

Gomersal St Mary's CE (A) Primary School

Shirley Avenue, Gomersal, Cleckheaton, West Yorkshire, BD19 4NA

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children start the Nursery with skills that are below those expected of three-year-olds. Pupils achieve well overall as they move through the school.
- Teaching is good. Teachers are enthusiastic and this impacts positively on pupils, who are eager to learn and do well. Teachers set clear learning intentions at the beginning of the lesson which they share with the pupils and, consequently, pupils understand what it is they are learning about.
- Pupils behave well and are happy at school. They feel safe and say that they would speak to an adult in school if they had any concerns.
- The headteacher and deputy headteacher work together as a strong team and lead the school well. There is strong determination from leaders, including governors, to take the school to the next level of quality. Due to the regular monitoring of teaching and pupils' achievement, and the subsequent positive actions taken, this is an improving school.

It is not yet an outstanding school because

- A small proportion of teaching requires improvement and there is not enough outstanding teaching to move the school to the next level.
- Activities in mathematics do not consistently match pupils' different abilities and they do not have sufficient opportunities to practise and apply their problem-solving skills in lessons.
- Teachers' marking does not consistently inform pupils about their next steps for improvement and this slows progress.
- Subject leaders do not fully monitor and evaluate all aspects of the areas they lead and this reduces the impact they have on pupils' achievement.

Information about this inspection

- Inspectors observed eight lessons and visited various classrooms for shorter periods of time. One lesson was jointly observed with the headteacher.
- Meetings were held with groups of pupils, senior leaders, and teachers with responsibilities for leading and managing subjects and key stages. A meeting was held with governors and a representative from the local authority.
- Results from 36 responses to the online questionnaire (Parent View) were taken into consideration by inspectors.
- The inspectors observed the school's work and looked at a number of documents including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- Most pupils are of White British background. A small proportion of pupils are of Asian and mixed heritage. The proportion of pupils speaking English as an additional language is below average.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average. Pupils' needs relate mainly to specific learning difficulties and behavioural, emotional and social difficulties.
- The proportion of pupils known to be eligible for the pupil premium funding is above average. (This is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There is a Breakfast Club for pupils to use before the start of the school day.
- The school shares the same site as a Sure Start Children's Centre. This provision is inspected separately and it has its own inspection report.
- The school has an uneven number of pupils in classes across the school. More pupils are now joining the school at other than the standard times.
- The school has had Year 6 pupils from September 2012 for the very first time because in recent years it has moved from being a First and Nursery School to becoming a Primary.
- A new deputy headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Raise levels of achievement, particularly in mathematics, and confirm that all teaching is good, and a greater amount is outstanding, by :
 - ensuring activities in mathematics consistently match pupils' different abilities and that they have sufficient opportunities to practise and apply their problem-solving skills in lessons
 - ensuring teachers' marking uniformly tells pupils about their next steps for improvement.
- Improve the effectiveness of subject leaders by:
 - making sure they fully monitor and evaluate the areas they lead, and develop their understanding of how well pupils are doing, so that they have a greater impact on moving the school up to the next level of improvement.

Inspection judgements

The achievement of pupils is good

- Children have skills that are below those expected when they start the Nursery. Due to good teaching in the Early Years Foundation Stage pupils make good progress so that they are in line with what is typically expected nationally by the time they enter Year 1.
- In 2012 fewer pupils than nationally attained the expected standard in the Year 1 Phonics Reading Test (the sounds that letters make). However, due to a range of effective strategies, including parent workshops, better resources and teaching pupils in groups according to their abilities, more pupils than nationally have attained the expected standard in 2013.
- The school's data show that the proportions of pupils making expected and more than expected progress are favourable in comparison to schools nationally. Pupils achieve well and parents agree.
- Mathematics is less strong because the work set in lessons is not always correctly matched to the different abilities and pupils do not have sufficient opportunities to practise and apply their problem-solving skills in lessons. This is evident in pupils' mathematics books and slows the progress they make.
- The current Year 6 pupils have made good progress from their starting points. However, the school's data show standards are below average overall for this group. There are specific reasons for this. The year group only consists of 15 pupils and just under half did not start their education at this school. A third of these pupils have special educational needs. As a result, this is not a typical year group.
- Key groups within the school achieve well including pupils from Asian and mixed backgrounds as well as those that are disabled or have special educational needs. This is because the progress that all pupils make is monitored half-termly and those making less than expected progress are identified and quickly supported. Pupils who join the school at other than the usual time settle quickly due to the good care they receive and they make the same rate of progress as others do. As a result, equality for all pupils is promoted well.
- Pupils who are known to be eligible for the pupil premium, including those who are entitled to free school meals, achieve as well as their peers overall. Pupils eligible for free school meals are one term behind in their reading attainment in comparison to those who are not entitled to this funding.

