

# Gomersal Primary School

Oxford Road, Gomersal, Cleckheaton, West Yorkshire BD19 4PX

## Inspection dates

22–23 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher conveys a clear vision for her school. The leadership team has largely addressed the areas for improvement since its previous inspection. Monitoring and evaluation of subject leaders is not always sharply focused on how well different groups of pupils are doing.
- Many governors are new in post but have an insightful understanding of their role. They challenge the school and seek evidence to support their evaluation of the quality of teaching and learning. However, school improvement plans do not provide a clear steer by which to evaluate the impact of initiatives.
- Professional development has been effective in raising teachers' expectations and improving pupils' outcomes. Senior leaders have sought support from a national leader of education, as well as looking at good practice in other parts of the country.
- Pupils' achievement at the end of key stages 1 and 2 is broadly in line with the national average. Too few achieve the higher standards.
- Improvements in the teaching of phonics mean pupils have secure early reading skills. Pupils of all ages enjoy reading but are not always clear about what they need to do to improve the quality of their reading.
- The pupil premium funding is used effectively to provide intervention teaching for disadvantaged pupils so they make good progress. However, the most able disadvantaged pupils are still lagging behind.
- Provision to support pupils who have special educational needs (SEN) and/or disabilities is effective. These pupils make good progress and are fully included within the school.
- Pupils behave well and show good attitudes to learning. Their good rates of attendance reflect pupils' positive commitment to their education.
- The school has appropriate systems to successfully ensure pupils' welfare. Procedures for safeguarding pupils are effective. As a result, pupils say they feel safe and all parents who responded to Ofsted's online survey, Parent View, agree.
- The curriculum is well planned. Pupils achieve an exceptionally high standard of art work. The good quality of the curriculum and visits into the wider community contribute well to developing pupils' spiritual, social, moral and cultural understanding.
- Too little is expected of children in the early years to ensure that they enter key stage 1 with higher levels of basic skills in reading, writing and mathematics.

## Full report

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

- Improve the quality of teaching to ensure that more pupils achieve higher standards by:
  - accelerating the progress of the disadvantaged and middle-ability pupils
  - using assessment accurately so pupils are taught the reading skills they need to learn and they understand how to improve
  - ensuring that pupils are given writing tasks that challenge them to apply the skills they have learned.
- Strengthen leadership and management by:
  - developing skills and expertise of subject leaders so they have an accurate overview of how well different groups of pupils are progressing across the school
  - evaluating the impact on the achievement of groups of pupils when monitoring new initiatives, the quality of teaching and pupils' work
  - ensuring that school plans for improvement are focused on achievement and clear outcomes.
- Improve the quality of provision in the early years so:
  - all adults have high expectations of what children can achieve
  - classroom and outside activities chosen by the children have a clear purpose for learning and challenge their thinking
  - assessment is used to plan children's next steps in learning so that progress is rapid.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- After a difficult transition, the current headteacher has successfully gained the trust and confidence of staff, parents and carers. Nearly all parents who responded to the parent survey feel that the school is well led and managed and would recommend the school to other parents. As one parent stated, 'It's clear to see that the strength of the school's leadership team has improved over the past two years with clear direction and focus.'
- Since the previous inspection, leaders have addressed most of the areas that required improvement and have raised standards in phonics at the end of Year 1. By the end of key stage 2, standards in reading and writing are stable and are broadly average. The proportion of pupils achieving expected standards in mathematics has increased as a result of improvements in the quality of teaching.
- The school has developed a tracking system which is now fit for purpose and is a useful tool which senior leaders and governors are using to monitor the achievement of pupils and different groups. This has brought a much sharper focus ensuring that disadvantaged pupils make the progress they should, although the proportion achieving higher levels is still not high enough.
- Leaders have rightly focused teacher performance on improving the achievement of the middle-ability pupils where some could achieve higher levels. There are still some weaknesses in the progress and attainment of this group in reading and writing at the end of key stage 2.
- The training and upskilling of support staff now ensure that they make a valuable contribution to the quality of learning in the classroom and this is particularly beneficial for those pupils who have SEN and/or disabilities.
- The establishment of a new leadership team means that some subject leaders are in the early stages of developing their skills; consequently, there is an over-reliance on the headteacher analysing and providing information about pupils' progress and attainment. Some subject leaders cannot articulate how well pupils are doing across the school and evaluate the impact of initiatives they have introduced or changes they have made to the teaching of their subject.
- This lack of clarity is reflected in school improvement plans, where outcomes are not always specific enough to accurately evaluate effectiveness. The lack of clear milestones provides little by which governors can challenge leaders to measure the impact of initiatives and changes to the curriculum and measure how well the school is doing on its journey of improvement.
- The school has brokered support and professional development to improve the capacity of leaders. This, in addition to partnership working with other schools, has improved the quality of teaching and learning.
- Leaders use the pupil premium funding effectively. It provides extra teaching and welfare support for disadvantaged pupils. The use of better-focused support has accelerated their progress and improved their attendance.
- The funding for pupils who have SEN and/or disabilities is used effectively to ensure

