

Gamesley Community Primary School

Grindleford Grove, Gamesley, Glossop, Derbyshire SK13 6HW

Inspection dates

13–14 March 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have been too slow to respond to the fall in standards in reading, writing and mathematics.
- Leaders have not used assessment information well enough to hold teachers to account for the progress pupils are making. Leaders, including subject leaders, do not have a realistic view of the quality of teaching and learning.
- Teachers do not use their knowledge of what pupils can already do to set tasks to challenge pupils and meet their needs. Their expectations of the amount of progress pupils should make and the quality of their work are too low.
- Leaders have not ensured that the school environment is fit for effective learning. They have not set clear expectations of how staff and pupils use classrooms sited in open spaces.
- Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do not make enough progress. Leaders have not ensured that additional funding for these pupils targets their needs.
- Safeguarding is ineffective. Leaders have not ensured that staff take responsibility for pupils' welfare and safety.
- Pupils' behaviour is poor. Too often, pupils use derogatory language towards each other and do not show each other respect. During unstructured times, some pupils are physically abusive to other pupils.
- Pupils do not demonstrate resilience in their learning. Pupils are frequently distracted from their work because tasks are too easy or too difficult.
- Staff do not apply consistently the school's behaviour policy and leaders are too often relied upon to manage pupils' behaviour.
- The subject knowledge of teaching assistants is not always secure enough to develop pupils' knowledge and understanding.
- The early years provision is inadequate. Tasks are not planned well enough to develop children's learning. Children do not behave well and adults do not intervene to stop poor behaviour.

The school has the following strengths

- The nurture provision successfully develops the social and emotional skills of pupils who access the provision.
- Teachers develop pupils' phonics skills well. Pupils successfully use their knowledge of phonics to decode unfamiliar words.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the school's arrangements to keep pupils safe by ensuring that:
 - all staff and governors recognise and respond to their ongoing duty to safeguard children while they are in school
 - leaders adopt a more rigorous approach to checking pupils' attendance throughout the school day, including in the breakfast club and the early years
 - pupils are adequately supervised, and their poor behaviour challenged, at all times
 - staff receive regular and effective safeguarding training to ensure that they follow the correct safeguarding procedures
 - pupils know how to stay safe in a variety of circumstances, such as when using the internet.
- Improve leadership and management by ensuring that:
 - senior leaders and governors closely monitor that procedures for safeguarding pupils are applied consistently by all staff and challenge staff where this is not the case
 - leaders and governors use assessment information to monitor carefully the progress that pupils make and to challenge underperformance
 - leaders monitor closely the quality of teaching and learning, using assessment information about pupils' performance to hold teachers to account
 - leaders and governors analyse regularly incidents of poor behaviour so that the quality of pupils' behaviour and self-control rapidly improves, and disruption in lessons and derogatory language between pupils are eliminated
 - the leadership of the early years brings about rapid improvements to the quality of teaching and learning
 - the systems to monitor the progress of disadvantaged pupils, including those who are the most able, result in improved outcomes for these pupils
 - leaders and governors closely monitor and regularly check the effectiveness of the support provided for pupils who have SEN and/or disabilities, making sure that it better targets pupils' needs and improves their outcomes
 - the role of subject leaders is developed further so that they are more effective in raising pupils' outcomes in all subjects
 - leaders and governors swiftly address the limitations of the school environment

and implement routines that are consistently followed by staff and pupils to support effective teaching and learning

