, children in the Reception class and pupils in Year 1 now represent a much wider range of backgrounds. Consequently, their previously low skills on entry have risen, but they are still below the levels expected nationally, especially in communication, language and literacy. Boys and girls of all abilities, the small number proportion of pupils from minority ethnic groups and those who are known to be eligible for free school meals now make equally good progress, as do pupils with special educational needs and/or disabilities. Pupils with a statement of special educational needs make particularly good progress because their needs are carefully identified. They are provided with good pastoral care, which especially helps those with severe emotional and behavioural needs to settle well to learning, and the support given includes a good level of challenge.

Attainment in reading and mathematics has risen to broadly average in Years 1 to 4. Pupils read with enjoyment and understanding. There has been an improvement in number work, but pupils find applying their knowledge to problem solving difficult. Despite improvement, skills in writing remain low. Sentence structure is not secure, spelling remains weak and pupils use a limited range of vocabulary. Written work frequently reflects mistakes in spoken language, for example, 'We was sat.' Speaking skills have improved rapidly, but still do not provide a secure foundation for writing.

**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

Even when pupils find handwriting difficult, presentation of work is excellent and shows great pride and care.

Pupils have a good awareness of how to stay safe. They confide readily to adults on the rare occasions that bullying occurs and feel that their worries are dealt with swiftly and well. Behaviour is good and pupils’ enthusiastic attitudes support their learning. They adopt a healthy lifestyle well, with older pupils running a popular healthy tuck shop. Good use is made of the opportunities the school provides for exercise and pupils eat well-balanced lunches. They make a good contribution to the school and wider community, for example in joining with a local housing association in a ‘clean up’ of the area.

Pupils develop good social skills, punctuality and raised expectations of the careers open to them. However, because literacy skills remain low overall for older pupils, and attendance is broadly average, preparation for the future is not yet better than satisfactory. Spiritual, moral, social and cultural development is good. Pupils’ understanding of the diversity of contemporary Britain remains a relative weakness, but is improving rapidly because of links with a nearby school with a particularly diverse population.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
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>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Warm relationships, clear expectations of work rate and activities that are well matched to needs motivate pupils to work hard. Skilled staff are effectively deployed,

<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

**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

ensuring that pupils with behavioural difficulties settle well. Open-ended questioning challenges pupils, including those with special educational needs and/or disabilities, to think independently. When teaching is outstanding, pupils are highly challenged by a fast pace and work that is very closely matched to their needs. For example, in a Year 4 group, lower-attaining boys worked with utter concentration, writing about their class. The highly-structured work was challenging but achievable. The teaching assistant insisted that pupils talk through their ideas thoroughly before they began to write. The pupils were proud of their writing and knew they had made excellent progress. There are good features in the very small number of satisfactory lessons, but teachers sometimes talk for too long, do not fully match work to the needs of different ability groups, or do not allow pupils time to follow up on informative marking.

The curriculum caters well for pupils’ needs, including the gifted and talented. It encompasses a strong emphasis on literacy that ensures that pupils benefit from specific interventions when necessary. Thematic approaches develop language skills, for example through science. Pupils are motivated to write through the numerous enrichment activities the school provides, such as educational visits. However, despite frequent opportunities for discussion, there are still insufficient opportunities to encourage pupils to develop their spoken language skills further, for example through debate. Extra-curricular provision is exceptional, with over 40 activities provided during the year. All pupils take part in at least some of these activities.

Parents and carers appreciate the friendly environment the school provides, where the care and safety of pupils are a major priority. Transition arrangements are good, including those from the Reception class into Year 1. Good liaison with the local secondary school, especially for pupils with special educational needs and/or disabilities, helps pupils to settle well. Transition from nurseries into the Reception class is satisfactory, but this is improving. The school works successfully with pupils whose circumstances make them potentially vulnerable, especially those who exhibit challenging behaviour. Good procedures and strong links with parents and carers have improved attendance from low to average.

*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?

The headteacher provides aspirational leadership for the school. High expectations are transmitted through challenging targets for pupils and a strong emphasis on the

**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

work ethic in all classrooms. Self-evaluation successfully guides the work of the school and is based on close monitoring. This has resulted in accelerated progress and improved attendance for pupils, but has not yet improved attainment for older pupils. Inadequate teaching has been eliminated, satisfactory teaching has improved to good, and teaching is outstanding in a growing number of lessons.

The governing body provides good support to the school and holds staff to account when changes are proposed. Monitoring by the governing body is satisfactory and improving. It ensures that procedures and policies to keep children safe operate well, and the school maintains productive links with a wide range of external agencies to help pupils overcome any significant barriers to learning. Advice on how to keep safe is integrated well into the curriculum. Parents and carers are overwhelmingly supportive of all aspects of the school’s work. They feel well informed about their children’s progress. Good partnerships with, for example, the local library and a sports partnership enhance pupils’ progress and well-being.

