

Gurnard Primary School

Inspection report

Unique reference number	118160
Local authority	Isle of Wight
Inspection number	379553
Inspection dates	23–24 May 2012
Lead inspector	Eileen Chadwick

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	264
Appropriate authority	The governing body
Chair	Ian Welsh
Headteacher	Eilizabeth Jackson
Date of previous school inspection	25 June 2008
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Age group	4–11
Inspection date(s)	23–24 May 2012
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Introduction

Inspection team

Eileen Chadwick

Additional Inspector

Alistair McMeckan

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Additional Inspector

This inspection was carried out with two days' notice. The inspectors spent 12 hours observing teaching and learning, which included seeing 12 teachers and visiting 25 lessons. Inspectors heard groups of pupils read in Years 1, 2 and 6, and held meetings with pupils. Meetings were also held with the Chair of the Governing Body and with staff. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at safeguarding arrangements as well as plans for improvement, a range of pupils' work and records of their learning and progress. In addition, inspectors considered questionnaires returned by 116 parents and carers, together with responses from pupils and staff.

Information about the school

Gurnard Primary School is larger than the average primary school. Nearly all pupils are White British. The proportion known to be eligible for free school meals is below average. The percentage of disabled pupils and those identified with special educational needs is below average, including the proportion with a statement of special educational needs and at school action plus. The majority of these pupils have communication, literacy and/or behavioural difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Since the previous inspection, the school has grown and now caters for the full primary age range. There are Year 6 pupils for the first time this year. The school has also expanded this year to become a two-form entry in Reception. In the Early Years Foundation Stage children are taught in two, single-age Reception classes. Older pupils moved to the new school site in September 2011 whilst Reception to Year 3 pupils transferred five weeks ago. A privately run pre-school operates on the school premises and is subject to a separate 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is a very inclusive and harmonious community. It is a testament to the hard work of senior leaders, staff and governors that pupils have settled so quickly into their new school. The school is not yet outstanding because not enough teaching ensures all pupils make excellent progress.
- Pupils’ achievement is good and, by the time pupils leave the school, their attainment is high in reading, writing and mathematics. Pupils make good progress overall and exceptional progress in reading. Slightly fewer reach higher levels in mathematics than do so in reading. A minority of pupils do not have multiplication facts at their finger tips, which limits their confidence when applying mental mathematics to problem solving.
- Teaching is good and sometimes outstanding. Teachers have good subject knowledge and expect much of their pupils. Lessons often ensure that learning moves along at brisk pace and activities are interesting. On a few occasions, activities are not consistently matched to pupils’ abilities or teachers do not ensure pupils present their work neatly.
- Pupils behave well and have positive attitudes towards their work and each other. They know the school’s expectations and most behave extremely well. High levels of care ensure pupils are kept and feel very safe. They are confident that any inappropriate behaviour will be dealt with swiftly and fairly. Their attendance is above average.
- The senior team provides a very clear vision for driving improvements that is shared by all staff. The leadership of teaching and the management of performance are strong and lead to well-targeted professional development. Subject leaders are often new to their roles and are not yet fully accountable for pupils’ attainment and progress in their subjects. The curriculum provides many rich and memorable experiences.

What does the school need to do to improve further?

- Raise attainment at higher levels in mathematics by:
 - consistently building pupils’ mental mathematics skills so pupils can confidently and competently apply these to problem solving
 - raising attainment in calculation in Reception

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- ensuring pupils are clear about their targets in mathematics and what they need to do to improve.
- Accelerate progress and secure outstanding teaching overall by:
 - consistently teaching pupils to present their work neatly, especially in writing
 - ensuring teachers always make good use of assessment information to plan activities which are closely matched to pupils' levels of ability
 - developing the roles of subject leaders so they take a full part in, and are accountable for, raising achievement in their subjects.

Main report

Achievement of pupils

Lessons across the school and pupils' work show that pupils make good progress. Well-focused, individual support for disabled pupils and those who have special needs ensures these pupils progress as well as their peers. Inspection findings are endorsed by the overwhelming majority of parents and carers who think their children make good progress and are effectively helped to develop skills in communication, reading, writing and mathematics.

