

# Gomersal St Mary's Church of England Voluntary Controlled Primary School

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

## Inspection dates

30 April–1 May 2019

<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>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and governors are united by a vision of nurture and care for pupils at the school. This approach is underpinned by strong Christian values that promote equality well.
- Leaders have established a culture of high expectations. As a result, the quality of teaching is good and improving and pupils now make better progress.
- The headteacher and senior management team have led many significant recent changes in teaching. These are becoming embedded and are beginning to have a positive effect on pupils' learning and achievement.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils learn about different faiths and cultures and the importance of respect towards those who are different from themselves. Pupils are well prepared for their lives in modern Britain.
- Pupils enjoy school. Attendance is close to the national average. Pupils are punctual and ready and eager to learn. They know how to protect themselves online. Pupils say they feel safe in school.
- Children in early years make good progress because their needs are assessed carefully and accurately. Highly skilled adults support children well through effective questioning and by offering suitably challenging tasks and learning.
- Teachers usually match work accurately to pupils' abilities but, occasionally, the most able pupils are not stretched or challenged as much as they could be.
- Leaders are starting to use the pupil premium funding effectively and as a result, the progress of disadvantaged pupils is improving. However, differences between their achievement and that of other pupils nationally, while diminishing, are yet to be fully closed.
- Governors have gained a good understanding of the school's strengths and weaknesses in teaching and learning. However, they do not yet fully challenge leaders on the impact of pupil premium funding on the outcomes of disadvantaged pupils.

## Full report

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

- Further improve the effectiveness of leadership, by ensuring that:
  - disadvantaged pupils achieve as well as other pupils
  - governors hold leaders to account for the impact of pupil premium funding on outcomes for disadvantaged pupils.
- Further improve the quality of teaching and so raise pupils' attainment, by ensuring that:
  - the most effective practice in teaching is replicated across all classes in key stage 2
  - the new approaches to the teaching of reading are fully embedded
  - the most able pupils move on to deeper learning more quickly.
- Improve the school's curriculum, by ensuring that sequences of learning are well thought out, to develop and deepen pupils' knowledge, skills and understanding.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- After an initial period of thoughtful planning, the headteacher, leaders and governors have made significant improvements in a short space of time. Turbulence caused by changes in staffing and a decline in the school's performance have been successfully addressed. As a result, teaching is becoming more consistent across the school.
- Senior leaders have shown determination to improve outcomes for pupils. They know the school's strengths and understand which areas need further development. The effectiveness of their work with staff has strengthened teaching and has sharply improved the standard of pupils' reading, writing and mathematics in key stages 1 and 2. These vital steps forward show that the school is well placed to improve further.
- The school improvement plan is rooted in accurate self-evaluation as leaders know the school well. Leaders monitor successfully the effect of planned actions on improving teaching and outcomes for pupils in their learning, as improvement targets are clear and measurable. This allows governors to hold senior leaders to account, and provide both challenge and support.
- The mathematics leader taken a decisive lead in driving improvements in her subject. She has ensured that staff are trained in how to meet the demands of the mathematics curriculum and can demonstrate the strides that are being made in pupils' work in this area.
- Leaders' perceptive actions are improving progress made by current disadvantaged pupils across the school. However, there is some way to go before differences between their achievement and that of other pupils nationally with the same starting points are eliminated. Governors, although well informed about the pupil premium spending, are yet to fully hold leaders to account for how the spending is affecting pupils' outcomes.
- The highly effective leadership by the special educational needs coordinator has resulted in high-quality provision for pupils with special educational needs and/or disabilities (SEND). Their needs are identified early and their good progress, often in small steps, is tracked accurately. The school supports these pupils very well. This is because leaders conduct a careful analysis of assessment information to inform support programmes and they use resources well. They also deploy the school's own skilled staff and work with outside agencies very effectively. Consequently, the SEND funding is used productively.
- The school's curriculum is broad and balanced, with a variety of interesting topics being taught. However, the planning of foundation subjects is not sequential and therefore does not always build on prior learning over time. As a result, learning is not always being remembered or applied.
- The school has benefited from partnership working with the local authority and a number of local schools, and leaders have sourced specialist external support when needed. This has been very effective in helping to drive forward school improvements.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils learn about different faiths and cultures and the importance of showing respect

towards those who are different from themselves. When asked about tolerance, one pupil said, 'We are all so accepting. It's about equal rights. No one is better, if you are gay, really small, really tall, different faiths, you are accepted and treated the same.'

- The vast majority of parents and carers are positive about the school. One said that, 'Parents are welcome in school and there are regular "happy hours" where parents can visit their child's class and join in with the lessons. It is a fantastic school and the staff are amazing!' However, some parents still say that the staffing issues in some year groups have had an impact on their children's progress and class behaviour.

