

Gamesley Community Primary School

Grindleford Grove, Gamesley, Glossop, SK13 6HW

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- From starting points that are often below expectations pupils make good progress and achieve standards that are above average in reading, writing and mathematics.
- All groups of pupils achieve well including those eligible for the pupil premium, disabled pupils and those who have special educational needs.
- Teaching is usually good with some that is outstanding. Teachers have very high expectations of pupils and they are highly committed to making sure that pupils do their best.
- Behaviour is good because there is a very consistent and rigorous approach to behaviour management. Pupils respond well to this and lessons flow smoothly as a result.
- Attendance is above average because pupils want to learn and enjoy being in school. The school promotes the benefits of attendance and punctuality well.
- Pupils' spiritual, moral, social and cultural awareness is developed well. Pupils take their responsibilities seriously, such as when they act as classroom ambassadors.
- The headteacher provides strong and determined leadership which has led to continued improvement in teaching and learning. She is very well supported by the assistant headteachers and governors.

It is not yet an outstanding school because

- Leaders and managers do not always make sure school policies, such as marking, are carried out effectively.
- Written feedback to pupils is sometimes too vague and pupils are not given opportunities to act on the advice given to them.
- Teachers do not offer pupils sufficient opportunities to learn independently.
- There is inconsistency in the level to which individual needs are met so that more-able pupils are not challenged in all classes.

Information about this inspection

- Inspectors observed 20 lessons, one of which was jointly observed with the headteacher.
- They looked at books during lessons and conducted a work scrutiny of pupils' work from Reception through to Year 6. Writing folders were also scrutinised with the headteacher.
- The inspectors heard pupils read from Year 1 and Year 2 and discussed pupils' reading in other year groups during the daily 'Drop Everything and Read' sessions.
- The inspectors took account of the 19 responses to the online questionnaire Parent View and the school's own survey of parental opinions. They also spoke with parents informally at the beginning of the school day.
- The views of teaching and non-teaching staff expressed in the 31 responses to the questionnaire were considered.
- A range of documentation was examined including information about pupils' progress and attendance, school self evaluation and improvement planning, records of monitoring activities undertaken by senior staff and in association with the local authority adviser, the central record of checks on staff and safeguarding information.
- Inspectors held meetings with a group of pupils, members of the governing body, senior leaders and a representative of the local authority.

Inspection team

Christine Merrick, Lead inspector	Additional Inspector
Janet Bird	Additional Inspector
Goeff Timms	Additional Inspector

Full report

Information about this school

- This school has grown steadily in recent years and is now slightly larger than the average-sized primary school.
- Almost all pupils are of White British origin.
- The proportion of pupils eligible for the pupil premium is more than double the national average. This is additional government funding for groups such as those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of advanced skills teachers and the headteacher has provided support to another school in the local authority.

What does the school need to do to improve further?

- Make sure that outstanding teaching is evident in all classes by:
 - providing opportunities for pupils to gain the skills needed to learn independently
 - consistently giving pupils work that meets their individual needs and challenges the more able in all subjects
 - providing more detailed feedback to pupils on how to improve their work and giving them time to respond to this.

Inspection judgements

The achievement of pupils is good

- From starting points that are often below those expected when children start school, pupils achieve well. The majority make better-than-expected progress in reading, writing and mathematics and by the end of Key Stage 2 in 2013 results were above average.
- In Reception children start school able to look after themselves well and they settle quickly. Usually their language skills are less well developed and their understanding of the world is limited. They make good progress due to very-focused teaching and increasingly they reach appropriate levels that enable them to transfer to Key Stage 1 successfully.
- In 2012 only a small minority of Y1 pupils reached the required standard in the check on phonics knowledge (the sounds that letters make). This was addressed very effectively and in the 2013 check the proportion reaching the required standard increased significantly. Pupils are able to use their phonic knowledge to carefully work out words when reading and to spell words when writing.
- Attainment in Key Stage 1 has been rising steadily over the last five years and is now much closer to expected levels than in previous years. The 2013 results of national tests show that more pupils are reaching higher levels and attainment in mathematics has risen at all levels.
- Older pupils enjoy reading and are eager to talk about their choices. Initiatives such as the daily 'Drop Everything and Read' session and the support of parents hearing children read at home five times per week have had a positive impact. Teachers build on this by encouraging pupils to critique books and recommend them to others.
- By the end of Year 6 pupils can write in a range of styles including persuasive writing, constructing concise arguments and creating fictional biography. Punctuation, vocabulary and aspects of grammar are developed well across school though sometimes pupils do not take the care they need to with their handwriting.
- Staff rightly identified that pupils had not been making progress at the same rate in mathematics as in other subjects in previous years. New ways of working and a new programme were introduced and levels of attainment in mathematics have risen in 2013. This was evident in a Year 3 lesson on mixed fractions where pupils were expected to explain their work to each other.
- Disabled pupils and those who have special educational needs make good progress because they have good support in lessons and closely targeted tuition where needed.
- The pupil premium is used effectively. It provides for the loan of instruments and weekly instrumental lessons to broaden pupils' access to cultural activities and one-to-one or small-group tuition in English and mathematics. In 2013 a greater proportion of pupils supported through pupil-premium funding reached expected levels in reading, writing and maths than other pupils so that there were no gaps in their attainment.
- Achievement is not yet outstanding because, although the proportion of pupils reaching higher levels is growing there is a lack of challenge in some lessons which means that more-able pupils do not reach their full potential in all subjects.