On entry to the Early Years Foundation Stage, children's starting points are in line with age-related expectations. Good progress in Reception lifts their attainment to above average overall on entry to Year 1. However, their attainment in calculation is only average. By the end of Year 2, pupils' attainment is above average in reading, writing and mathematics. Through Reception to Year 2 pupils develop their knowledge of sounds and letters (phonics) extremely well due to very effective teaching. By Year 2, a large majority read fluently, very confidently and with good understanding.

By the time pupils leave the school, their attainment is much higher than that seen nationally in reading, writing and mathematics. Excellent progress continues in reading in Key Stage 2 so that, by Year 6, a large majority achieve higher levels. Pupils are avid readers and equally adept when researching for information as when reading fiction. By this time, pupils write very well for a range of purposes and use exciting vocabulary in well-constructed sentences with accurate punctuation and spelling. Pupils usually present their work well by Year 6 but, in other years in Key Stage 2, work is occasionally spoiled by untidy presentation, especially in writing. In mathematics, problem-solving skills develop well, but a few pupils do not develop quick mental calculation skills so the proportion reaching higher levels is a little lower than in reading.

In all key stages, imaginative and precise teaching inspires pupils to want to read and builds their reading skills. In Reception, staff seize opportunities to develop children's interest in reading through practical tasks which bring stories alive. For example, children are growing beans in conjunction with literacy tasks associated with Jack and the Beanstalk. In one lesson, children of all abilities learned excellently

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when extremely well-matched reading tasks enabled those with more advanced skills to read instructions to create a model, whilst those less advanced applied their phonics skills to read and write simple sentences. Pupils' learning in mathematics is usually good, but tasks are not always as precisely matched to their current level of skill as they are in reading. For example, in lower Key Stage 2, pupils develop a good understanding of how to calculate fractional parts of quantities but higher and average attainers still sometimes use practical resources for calculating when they are able to perform these tasks mentally.

Quality of teaching

The overwhelmingly majority of parents and carers agree that teaching is good or better. This is an accurate view as the quality of teaching is often good and some is outstanding. Teaching capitalises on pupils' interests and practical learning opportunities underpin academic work. Relationships are excellent and teachers manage pupils' behaviour well. The school's rewards and sanctions policies are clear to pupils and used consistently. The exciting curriculum focuses on the basic skills and is well planned to promote good progress over time. In Reception, the curriculum is well planned and a good balance is struck between adult-led learning and opportunities for children to choose activities for themselves.

High-quality texts are used to support pupils' learning in literacy. This was seen in an excellent lesson in Year 3 when pupils working in small teams presented poetry readings to the class. The poems illustrated pupils' earlier learning about figures of speech, such as similes. All pupils' active involvement led to the pupils rapidly appreciating how to use similes in their own poetry. The teaching of reading is exceptionally effective. In Year 6, for example, the teacher's extremely skilled teaching enabled pupils to very quickly skim and scan persuasive texts to identify how emotive words were used to persuade others.

Teaching enables pupils to learn by investigation and by sharing ideas as well as through listening and watching. In the few lessons which are satisfactory, the learning needs for pupils of different abilities are not so precisely met. For example, in a mathematics lesson in lower Key Stage 2, pupils were not always secure in their mental mathematics skills and sometimes struggled to find correct answers when solving problems. Very occasionally, mathematics activities are rather easy at the start of lessons for more able pupils. Well-deployed teaching assistants make a valuable contribution to the learning of disabled pupils and those who have special educational needs. They know the pupils well and are skilful in gauging the correct levels of support for those needing extra help for them to make similar progress to all other pupils.

A strong feature of the curriculum is the way in which pupils are encouraged to apply their literacy and numeracy skills to other subjects. Excellent transition between Reception and Year 1 leads to very strong teaching and learning in literacy in Year 1. The setting of targets and marking of pupils' work are developing well, although this is more advanced for literacy than for mathematics. Not all pupils are clear about

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what they need to do to improve their attainment and progress in mathematics.