## **Governance of the school**

- Governors know the school well. They visit the school regularly and ensure that they receive the information that they need to hold leaders to account. They are aware of where the school needs to improve. This is helping governors to understand the effect that leaders' work has on pupils' outcomes and the quality of teaching and learning.
- Governors understand pupils' needs, and support leaders in ensuring that funding is targeted effectively. However, although they understand how the pupil premium funding is spent, they are not fully aware of the impact of funding on outcomes on these pupils.
- Governors bring a range of appropriate professional skills and experience to the school that enhance their effectiveness and impact. They share the commitment of the headteacher and senior leaders and have effectively managed changes in staffing and leadership. Governors are beginning to effectively question and challenge school leaders and hold them to account for the quality of teaching, learning and assessment.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that a culture of safeguarding is embedded among all staff and are relentless in their duty to keep pupils safe. Staff work tirelessly to ensure that pupils' welfare is protected and nurtured. There is a strong ethos of vigilance, and staff are quick to identify, report and record any concerns in a timely manner.
- Leaders, staff and governors undertake regular training to support them in understanding the various aspects of safeguarding, for example, to prevent radicalisation and extremism. They understand and can explain their duties and responsibilities for keeping pupils safe.
- Safeguarding records are of a high quality and clearly demonstrate the commitment of leaders and staff to keeping pupils safe.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching has significantly improved since the previous inspection, and continues to improve. The full effect of the many actions introduced to further strengthen teaching is not yet apparent in pupils' outcomes by the end of Year 2 and 6,

given the short time that these strategies have been in place. However, it is clear to see that teaching across the school is now good. Pupils' progress in English and mathematics is good and standards are rising across the year groups as a result.

- Teachers probe pupils' understanding through effective questioning. As a result of the positive relationships between pupils and their teachers, pupils are confident to answer questions and contribute to class discussions.
- Teachers have good subject knowledge and have high expectations of pupils in lessons, which results in most pupils showing positive attitudes to learning. Pupils behave well and try hard to concentrate. They are not afraid to make a mistake and stick at a task without giving up. In early years, children show an unwavering determination to learn.
- Work is usually pitched well, and teachers are skilled at adapting and changing plans based on ongoing daily assessments of how well pupils grasp learning. On some occasions, work does not provide sufficient challenge, especially for most-able pupils. This is particularly the case when teachers model learning to pupils, as the most able are not given opportunities to practise the new skills and learning for themselves.
- In mathematics, basic skills of number and mental calculation are taught daily and consolidated frequently and applied in other areas of mathematics. The skilled mathematics subject leader has reinvigorated the teaching in this subject, with a new approach paying instant dividends. As a result of short daily assessments, teachers match work accurately to pupils' needs and understanding of a particular topic or concept in mathematics. Pupils' good progress in mathematics is having a significant impact on attainment, which is rising across year groups due to the successful mathematics initiatives.
- Teachers develop pupils' vocabulary well across the school. Specific teaching is in place to address any gaps in pupils' vocabulary knowledge.
- The majority of pupils respond well to teachers' expectations by taking pride in their written presentation, which is generally good.
- Although the teaching of phonics is very strong, there is still some variation in the teaching of reading comprehension. New approaches to this aspect are beginning to have an impact on reading outcomes, the regularity of pupils' reading and their love of reading. However, these recent initiatives are not yet fully embedded.
- Adults support pupils well. They skilfully extend learning and make pupils think. Teachers and teaching assistants support each other and work flexibly, as a team, to provide varied teaching approaches that help pupils learn well.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show high levels of respect and care for each other, valuing their classmates' opinions and working cooperatively in lessons. All adults work hard to ensure that all

pupils are safe and well cared for. Staff work closely with pupils and families in a supportive and sensitive manner.

- Pupils take their many roles of responsibility in the school community seriously and are proud to be elected as member of the pupil leadership team.
- Pupils' attitudes to learning are positive, and pupils are keen to succeed and to try their best.
- Pupils' spiritual, moral, social and cultural awareness and development are strong. Pupils talked convincingly to an inspector about their learning about people from other faiths. They have a good understanding of British values, such as tolerance and the rule of law. Pupils who spoke with inspectors talked confidently about the pupil leadership team and how this reflected democracy in their school.
- The school's ethos is reflected in Christian values and pupils can talk with confidence about how values of love, respect, friendship, resilience and forgiveness influence their actions in daily life.
- Pupils told inspectors that they feel safe in school and the large majority said there is no bullying in their school. Pupils speak highly of the pastoral team and feel that they can go to staff with any problems, including from home. Pupils show a good understanding of how to keep safe online.
- There is a wide range of clubs on offer to the pupils, including for sports, dance, art, forest school and choir. In addition, the school offers a 'knit and natter' club, where pupils from key stage 2 are taught to knit by volunteers from the local church. During these sessions, the pupils show the utmost care and respect for the volunteers and value these sessions greatly.
- The school uses pupil premium funding well to subsidise places at the before- and after-school clubs.

