

# Gillamoor Church of England Voluntary Controlled Primary School

Main Street, Gillamoor, North Yorkshire, YO62 7HX

**Inspection dates** 28–29 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well throughout the school from their different starting points.
- Effective provision in the early years ensures that children get a good start to their learning. They are well prepared to enter Key Stage 1.
- Teaching is good in both classes. Staff set work that engages pupils effectively in their learning and enables them to make good progress.
- Pupils are very well known as individuals. They receive good quality help and support. This enables all pupils, including those who are disadvantaged or vulnerable, to make good progress and achieve well.
- There is a very positive climate for learning. Pupils enjoy coming to school, behave well and are keen to learn. They get on very well with one another. They say that they feel very safe and well cared for in school.
- School leaders, including governors, have a clear view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is strongly promoted.
- Parents are extremely supportive and appreciative of the school.

### It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Pupils are not always given clear enough guidance about what they need to do to improve their work. Staff do not always check that pupils respond to this advice when it is given.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems.
- In the early years, the outdoor learning environment is not used as effectively as the indoor area.

## Information about this inspection

- The inspector observed teaching and learning on seven occasions. One lesson was observed jointly with the headteacher.
- Meetings were held with the headteacher, teachers and with five governors, including the Chair of the Governing Body. The inspector also met a representative of the local authority.
- The inspector met a group of pupils, and spoke informally to other pupils in lessons and during break and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. He also looked at records relating to behaviour, attendance and safeguarding arrangements. The minutes of governing body meetings were also considered.
- The inspector took account of 24 responses from parents to the online inspection questionnaire, Parent View, and six responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school, with 36 pupils coming from 26 families.
- Pupils are taught in two classes, one comprising Reception and Key Stage 1 pupils, and the other Key Stage 2 pupils. Children attend full time in the Reception Year.
- The proportion of girls in the school is well above average. There are currently no boys in Years 4, 5 and 6.
- Almost all pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is below the national average. These are pupils supported by the pupil premium, which is funding for pupils known to be eligible for free school meals and those looked after by the local authority. There are too few pupils known to be eligible for this funding to compare their achievement and progress with other pupils in the school and those nationally.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Both teachers are new to the school this year. One joined in September 2014 and one in April 2015.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6, do not apply in this school.

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

- Further improve the quality of teaching and raise pupils' achievement so that more pupils, including the most able, make the best possible progress by making sure that:
  - expectations of what pupils can achieve are always high enough
  - the work set is always hard enough so that pupils are consistently challenged to achieve the highest standards
  - pupils are always given clear guidance about what they need to do to improve their work, and checks are made that pupils respond to this advice when it is given
  - pupils have more opportunity to use and apply their mathematical skills and knowledge to solve practical problems.
- Improve the quality of provision in the early years by ensuring that the outdoor learning environment is used more effectively.