Behaviour and safety of pupils

Over the course of the inspection, pupils' behaviour was never less than good and evidence shows this to be typical. Occasionally, pupils' attention waned on a few occasions when work was not so well matched to their needs. The inspection finds poor behaviour is rare because pupils with emotional and behavioural difficulties are helped very well and learn to adjust to school. Parents and carers agree that behaviour is good and the school is a safe place to be. Pupils are adamant that the school has always been a happy and safe place and that pupils want to learn and help each other. Pupils say there are a few lessons when pupils can lose concentration.

Pupils have positive attitudes to learning and are able to make good progress in a positive learning environment. The school successfully promotes their spiritual, moral, social and cultural education. Pupils develop a sense of wonder in the world around them through many worthwhile experiences in art and design, music and science. They are open to new ideas because the school ensures pupils gain experience of the wider world, including cultural diversity in the United Kingdom. Pupils have a good understanding of how to keep themselves safe. They understand different types of bullying and are confident that any bullying would be dealt with effectively, including cyber bullying. Pupils conduct themselves safely around the school site. Pupils' attendance is good and improving.

Leadership and management

The strong sense of direction and leadership provided by the headteacher are seen in the way she has embedded ambition as the school has grown to become an all-through primary. The deputy headteacher also provides strong leadership and works closely with the headteacher. Revised structures and management systems, including performance management, in keeping with a larger school have been implemented. These include robust school self-evaluation and monitoring systems with a strong focus on improving teaching. Teachers take advantage of well-planned opportunities for professional development through in-house and wider training. Subject leaders set strong examples by their own teaching and by working alongside colleagues. However, as they are often new to their roles, they are still receiving training for observing lessons and evaluating achievement across the whole school.

The governing body has been influential in establishing the relocation to the new site. It is active in evaluating the work of the school and in seeking solutions with staff in any areas for development. Governors ensure safeguarding procedures are of a good quality and that all statutory requirements are met. Leaders and staff promote equality well and there is no evidence of discrimination.

Curriculum planning covers a range of stimulating activities in different subjects and links between subjects are exploited well to extend skills. Art and design, music and

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humanities are strong features and pupils are encouraged to express and develop their ideas and views. The stimulating provision contributes effectively to pupils' spiritual, moral, social and cultural development. Pupils say the extensive range of clubs and extra activities adds much to their enjoyment of school. The school also works successfully with parents and carers and assists them well in supporting their children's learning. Strengths in the quality of education have been sustained since the previous inspection and achievement in reading is now excellent throughout the school. This shows the school has a good capacity to improve.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 May 2012

Inspection of Gurnard Primary School, Cowes PO31 8DS

Dear Pupils

Thank you for being so welcoming and helpful when we recently visited your school. We enjoyed looking at your work, seeing you in lessons and talking to you. We are pleased to hear that you like your school so very much and helping each other. First, you need to know that your school is a good one. Here are some of the many things your school does well.

- You get off to a good start in Reception.
- You make good progress and, by Year 6, your attainment is high in reading, writing and mathematics.
- You have many exciting learning opportunities and you told us how you much you enjoy your clubs and outside visits.
- You are enthusiastic learners and are developing your thinking skills well.
- You behave well and get on very well with each other. This makes your school a happy place.
- Staff take very good care of you and you told us how safe you feel at school.
- Your headteacher leads you very well and all the staff and the governing body think very carefully about what is best for you.

This is what we are asking your school to do to improve.

- Make sure a few of you develop better mental calculation skills in mathematics and you always present your work neatly.
- Help your teachers to always plan activities that are at the right level for each of you and build on what you already know.
- Help teachers in charge of subjects to be more involved in checking up how you are learning.

We hope you will all continue to enjoy school and carry on working hard in all you do, including improving your mental arithmetic and the neatness of your work.

Yours sincerely

Eileen Chadwick
Lead inspector

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