- senior and subject leaders provide a curriculum that broadens and deepens pupils' understanding of a wide range of cultures and religions
 - leaders provide the necessary training to equip teaching assistants with the skills and knowledge required to support pupils effectively.
- Improve the quality of teaching and learning so that outcomes improve by ensuring that:
- staff have high expectations of what pupils can achieve, including those who are disadvantaged, those who have SEN and/or disabilities and the most able pupils, and provide them with tasks that challenge and build upon previous learning
 - teachers make effective use of assessment information and additional adult support to plan and deliver tasks that match pupils' abilities
 - teachers give pupils more opportunities to develop skills in reasoning and problem-solving in mathematics that match their different abilities
 - teachers enhance pupils' ability to write accurately and at length, particularly in key stage 1 and across the curriculum
 - teachers develop pupils' reading skills, including their ability to infer meaning from what they read
 - teachers raise their expectations of the quality of pupils' presentation of their work.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
- all staff apply consistently the school's behaviour policy and accurately record incidents of poor behaviour
 - pupils are tolerant and kind to each other and that physical and verbal abuse in school is eradicated.
- Improve the quality of provision and children's outcomes in the early years by ensuring that:
- teachers use their knowledge of what children can already do to plan tasks to meet children's needs
 - adults have sufficient knowledge of the early years curriculum to develop children's learning well
 - adults apply the behaviour policy consistently to improve children's behaviour.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders were too slow to react to the changes to the national curriculum in 2014 and, as a result, pupils were not well prepared for the new assessments in 2016. Turbulence in staffing in the past impeded leaders' ability to monitor, and therefore improve, the quality of teaching and learning across the school. The introduction of different approaches to teaching mathematics and writing was implemented too late or with a lack of rigour. These initiatives have not had sufficient impact on the progress pupils are making.
- Leaders' expectations of the amount of progress pupils will make are overly ambitious and based on limited evidence. The school's own assessment information shows that, while pupils are making progress, they are not making enough progress to rapidly raise their attainment to the national average. Leaders have not used information about the amount of progress pupils make well enough to hold teachers to account.
- A high proportion of leaders' time is spent dealing with safeguarding and behaviour concerns. There are occasions where pupils are physically and verbally abusive to each other. Leaders have not ensured that pupils treat each other with respect. As a result, I am recommending that leaders may not appoint newly qualified teachers until these matters are resolved.
- Leaders have an overly positive view of the quality of teaching, learning and assessment throughout the school. Subject leaders do not have a secure grasp on the progress pupils make in English and mathematics.
- The leader for the provision for pupils who have SEN and/or disabilities does not have a strategic role in developing the provision for these pupils. Leaders have not used additional funding to meet the needs of these pupils and, as a result, they are not making as much progress as they should.
- Leaders have not monitored rigorously the spending of the pupil premium funding. They do not have a secure understanding of the impact of their strategies to improve disadvantaged pupils' progress and attainment.
- Leaders have not ensured that the school environment is fit for effective learning. The movement of other staff and pupils around school frequently disrupts lessons. Leaders have not established clear expectations and routines to prevent such disruption.
- The curriculum has been designed to cover a range of subjects through a topic approach, such as the rainforest, space or the Benin Kingdom. However, pupils' workbooks show that the majority of topic work focuses on English skills. Pupils are provided with very few opportunities to develop their knowledge of other subjects, such as science or history.
- The local authority has not been effective in helping leaders to identify areas in need of improvement. Its understanding of the challenges faced by the school in tackling pupils' poor behaviour has been limited. Recent monitoring visits by the local authority have given leaders an unrealistic view of the progress they are making to raise standards.

- Leaders have ensured that pupils are developing their understanding of what it means to live in modern Britain. However, pupils have a limited understanding of diversity and other faiths. Pupils' spiritual, moral, social and cultural development is not well supported.
- Leaders have ensured that there is a consistent approach to the teaching of phonics across the school. Their monitoring of the teaching of phonics is more effective than that of other subjects. As a result, pupils learn letter sounds systematically and they use their phonics skills effectively to help them to read unfamiliar words.
- Leaders have developed nurture provision to support some pupils to enhance their social and emotional well-being. Pupils who access this provision learn how to manage their feelings and emotions.
- Leaders have used effectively the primary school physical education and sport funding to provide pupils with a wide range of different types of sports, including gymnastics, bocce and handball. Midday assistants have received training to develop their skills in providing sporting activities at lunchtime.