## Inspection judgements

### The leadership and management are good

- Leadership and management, including governance, are good. School leaders have a clear view of how well the school is performing and where it can do better. They have successfully addressed the areas for improvement identified in the previous inspection report; their actions have led to improvements in the quality of teaching and raised pupils' achievement.
- The headteacher leads the school effectively and has a clear vision for its future development. This is shared by staff, governors and parents and is shown by the very strong support for the school in the Parent View and staff questionnaires. There is a calm, orderly and happy atmosphere throughout the school.
- School leaders have an accurate view of the quality of teaching. The school improvement plan correctly focuses on further improving teaching and raising pupils' achievement.
- The school knows its pupils very well as individuals. There are effective systems to check the progress that each pupil is making. All staff make good use of information about pupils' attainment and progress. Any underachievement is quickly recognised and addressed by providing extra help or support.
- There are very few disadvantaged and vulnerable pupils in the school, but the pupil premium funding is spent effectively to support their learning in the classroom or individually. As a result, these pupils achieve well. This shows the school's successful commitment to equal opportunities for all pupils.
- All staff in this small school readily and effectively take on leadership responsibilities, including managing subjects. They are committed to ensuring the best outcomes for all pupils. Staff are working increasingly successfully with other local schools to share best practice and improve the quality of teaching.
- Information on pupils' achievement is taken into account when judging how well teachers are performing and making recommendations about their pay.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. However, there are too few opportunities for pupils to use and apply their mathematical skills both in mathematics lessons and in other subjects.
- The curriculum is enhanced by a good range of activities, clubs, trips and visits that include sport, drama, music and culture. Older pupils spoke enthusiastically about their participation in a residential outdoor activities trip and others mentioned a visit to the National Railway Museum.
- The curriculum tackles discrimination positively, fosters good relations and makes a good contribution to pupils' strong spiritual, moral, social and cultural development. The school prepares pupils well for life in modern Britain. There is a set of core values that are well understood by all pupils. Pupils are tolerant and understanding, and show a good knowledge of other cultures and religions. For example, they have visited a Sikh gurdwara and were looking forward to visiting a mosque. British values are effectively addressed in lessons, and through activities and assemblies. During the inspection, for example, pupils were actively preparing for a mock election to coincide with the general election.
- The school's safeguarding arrangements meet statutory requirements and are effectively implemented.
- The school is using the additional primary school physical education and sport funding successfully to improve the quality of physical education in the school by bringing in specialist coaches to take lessons, train staff and run activities. This has broadened the range of sporting activities offered. As a result, more pupils now take part in sporting activities and the school participates in a wider range of sports competitions. This is having a positive impact on pupils' physical well-being and healthy lifestyles.
- The local authority has provided effective monitoring and support for the school, and has fostered increasing partnership working with local school clusters. This has contributed to improving the quality of teaching and raising pupils' achievement.
- **The governance of the school:**
  - Governors know how well the school is doing and where it needs to improve. They have a good understanding of data about pupils' attainment and progress. They analyse this information to compare achievements with the national picture. Governors are well informed about the quality of teaching and understand the link between teaching and pupils' achievement. They know how the pupil premium funding is spent and the impact it is having on the achievement of disadvantaged pupils.
  - Governors are very supportive of the school and make frequent visits in a variety of capacities. They challenge the school and hold it to account through an effective committee structure, and particularly by asking searching questions about pupils' achievement. They set challenging targets as part of the headteacher's appraisal and make sure that pupils' performance is considered when making decisions about teachers' pay. Governors ensure that the school's finances are managed effectively and are clear that they meet all statutory duties, including those related to safeguarding.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils are polite and considerate; they get on very well with one another and with adults in the school. This has a positive impact on their learning. Mutual respect and a strong caring ethos are evident throughout the school.
- Pupils have positive attitudes to learning. They are well motivated, listen attentively, and work independently and in groups effectively. As a result, lessons proceed smoothly without any interruptions to learning.
- School records and discussions with pupils show that poor behaviour is very rare. Pupils say that there is no racist or discriminatory behaviour in school, and that on the few occasions when pupils misbehave, staff sort it out quickly and fairly.
- The inspector observed good behaviour in lessons, in assembly and around the school. Pupils are considerate of one another and are polite to visitors. They mix well, play enthusiastically and safely together during breaks, and behave sensibly and responsibly at lunchtime.
- Pupils take on responsibility in a variety of different areas. They help in assemblies and around the school; older pupils help younger pupils during lunchtime and also read to them. This makes a good contribution to their strong spiritual, moral, social and cultural development.
- Pupils say that they enjoy coming to school and are proud of it. Attendance has improved and is now around average.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe in school and are cared for very well.
- Pupils have a good knowledge of the different forms of bullying, and are very aware of the harmful effects of bullying and discrimination. They say that there is no bullying in the school but would report it if it occurred. They are very confident that the school staff would sort it out quickly.
- Pupils have a good knowledge of safety related issues and speak confidently about how to keep themselves safe in different situations, including when using the internet.
- All parents who responded to the Parent View survey were entirely positive about the school. In particular, they all think that their children are happy, feel safe and are well looked after in school, and that pupils are well behaved.

**The quality of teaching is good**

- The quality of teaching over time is good across the school. This was confirmed by the work in pupils' books, observing teaching and learning during the inspection, the school's checks on the quality of teaching and records of pupils' progress. This results in all groups of pupils making good progress during their time in the school.
- Staff know pupils very well, and relationships in the classroom are positive and productive. Staff are skilled in the demands of teaching mixed-aged year groups in the two classes, and set work that engages pupils effectively in their learning. Consequently, pupils say that lessons are 'fun and interesting' and that they enjoy learning.
- For example, Key Stage 2 pupils greatly enjoyed researching and writing information for a blog about the Tour de Yorkshire they are producing in partnership with another school. They were excited about visiting the event, worked carefully and made good progress.
- Reading is taught very effectively and pupils make good progress. Staff ensure that all pupils read regularly at a suitable level.
- Writing is well taught with an appropriate focus on spelling, punctuation and grammar. Pupils write effectively in a variety of styles across the curriculum.
- The teaching of mathematics has improved since the previous inspection and is now good. Pupils' numeracy skills are securely developed, but staff do not provide enough opportunities for pupils to apply these skills to solve practical problems.
- The quality of marking and feedback is improving. Pupils' work is marked regularly and staff use praise effectively. However, pupils are not always given clear enough guidance on what they need to do to

improve their work and staff do not always check that pupils respond to this advice when it is given.