The promotion of equal opportunities is good. The school works successfully to ensure all pupils, including those with physical disabilities, are fully included. It tackles discrimination vigorously on the rare occasions when it occurs. The school caters well for the needs of the local community, for example holding literacy classes for parents and carers. There are good links through a partnership with a school in India to promote the understanding of different ways of life. While pupils’ understanding of the diverse nature of communities in the United Kingdom is satisfactory, this is improving rapidly. On balance, the school promotes community cohesion well.

*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>3</b>

## Early Years Foundation Stage



**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

Teaching is consistently good and a well-organised curriculum ensures that every child receives an enjoyable and challenging learning experience. Consequently, children make good and occasionally outstanding progress. For example, children watched a video which showed the headteacher ‘crying’ because she did not like her plain carpet. The children were fascinated. They worked with excitement and delight to make spirals for her carpet in different ways, well matched to their different needs. Language skills were very well developed during this problem-solving activity. This year children entered Year 1 for the first time with broadly average attainment in most aspects of their learning. However, communication and thinking and especially speaking and listening skills remain below the levels expected.

Assessment is good and is used well to ensure that there is a good balance of activities between children making purposeful choices, indoors and out, to consolidate learning, and adults directing what they must do to develop specific skills. Good care, support and guidance and close links with parents and carers ensure that children settle quickly, feel secure and behave well. They take responsibilities such as tidying up their toys well and develop a good awareness of others, learning to share, make decisions and take turns. They enjoy healthy snacks of fruit and wash their hands before eating. The Early Years Foundation Stage is well led and the team have a clear view of how to make further improvements.

*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

The parents and carers who responded to the questionnaire were overwhelmingly supportive of all aspects of the school’s work, with almost all respondents agreeing that the school helps their child to have a healthy lifestyle, keeps them safe, deals effectively with unacceptable behaviour, provides good teaching and is led and managed effectively. All parents and carers are happy with their child’s experience of the school. The inspection team endorses their opinions, except that preparation for the future is currently satisfactory, because the school’s actions have not yet had time to make a full impact on raising attainment.

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

Ofsted invited all the registered parents and carers of pupils registered at Gamesley Community 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	74	18	25	1	1	0	0
The school keeps my child safe	65	89	8	11	0	0	0	0
The school informs me about my child’s progress	52	71	19	26	2	3	0	0
My child is making enough progress at this school	54	74	18	25	1	1	0	0
The teaching is good at this school	57	78	16	22	0	0	0	0
The school helps me to support my child’s learning	56	77	16	22	1	1	0	0
The school helps my child to have a healthy lifestyle	51	70	22	30	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)	51	70	19	26	1	1	0	0
The school meets my child’s particular needs	55	75	17	23	1	1	0	0
The school deals effectively with unacceptable behaviour	53	73	20	27	0	0	0	0
The school takes account of my suggestions and concerns	51	70	20	27	2	3	0	0
The school is led and managed effectively	64	88	9	12	0	0	0	0
Overall, I am happy with my child’s experience at this school	61	84	12	16	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 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 2010/11 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.**



13 October 2011

Dear Pupils

**Inspection of Gamesley Community Primary School, Glossop, SK13 6HW**

Thank you for the warm welcome you gave us when we visited your school. Your views and those of your parents and carers helped us in coming to our decisions. The school provides you with a satisfactory education. It is improving rapidly. You get off to a good start in the Early Years Foundation Stage, where you settle well because of good provision. Sometimes the teaching is outstanding, resulting in even faster progress.

Across the school we were pleased to see:

- the good progress you make which is raising attainment, especially in reading and mathematics
- your improved attendance - please keep it up as it is really important
- your enjoyment of learning, the way you carry out your responsibilities, your good behaviour and your good knowledge of how to stay fit and healthy and keep safe
- the good care the school takes to make sure you are happy, especially when you have been unhappy or worried
- the interesting teaching, lively curriculum and especially the excellent range of clubs all of you attend regularly
- the strong leadership of the headteacher who, with good support from the staff, is working hard to make sure that the school continues to improve.

To improve things we have asked staff to help you to develop your speaking skills further, through, for example, more drama, because this will help you to clarify your ideas and increase your vocabulary, which will improve your writing. We have also asked them to make sure that work is always well matched to your needs and is brisk enough to interest you. We want them to make sure you follow up on the good guidance they provide through marking. You can help by making sure you read what they have written each time and correct your work where you see blue marks.

Yours sincerely

Marion Thompson  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**