Governance of the school

- Governors have been too slow to challenge leaders to make the changes necessary to improve standards. They have not taken a broad enough view of the progress pupils make across the school and have failed to hold leaders to account for the low standards.
- Governors do not have an accurate view of the behaviour of pupils at the school. They have not monitored exclusion data or behaviour logs. Therefore, they do not have a secure understanding of the impact that poor behaviour is having on pupils' outcomes.
- The management of the movement of staff and pupils through classroom spaces in some parts of the school building has a detrimental impact on pupils' learning. While the governing body has tried to find a permanent solution to the problem of inappropriate classroom spaces, it has not done enough to ensure that, in the interim period, routines are in place to support pupils' learning.

Safeguarding

- The arrangements for safeguarding are ineffective.
- Leaders have not ensured that pupils' personal development, behaviour and welfare are well supported. Procedures for keeping pupils safe during the school day are not robust or secure. Adults in the school do not supervise pupils well. They do not take responsibility for pupils' behaviour or intervene when there are incidents of poor behaviour. There are too many occasions when pupils are left unsupervised during the school day, allowing pupils to be physically and verbally abusive to each other.
- Procedures for recording pupils' attendance during the school day and at breakfast club are not secure enough. Staff are not always aware of where pupils are or how many pupils should be present.
- Leaders have not ensured that pupils have fully understood the dangers they may face on the internet. Pupils are not using what they have been taught about internet safety

when using social media and online games. For example, pupils report that there are incidents of cyber bullying and they cannot explain how to keep themselves safe on social media or when using online games.

- Leaders have a secure understanding of the needs of pupils at risk of harm. Leaders monitor the online system for registering concerns and respond quickly to any concerns that may arise. The safeguarding team has developed positive relationships with families. They have frequent contact to ensure that any new concerns are acted on quickly and passed on to the appropriate people.
- Staff with whom inspectors spoke knew what they would do if they had a safeguarding concern. They had received recent training on identifying signs of abuse.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not monitor the behaviour and likely learning during lessons to ensure that all children are on track to achieve well. Frequently, pupils become distracted from their learning. This is sometimes due to work being too easy or too hard, resulting in pupils not being able to understand or complete the task.
- Teachers do not check frequently on pupils to ensure that they continue with the task or to move them on to a further challenge. When working with groups of pupils, teachers do not check regularly that pupils who are working independently are focused and remain on-task. Teachers' expectations of what pupils should be able to achieve are low.
- During afternoon sessions, teachers carry out small-group support for pupils who have not understood concepts from the morning. During this time, other pupils complete activities that do not develop their learning. As a result, many pupils make inadequate progress at these times.
- In all subjects, teachers do not use their knowledge of what pupils already know to plan tasks to move pupils' learning on quickly. On too many occasions, tasks are aimed at middle-ability pupils and do not challenge the most able pupils. Pupils who have low prior attainment often depend on adult support to help them complete these tasks because the tasks do not meet these pupils' specific needs. This means that the most able pupils and lower-ability pupils make poor progress in lessons and over time.
- Teachers do not provide pupils with enough opportunities to use and apply their developing mathematical knowledge as tasks often do not match the needs of the pupils. Pupils are not challenged to explain what they are doing and why. As a result, their mathematical reasoning and understanding are not as well developed as they should be.
- Teachers develop pupils' writing using topic work as a stimulus. However, particularly in key stage 1, pupils do not practise what they have learned in independent or longer pieces of writing in English or other subjects. Teachers' expectations of pupils' presentation are frequently too low and pupils sometimes produce written work that is illegible.