that they receive good support for their welfare needs and academic learning. Leaders with responsibility for managing their provision track the progress these pupils make in detail to ensure that these pupils make good progress and their needs are well met.

- The curriculum is well thought through and enhanced by visits, for example to the local mosque and the Houses of Parliament. High-quality, well-presented artwork reflects the school's emphasis on broadening pupils' interests. The importance of spiritual, social, moral and cultural aspects permeates the curriculum. Pupils have a good understanding of British values and respect for people from different backgrounds and faiths.
- The sport funding is well used but is not thoroughly analysed to ensure maximum impact. The provision of extra-curricular activities and clubs both within school time and after school enriches the lives of pupils in school and particularly benefits the most disadvantaged pupils.

## **Governance of the school**

- Governance is effective.
- Many governors are new to post and bring 'fresh eyes' to the school. They have been proactive in seeking support to develop their roles and expertise. Through a skill audit they have ensured that their strengths are well matched to the needs of the school.
- Governors have a strong commitment to the school and a clear determination to ensure that it continues its road to further improvement. They challenge the headteacher and hold senior leaders to account, expecting a secure evidence base to support assertions about how well the school is doing.
- Governors have a good understanding about the quality of teaching across the school and monitor the school's work through regular visits. Their role in evaluating the school improvement priorities is not clearly defined in the school development plan.
- Governors scrutinise the use of the pupil premium funding effectively to ensure that disadvantaged pupils achieve well.
- Governors understand that pupils' achievement should be the focus when awarding pay increases for teachers and the headteacher. They ensure that the process for reviewing the headteacher's performance is adhered to.
- Governors are fully conversant with their statutory duties for safeguarding and ensuring that staff are recruited with careful consideration.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The school has created a safe culture to take care of its pupils and check that procedures are implemented to protect pupils. All staff understand their obligations for safeguarding and this is emphasised throughout the school's work as well as in lessons.
- Pupils inspectors spoke to say they feel safe and this is further supported by pupils who completed the pupil survey. All parents who responded to Ofsted's online questionnaire, Parent View, agree that their child feels safe in school. The school

conducts a range of risk assessments to keep pupils and staff safe.

- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They liaise with outside agencies when they have a concern and they work hard to support families in need.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved and is now good overall. Teachers are competent in teaching a range of subjects and this is reflected in standards which have risen in phonics and mathematics at the end of key stage 2.
- Teachers have high expectations for pupils' behaviour and conduct. They establish a productive working atmosphere and there are good relationships between staff and pupils and between pupils. This means that time in lessons is spent on learning and is reflected in pupils' good attitudes in lessons.
- The use of testing has helped teachers have a good idea of how well their pupils are achieving particularly in mathematics. The ongoing assessment of reading is less secure. The focus on improving the outcomes of pupils particularly those of middle ability and the disadvantaged is now resulting in a shift, where more of these groups are working at greater depth particularly in mathematics.
- Improvements in the teaching of mathematics have ensured that pupils are well practised in using and applying the basic mathematical skills. Pupils enjoy the different levels of challenge they are presented with in lessons. For example, a Year 1 class were finding fractions of numbers; they clearly articulated their mathematical reasoning and worked well together to solve the problem of why it was difficult to find the half and quarter of odd numbers.
- The teaching of phonics is good and young pupils quickly learn to decode words and develop the early skills of reading. The school's promotion of reading for pleasure is evident from the pupils' enjoyment of books in both key stages and the ability to sustain concentration during independent reading sessions.
- The teaching of reading in key stage 2 is inconsistent. Recent changes introduced are not fully understood or implemented by all teachers. The ongoing assessment of reading lacks precision. Reading records do not give a clear picture of the skills pupils have acquired or what they need to learn next; consequently, older pupils are not able to identify how to improve the quality of their reading.
- The teaching of writing is focused on practice exercises to hone pupils' skills to develop as writers. Attempts to improve on the weaker outcomes in writing at the end of key stage 1 and the slower progress in key stage 2 are hampered by a lack of opportunities to write sustained pieces of writing independently. Because of this, teachers do not have an accurate assessment of what pupils can do without guidance and support.
- Pupils' editing of their own work shows a difference between the abilities. While the most able pupils redraft to improve the quality of language they use, less able pupils tend to focus on the secretarial skills and this discrepancy is not always picked up by the teacher; consequently, pupils are not always fully challenged to achieve a higher

level.

- Pupils who have SEN and/or disabilities are effectively supported by teaching assistants. Assessment is used well to plan work to ensure that all pupils who have SEN and/or disabilities make the necessary steps to successful achievement.
- The majority of the most able pupils are challenged well, particularly in mathematics and reading. The most able disadvantaged pupils are still some way behind their peers because their lag in achievement has not previously been picked up quickly enough.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk. They understand the risks of using the internet and social media.
- Pupils have a good understanding of bullying, including bullying related to race and gender. Nearly all parents who responded to Parent View are confident that bullying is dealt with well by the school. Pupils respect the school rules and know there are consequences to bad behaviour.
- The school's ethos promotes effective reflection on faith, culture and personal choices. During the inspection, Year 1 pupils visited the local mosque to gain a better understanding of Islam.
- Pupils are very well informed about how people lead different lifestyles. Pupils have a good understanding of British values, are accepting and welcoming of people's differences, which prepares them to be good citizens in modern Britain.
- Assembly themes to develop pupils' personal skills are pitched appropriately for the different key stages. Pupils told inspectors about an assembly on asylum seekers which helped them reflect on the challenges some minority groups face in life.

### Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning, they work independently and are keen to do well. Pupils explained that some pupils find it difficult to manage their own behaviour but the school 'deals with it'.
- Pupils are proud of their school. 'It's a place where everyone gets educated well,' said one pupil. They are courteous, well mannered and confident to engage in conversation. They listen well to adults and their peers and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.
- Pupils arrive in school promptly and their attendance is above the national average. The school's support for those pupils who had previously been persistently absent has improved their attendance so it is in line with the rest of the school.

## Outcomes for pupils

**Good**

- Throughout the school, rates of pupils' progress in reading, writing and mathematics have improved and are now good. The school sets ambitious targets for pupil achievement at the end of each year.
- The close focus on the middle-ability pupils, who have not always made good progress at the end of key stage 2, is now resulting in much better outcomes for this group particularly in reading and mathematics. By the end of each year, pupils are working at the levels they should be and an increasing number are working in greater depth particularly in mathematics.
- Improvements in the teaching of mathematics now mean pupils in key stage 1 and key stage 2 are achieving well in this subject. They can apply their understanding of number to a range of mathematical word problems and explain their reasoning both verbally and in writing.
- The good teaching of phonics in key stage 1 ensures that most pupils reach the expected standard in the Year 1 phonics screening check, a proportion higher than the national average. Pupils quickly develop secure early reading skills so they can decode unfamiliar words and apply these skills to their writing.
- Pupils clearly enjoy reading. The youngest pupils tackle words using their phonic skills and anticipate what is coming next in a story. By the time pupils reach Years 5 and 6 they confidently read some challenging texts, sharing their opinion about their choice and expressing preferences for authors or genres. They show a good understanding of an author's intent and style and can relate this to their writing.
- Pupils' writing in English shows that when they are challenged they are confident writers and can use adventurous vocabulary and write appropriately for an audience. Spelling attempts are appropriate for their age and stage. The presentation of work and handwriting is of a high standard in English books and other subjects.
- Disadvantaged pupils benefit from additional teaching groups to address any gaps in learning. As a result, rates of progress of disadvantaged pupils are increasing and are good overall.
- The achievement of pupils who have SEN and/or disabilities is good because of the close tracking of their progress to match work for their abilities. In class, these pupils are well supported by teaching assistants.
- Pupils' achievement from their starting points across the full range of subjects is good. Many of the subjects are linked together, so they are more relevant to the experiences of the primary-aged pupil, and pupils enjoy the subjects they learn as well as develop their skills across the curriculum.