- Staff typically have clear expectations of what pupils can achieve, but these are not always high enough. Staff do not always ensure that the work set is challenging enough for pupils, including the most able, to learn as well as they could and reach the highest standards.
- Teachers and teaching assistants work closely together to provide effective intervention and support where it is needed. This support is well focused to meet the needs of disadvantaged and vulnerable pupils, and ensures that they make good progress in line with other pupils.

### **The achievement of pupils** is good

- Pupils make good progress during their time in the school. From starting points in the Reception Year that are generally around or below those typical for children's ages, pupils reach above-average standards by the end of Year 6. However, test results can vary from year to year because of the small number of pupils and the wide range of abilities within each year group.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have risen since the previous inspection and were above average in 2014. This shows good progress from pupils' starting points. Evidence from observing learning in lessons and analysing pupils' work confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 have also improved since the previous inspection, although they dipped slightly in 2014. The proportion of pupils who made the progress expected of them was above average in reading, and close to average in writing and mathematics. The proportion who made more than expected progress was close to average in reading and mathematics, and below average in writing.
- Inspection evidence and the school's most recent data show that all groups of pupils make good progress and achieve well. Year 6 pupils are on track to achieve improved results this year, with all pupils making the expected progress and a larger proportion making better-than-expected progress.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. Pupils' knowledge of phonics (letters and the sounds they make) is secure. All pupils reached the expected standard in the Year 1 national phonics check in 2014. Older pupils read with confidence and use their skills for research in other subjects.
- Pupils' writing skills have improved since the previous inspection. Pupils' work shows a good grasp of spelling, punctuation and grammar, and examples of imaginative and powerful writing.
- Pupils' attainment and progress in mathematics have improved since the previous inspection because of improved teaching. Pupils have strong numeracy skills, but do not have enough opportunities to apply these skills to solve practical problems in real-life situations.
- The most-able pupils make good progress by the time they leave school. However, in common with other pupils, they are not always given work that is challenging enough to enable them to make the best possible progress.
- There are very few disadvantaged pupils in the school, but their progress is carefully checked and the pupil premium funding is used effectively to support them.
- Similarly, there are very few disabled pupils or those who have special educational needs in the school. Their progress is also carefully checked and they receive well-targeted support from teachers and teaching assistants to help them to learn. As a result, their achievement is in line with that of other pupils in the school.

### **The early years provision** is good

- Most children join the early years with skills and knowledge that are broadly or below those typical for their age. However, this can vary from year to year because of the small number of children.
- Children make good progress from their individual starting points. The proportion who achieved a good level of development at the end of the Reception Year was above average in 2014. Children are well prepared to enter Key Stage 1 and the mixed-aged class ensures a seamless transition.
- The quality of teaching is good. Staff ensure that learning activities are purposeful and well focused, and that children are fully involved in their learning. Children have access to a broad range of activities in a stimulating environment, but the outdoor area is not used as effectively as it might be.
- Staff work well to meet the needs of individual children. They check children's progress regularly, and use this information to plan tasks and activities to develop children's learning further. Any disadvantaged or

vulnerable children are well supported and make good progress.

- Children behave well and show good attitudes to learning in a safe and caring environment. They listen carefully, concentrate and work well together, and show concern for others.
- There are strong links with parents and local nursery providers. These ensure that children settle quickly into the early years provision.
- The early years provision is led effectively. Staff are trained thoroughly, and know how well children are doing. The early years leader is very new to the school but has a clear view of what needs to be improved.

## 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

<b>Unique reference number</b>	121493
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	462224

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Mumford
<b>Headteacher</b>	Alison Tweddle
<b>Date of previous school inspection</b>	11 July 2013
<b>Telephone number</b>	01751 431643
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@gillamoor.n-yorks.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](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).



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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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 2014