- Pupils' reading skills are not developed well. Teachers focus on comprehension skills and information retrieval. This means that pupils are not supported to develop inference and deduction skills.
- The subject knowledge of teaching assistants is not always secure enough to develop pupils' learning. Teachers do not brief teaching assistants well enough or ensure that they are well enough prepared before they begin to support learning activities. Consequently, teaching assistants are often unable to help pupils to make the progress of which they are capable.
- Teachers do not plan well enough for pupils who require adapted tasks in order to make progress. As a result, pupils who have SEN and/or disabilities do not develop skills quickly enough and make inadequate progress.
- Although disadvantaged pupils have been identified as a priority, teachers do not plan sufficiently to meet the specific needs of these pupils. Consequently, their progress is also inadequate.
- Phonics is taught well. Teachers use their knowledge of the sounds pupils already know well to develop early reading skills. Pupils use their knowledge of different sounds to read unfamiliar words.
- There are some examples of more effective teaching. In these cases, teachers use their secure subject knowledge well to develop pupils' understanding. They intervene to move pupils' learning on or to provide additional support for pupils to overcome misconceptions. These teachers encourage pupils to edit and improve their own work and to identify mistakes and the areas where they can improve.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development is inadequate.
- In lessons, pupils are frequently distracted from their learning by their classmates or because the work is not well matched to their ability. They do not demonstrate resilience or self-discipline when completing tasks. Pupils do not have an understanding of what it means to be a successful learner.
- Pupils' emotional well-being is not well supported. Pupils who spoke with inspectors said there are many times when pupils are unkind to each other. Leaders have not ensured that pupils understand different forms of bullying, including physical and verbal abuse and cyber bullying, and the impact these can have on others.
- Pupils who attend the nurture provision receive targeted support for their social and emotional development. Staff use precise instructions and timed activities to set expectations of pupils' behaviour. Pupils gain a sense of achievement as they succeed. Staff challenge pupils to try things at which they would normally struggle, for example taking turns within a game.

Behaviour

- The behaviour of pupils is inadequate.

- Pupils' behaviour around the school and during unstructured times is poor. Pupils can often be seen being rowdy, pushing, shoving and shouting at each other. At lunchtimes, staff do not supervise pupils well. Inspectors observed pupils being physically abusive, using derogatory language and being intentionally intimidating towards each other. Staff did not intervene.
- Staff are not vigilant about the supervision of pupils during the school day. During the inspection, there were several occasions when pupils were found by inspectors unsupervised around the school. This included pupils taking extra playtime or being inside the building during lunchtime. At these times, inspectors also observed instances of pupils being physically and verbally abusive to each other.
- Staff do not apply consistently the school's behaviour policy. Too often, staff give pupils warnings about their behaviour but give no consequences when the poor behaviour continues. Conversely, some teachers are too quick to send pupils to 'time out' and, thus, these pupils miss too much learning. Staff do not take equal responsibility for managing pupils' behaviour.
- The pastoral manager monitors carefully pupils' attendance. Pupils who fall below the school's target for attendance are set clear targets and the pastoral manager works closely with families to support these pupils to attend regularly. The pastoral manager carries out home visits when necessary to bring pupils into school and to identify the reasons for absence. Because of this support, the proportion of pupils attending school regularly has improved and is now at the national average. However, the proportion of pupils who are persistently absent, including disadvantaged pupils, is still above the national average.

Outcomes for pupils

Inadequate

- The proportion of pupils reaching the expected standard at the end of key stage 2 has been below the national average for the last two years in mathematics. In reading and writing, the figure has been below the national average for three of the last four years. Leaders have acknowledged that they were slow to act when the curriculum was changed in 2014 and, as a result, pupils were unprepared for the raised expectations of the curriculum.
- The school's own assessment information shows that pupils in Year 6 did not make as much progress as they should in key stage 2 up to the end of the 2017 academic year.
- Teaching is stronger in Year 6. These pupils' workbooks show that they are now making more progress than they did in the past. However, it is not rapid enough to make up for their previous slow progress. The most able pupils do not make as much progress as they should because the tasks set do not challenge them to attain at the higher standard of which they are capable.
- In key stage 1, the proportion of pupils achieving the expected standard in reading and writing has been below the national average for three of the last four years. In mathematics, the proportion has been below the national average for the last four years.
- In 2016 and 2017, the proportion of key stage 1 pupils achieving the expected standard in writing was significantly below the national average. Pupils' workbooks

show that pupils' writing skills are not developed well enough and pupils do not have enough opportunities to practise their skills.