## Early years provision

**Requires improvement**

- Children enter the early years with skills and knowledge which are broadly typical for their age and a proportion are already well prepared for school. By the time they enter key stage 1, the proportion of children exceeding the expected levels of development is well below the national average particularly in reading and mathematics. Children's

achievement at expected levels in reading has declined.

- Leaders are continuing to focus on improving this area of the school. The inside and outside areas provide attractive and stimulating environments and pupils come into school happy, motivated and ready to learn. Children have good relationships with adults, as well as with each other. Children's behaviour is good, both in the classroom and the outside area. They have good opportunities for free play using a range of resources. However, there are missed opportunities to ensure that children develop their skills in reading, writing and mathematics.
- Improvements in the teaching of phonics are good, securing children's early reading and writing skills. While there is provision for pupils to write, both in the classroom and outside, too little is expected of children; consequently, the resulting outcomes show that children's standard of writing is below that expected for this stage of the year.
- In mathematics, children repeat things that they have already done and there is insufficient emphasis on challenging pupils to move their learning on more quickly. The most able children make slow progress.
- Teachers know the individual children well. However, assessment does not always ensure that activities children choose are sharply focused on building on the initial good teaching of skills. This means that pupils' time is not always well spent or engaged in purposeful learning, and adults miss opportunities to deepen children's understanding.
- The leader of the early years ensures the welfare and safety of children. The school works with external agencies and specialists to support children with specific needs, so they are motivated learners and able to participate fully in school life.
- All health and safety requirements are met. The unit is a safe place for children. Transition arrangements are good; staff visit, where possible, a wide range of pre-school providers prior to children starting to ensure that they quickly adapt to school life.

## School details

Unique reference number	107666
Local authority	Kirklees
Inspection number	10047821

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	421
Appropriate authority	The governing body
Chair	Helen Nolan
Headteacher	Melanie Cox
Telephone number	01274 879313
Website	<a href="http://gomersal.schooljotter2.com/home">http://gomersal.schooljotter2.com/home</a>
Email address	<a href="mailto:office.gomersalps@kirkleeseducation.uk">office.gomersalps@kirkleeseducation.uk</a>
Date of previous inspection	27–28 April 2016

## Information about this school

- Gomersal Primary School is a larger than average primary school.
- The proportion of pupils eligible for free school meals is lower than the national average.
- The vast majority of pupils are of White British heritage and there are very few pupils for whom English is an additional language.
- The proportion of disabled pupils or those who have special educational needs and also have statements of need or education, health and care plans is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors visited lessons in all classrooms, some together with the headteacher. In addition, inspectors observed small groups of pupils being taught.
- Inspectors scrutinised pupils' work and listened to pupils read. They spoke with pupils about their enjoyment of school and their opinions of behaviour and safety. Inspectors considered the 53 responses to the pupil survey.
- Inspectors held discussions with staff and governors and took into account the 36 responses from the staff survey.
- Inspectors considered a wide range of school documents. These included the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- Inspectors talked to parents to seek their views about the school. They took into account the responses of those parents who submitted their views to the inspection team, as well as the 74 responses to Ofsted's online questionnaire, Parent View.

## Inspection team

Karen Heath, lead inspector	Ofsted Inspector
Mike Tull	Ofsted Inspector
Lynda Florence	Ofsted Inspector

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