The quality of teaching is good

- Parents say that their children are taught well. Teaching is good overall and some outstanding practice was also observed. Teachers plan activities that are interesting and carefully thought out; as a result, pupils are excited by their learning. For example, in the Early Years Foundation Stage children were digging soil and the atmosphere was electric when they found worms!
- There is a fast pace in the lessons and pupils, in the main, concentrate well. Teachers' questioning skills are well developed and, as a result, pupils are required to think about their learning for themselves. This was clearly evident in an upper Key Stage 2 literacy lesson where pupils were asked to work in groups to discuss and arrive at a definition for 'abstract' and 'concrete' nouns. The discussion had a positive impact on their understanding of these words.
- Homework is set on a regular basis to enhance pupils' learning. The homework log in Key Stage 1 and the Rainbow homework in Key Stage 2 are initiatives greatly enjoyed by the pupils as they complete a wide range of activities with their parents.
- Support staff are of high quality and use their initiative well to guide pupils in their learning. Good support is provided in the classroom as well as outside during small-group and one-to-one activities for pupils who are disabled or have special educational needs. As a result, they achieve well.
- However, achievement throughout the school is not consistently good because teaching is not

consistently strong. A small proportion of teaching requires improvement. For example, in mathematics activities are not matched closely enough to the different abilities and this slows the progress that pupils make. This was evident in a lower Key Stage 2 numeracy lesson where pupils were learning about 'equivalent fractions'. Here, some of the pupils did not understand this term and the activity was too challenging for others. In a different lower Key Stage 2 numeracy lesson pupils were also identifying 'equivalent fractions'. The teacher asked questions and gave pupils time to think about the answers. However, the more-able pupils knew the answers instantly. In both examples progress slowed because the activities were either too hard or easy.

- Teachers' marking does not consistently inform pupils about what it is they need to do to improve their work, and this does not help them to move on.

The behaviour and safety of pupils are good

- As a member of the governing body explained, this school is like an 'extended family'. Relationships are strong and pupils are well looked after. Vulnerable pupils receive good care and those who are disabled or have special educational needs have individual plans in place to help meet their needs.
- The school code, which is for all to be 'Caring, Considerate, Courteous', is evident in the way that staff and pupils interact with one another. Pupils enjoy coming to school. As a result, attendance is now in line with schools nationally due to the positive impact of the school's strategies.
- Behaviour has improved and is good. Parents agree. Many initiatives have been put into place to strengthen behaviour such as giving awards for good conduct, which pupils say are 'brilliant' and, 'It feels good', when they receive them. A small proportion of pupils who require additional support with managing their behaviour are closely monitored and have report cards so that they can be effectively supported. The number of minor incidents is declining.
- However, a small number of parents feel that bullying is an issue at the school. Inspection evidence and discussions with pupils show that this is not the case. Pupils say that there are instances of name-calling but that, when this is reported to the staff, it is quickly resolved. There have been a small number of exclusions relating to a handful of pupils. Racism is not an issue at school and, as one pupil explained, 'We are friends together.'
- Pupils feel safe in school. They know what to do if they find themselves in unsafe situations. For example, they know what steps to take if a fire breaks out, how to keep safe when using the computer and what they should do if a stranger approaches them.
- Pupils have a good range of opportunities to demonstrate responsibility. For example, Year 6 pupils manage the school office at lunchtimes. Junior Sports Leaders run their own clubs including dance, football and netball. Pupils also contribute to the 'Primary Parliament'.

The leadership and management are good

- Staff, governors and parents speak highly of senior leaders. The headteacher has a clear vision for the school and understands its strengths as well as areas for improvement. As a result, self-evaluation is honest. She has managed the transition from a First and Nursery to a Primary School well.
- Senior leaders accurately monitor the quality of teaching on a regular basis. Teachers' targets are linked to whole-school priorities. Areas for improvement are identified and staff who require extra support receive this via training and closer monitoring so that their performance is at least good.
- Pupils' achievement is tracked on a half-termly basis and teachers are held to account for the progress made in their classes.
- Subject leaders monitor teachers' planning and check pupils' work. However, they do not monitor teaching in their subject areas and some are still developing their understanding of how

well pupils are actually performing. Hence, their impact on pupils' achievement requires improvement.

- The curriculum uses interesting and relevant contexts so that learning is meaningful. For example, pupils have opportunities to participate in enterprise activities where they design, make and sell products. They have good opportunities to work in groups, discuss ideas and take a lead in their own learning during such activities. A good range of visits and visitors add to pupils' enjoyment.
- School leaders work well with a range of external agencies to ensure pupils receive good care and support. This includes working with the educational psychologist and social workers as well as with secondary schools to ensure pupils move smoothly from primary to secondary education.
- Partnerships with parents are good. The school website is highly informative and parents receive regular newsletters and booklets on topics such as anti-bullying, attendance and E-safety.
- The local authority is effectively supporting the school during its transition period.
- Safeguarding meets government requirements.
- **The governance of the school:**
 - Governors are committed, attend meetings regularly and participate in training. They undertake an annual self-review to ensure their effectiveness. They have a good range of different expertise which they use to support the school well. Governors have a sound understanding of the quality of teaching in the school. They know how the pupil premium funding is spent and its impact on the pupils eligible for this. Governors contribute to the performance management of senior leaders. They challenge senior leaders when they think it is appropriate, for example about attendance and achievement. Ensuring all governors fully understand achievement is a developing area. Governors ensure that the school's finances are in good order.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107747
Local authority	Kirklees
Inspection number	412565

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Cheryl Fewster
Headteacher	Susan Scott
Date of previous school inspection	2 December 2009
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