- The school's own assessment information shows that pupils currently in key stage 1, including the most able pupils, have not made rapid enough progress to bring them in line with other Year 2 pupils nationally. In 2016 and 2017, pupils who have SEN and/or disabilities made inadequate progress by the end of key stage 2. The school's own assessment information shows that current pupils who have SEN and/or disabilities are also making inadequate progress.
- Disadvantaged pupils are making much slower progress than other pupils nationally. The proportion of disadvantaged pupils achieving at the expected standard by the end of key stages 1 and 2 in reading, writing and mathematics has been below the national average for three of the last four years. Currently, these pupils are not making the necessary progress that would enable them to narrow the gaps between their attainment and that of other pupils nationally.
- Pupils develop their phonics skills well. The proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been in line with the national average for the past three years. Current Year 1 pupils' phonics skills suggest similar outcomes this year.

Early years provision

Inadequate

- The early years leader does not have a secure overview of daily provision in the early years. The expectation of what children can achieve is too low. The leader has not ensured that staff plan activities that meet children's needs and develop their learning well. Too often, additional support is not well enough directed to develop children's skills.
- On entry to the Reception class, teachers assess children's skills and development to determine how well they are performing against their age-related milestones. However, leaders are not using this information well enough to monitor the amount of progress children make in the early years.
- The activities staff plan for children lack purpose and have little impact on developing their learning. Tasks often do not hold children's interest. The purpose of some activities is not planned well enough to ensure that children develop their learning. For example, an activity seen by inspectors was impossible for children to attempt. Children were expected to tighten screws into pieces of wood but clearly lacked the technique and strength to do so.
- Adults focus too rigidly on completing set tasks with individual children at the expense of developing children's learning in other areas. Some adults' knowledge is limited and they are unable to develop and shape tasks to meet children's needs. Tasks lack challenge and the most able children are not encouraged to develop and extend their learning.
- Adults are not vigilant in ensuring that the early years environment is secure and that registration procedures are robust.
- Children in the early years are not encouraged to treat each other with respect. Adults

do not check this behaviour. In the outdoor area, too often, children run wildly and bump into others. Adults do not intervene and direct children to learning activities. Children are not encouraged to play safely and adults do not intervene when play becomes unsafe. For example, children were observed balancing a wheelbarrow on climbing apparatus, then standing and jumping in it.

- The proportion of children reaching a good level of development has been below the national average for the last three years, albeit with a slight rise in 2017. This means that, overall, too few children are well prepared for learning in Year 1.
- Staff in the early years have developed positive relationships with parents and carers, providing them with regular updates about topics the children will be covering.

School details

Unique reference number	112693
Local authority	Derbyshire
Inspection number	10045131

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Sarah Willett
Headteacher	Deborah Meredith
Telephone number	01457 853 721
Website	www.gamesleycommunityprimaryschool.com
Email address	headteacher@gamesley.derbyshire.sch.uk
Date of previous inspection	15–16 October 2013

Information about this school

- Gamesley Community Primary School is larger than the average-sized primary school.
- The senior leadership team has remained the same since the previous inspection.
- Due to a recent change in staffing, the early years leader no longer teaches in the early years. However, she remains responsible for the leadership of the early years setting.
- Leaders have received support from the local authority.
- There are two classes per year group.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in all classes, on occasion jointly with leaders. Inspectors observed the teaching of early reading skills and listened to pupils read. Inspectors talked with pupils about the school and looked at examples of pupils' work to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher and deputy headteacher, subject and middle leaders and members of the governing body. The lead inspector also spoke with the local authority's link adviser for the school and the local authority senior adviser.
- Inspectors spoke with parents informally and considered the 23 responses to Ofsted's online parent questionnaire, Parent View.
- Inspectors looked at a range of documents, including the school's self-evaluation and plans for improvement, the school's most recent information on the attainment and progress of pupils, information relating to the health, safety and safeguarding of pupils and the school's most recent data on the attendance of pupils.
- Inspectors considered the range and quality of information provided on the school's website.

Inspection team

Helen Williams, lead inspector

Her Majesty's Inspector

Jackie Stirland

Ofsted Inspector

Fiona Rigby

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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