The quality of teaching is good

- Teaching is typically good with some that is outstanding. In the best lessons work moves at a good pace, engaging and enthusing all the pupils. Teachers use other adults in the classroom extremely well to help them show what pupils need to learn. Explanations are excellent and misconceptions are identified very quickly so that interventions occur in a timely manner.
- In the Reception classes teachers use play-based activities that children enjoy and can relate to so that they learn quickly. For instance, after a whole class session on ordering numbers to ten, the children pegged out numbered pieces of washing in the role-play area and made large number shapes outside with ribbons on sticks. In this way the outdoor area was used well to support learning.
- Teachers have very high expectations of pupils that are constantly and consistently communicated. This raises the aspirations of pupils and they understand that if they work hard then they can achieve and be successful. Classrooms are therefore purposeful places where pupils work diligently.
- Relationships between teachers and pupils are excellent so pupils respond quickly to instructions and are happy to ask for help where needed. Teachers use praise to motivate pupils and encourage them to take an active part in lessons. However written feedback is often too general and pupils are not given the information needed to improve their work or the time to respond to their teachers' advice.
- Lessons are very tightly structured and teachers provide very direct instruction so that pupils are clear about the intended learning and no time is wasted. This has been very successful in raising aspects of achievement in English and mathematics but does not develop pupils' independent learning skills or give them sufficient opportunities to think for themselves.
- Teachers give pupils good opportunities to apply their skills in mathematics and English when learning other subjects. For instance, a Year 5 class studying the human body learned how to take their own pulse and work out heartbeats per minute and then averaged out their results. Pupils enjoy these active lessons based around topic work when subjects are linked together.

The behaviour and safety of pupils are good

- Pupils behave well, feel safe and are respectful to each other and to adults as they move around school. They say that bullying is rare and they are confident that prefects or adults will help sort out any playground disputes.
- Pupils know how to keep themselves safe. They learn about a range of issues such as road safety, water safety, and e-safety. They are aware of the potential dangers of social networking sites. Visitors such as the fire service provide exciting and meaningful experiences bringing learning to life.
- The school's behaviour logs and the very low incidence of exclusions reflect the typically good behaviour in school. Parents acknowledge the difference that the school has made to their children's behaviour both in and out of school. One governor commented, 'The school is an agent for change in the community.'
- Pupils work well together. They enjoy being classroom ambassadors greeting visitors and explaining the nature of the lessons. They take responsibility by helping in assembly where

behaviour is exceptionally respectful. They also enjoy acting as librarians and contributing to the life of the school.

- Pupils understand and respect the very firm structures that the school has to manage behaviour, and appreciate that these support their capacity to learn in lessons. However, behaviour is not outstanding because pupils are too dependent on external regulation and do not develop enough capacity to learn independently, to be creative and original thinkers.

The leadership and management are good

- Under the excellent leadership of the headteacher the school has continued to improve in many areas of its work since the last inspection. Staff and parents recognise the significance of her influence on behaviour, teaching and learning and her very high level of commitment to the community. As a result relationships with parents are very positive and they are very supportive of the school's work.
- The strong leadership team provide highly effective support to teaching and non-teaching staff. Responses to the staff questionnaire showed that all staff welcomed the consistency that has been developed across the school and the quality of training that is given to everyone, including those teachers that are in the early stages of their careers. They support each other, spending time discussing and sharing best practice and there is a very strong team spirit amongst staff.
- The headteacher and senior staff check both the quality of teaching and pupils' progress rigorously. They know the school very well and use this information to make sure that any issues that arise are tackled quickly and robustly. The pupil-premium funding is used well to ensure equality of opportunity so that everyone has access to a wide range of experiences including trips and after-school clubs.
- The curriculum provides interesting and motivating experiences and pupils enjoy learning through a range of topics. This was particularly evident in a vibrant Spanish lesson where pupils joined in enthusiastically and happily greeted the inspector in Spanish. The school promotes pupils' spiritual, social, moral and cultural development well through teaching them to respect and value difference and enjoy the richness of other cultures.
- There are clear plans in place for the use of the primary school sport funding, which is to be spent on upgrading equipment and extending provision in after school clubs. Its impact will be measured through such things as the uptake of places in clubs.
- The local authority supports the school through regular meetings to check on its work.
- Leadership and management are not outstanding because, although excellent policies have been developed to secure high quality teaching and learning, some are relatively new and leaders are still working to make sure that they are carried out as effectively as they could be. For instance, the marking policy sets out exactly what feedback needs to be given to show pupils how to improve their work but, in some cases, there is little evidence of this in pupils' books.
- **The governance of the school:**
 - Governors share the aspirational vision of the school and want to be 'as good as we can be'. They have worked hard to make sure that they have the skills and knowledge to support and challenge the school appropriately. They understand the information that they are given on teaching and learning and are able to check its accuracy through visits to the school, discussions with staff and gathering the views of parents. They conduct the performance

management of the headteacher with the support of their local authority representative and make sure that a rigorous and robust process is in place for the management of staff performance. They understand how this links to pay levels within school and what the school is doing to tackle underperformance. They make sure the school is financially viable by checking budgets carefully. They have developed good plans for using pupil-premium funding effectively and understand its impact. They are well trained in safeguarding procedures and make sure that these are in place across the school.

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	112693
Local authority	Derbyshire
Inspection number	424968

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	285
Appropriate authority	The governing body
Chair	Jenny Williams
Headteacher	Deborah Meredith
Date of previous school inspection	11–12 October 2011
Telephone number	01457 853721
Fax number	01457 850800
Email address	headteacher@gamesley.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