## **Behaviour**

- The behaviour of pupils is good.
- The strong relationships that are nurtured in school ensure that pupils usually conduct themselves well in lessons and around school. Pupils are polite and have good manners, holding doors open for adults and visitors. Playtimes are well-organised and happy occasions, where pupils interact with each other confidently and with respect.
- The relationships pupils have with adults and with each other are warm and trusting. Consequently, pupils enjoy coming to school, as can be seen in their improved attendance. Attendance is average.
- Pupils enjoy their learning and mostly work conscientiously. Incidents of low-level disruption are rare. Behaviour systems encourage positive attitudes to learning and the few incidents of misbehaviour are swiftly addressed.

## Outcomes for pupils

Good

- Pupils' progress and attainment are improving quickly from the disappointing statutory assessment data in 2016 and 2017. Work in pupils' books and the school's own tracking data show clearly that, in key stages 1 and 2, current pupils are making strong progress in English and mathematics. Pupils' progress has improved significantly this academic year as new approaches to the teaching of English and mathematics take hold.
- Progress is now more consistent across key stage 2. Current pupils are making strong progress in their learning from their individual starting points in most year groups. A much larger proportion of pupils are working at the standards for their age across the school. This includes a much larger proportion in Years 3, 4 and 5 compared with assessments at the end of the key stage when these pupils were in Year 2.
- In 2017 and 2018, the proportions of pupils who attained the expected standard or reached levels of greater depth in reading, writing and mathematics in Year 2 teacher assessments were below national figures. These pupils did not achieve well from their starting points in Year 1. However, as a result of much-improved teaching, pupils are now making more secure progress across Years 1 and 2. Pupils' achievement is improving rapidly.
- Leaders' records on the progress of current cohorts of pupils show that the strategies in place to improve pupils' outcomes are effective. The results of assessments conducted during the spring term, as well as pupils' work in their books, provide evidence that the vast majority of pupils are making good progress across English and mathematics. Where pupils are making less progress, leaders are putting support in place to help pupils to catch up rapidly.
- The proportion of pupils who met the expected standard in the Year 1 phonics screening check has been at or above average for the past three years. This stems from very effective phonics teaching that means pupils get off to a good start in learning to read and write.
- Over time, the achievement of disadvantaged pupils has lagged some way behind that of other pupils nationally. However, as a result of the effective use of the pupil premium funding, along with good teaching and support, this difference is now narrowing. Currently, in each year group in the school, disadvantaged pupils are making similarly good progress in English and mathematics to that of their classmates. Differences in their achievement compared with that of other pupils nationally with the same starting points are yet to be eliminated, however.

## Early years provision

Good

- Leaders are clear about the issues they have to address to ensure that children in Nursery and Reception classes continue to make good or better progress. Staff have a good understanding of how young children learn. Detailed assessments identify clear areas for development for children, and teaching is good.
- The proportion of children achieving a good level of development by the time they

leave Reception is below the national average, but the proportion is rising.

- Teachers skilfully use what they know about children’s interests and learning to plan exciting activities and a broad range of learning opportunities. Teachers work very closely and effectively with other adults in early years to support children’s learning. This was seen when a group of Reception children focused for an extended period of time on screwing nails into pieces of wood. The children used real-life hammers and nails and concentrated carefully during the activity as they discussed how they had seen family members doing the same at home. Skilled questioning from a teacher supported the children’s language development and problem-solving skills in relation to the task.
- Relationships between adults and children are good, and as a result, children are happy and behave well. They work and play cooperatively and are also encouraged to take calculated risks. Children demonstrated this when they decided to put on their waterproof suits and make their own mud slide. They worked together, collecting heavy buckets of water to pour onto the ground to make mud, then took turns to slide down the mud and return to collect more water. During this activity, they showed a great deal of resilience and teamwork.
- Children are proud of their work and are confident enough to show it to others. They are kept safe and are well cared for by adults.
- Safeguarding procedures are effective and welfare requirements are met fully. All adults share the responsibility of keeping children safe and communicate effectively across the provision in order to do so.



## School details

Unique reference number	107747
Local authority	Kirklees
Inspection number	10087512

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Justin Waters
Headteacher	Jane Barker
Telephone number	01274 874550
Website	<a href="http://www.gomersalstmarys.co.uk">www.gomersalstmarys.co.uk</a>
Email address	<a href="mailto:office@gsmcep.co.uk">office@gsmcep.co.uk</a>
Date of previous inspection	11–12 January 2017

## Information about this school

- The school is an average-sized primary school.
- The proportion of pupils supported by the pupil premium funding is above average.
- The proportion of pupils with SEND is average.
- The large majority of pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The school runs a breakfast and after-school club.
- The school is designated as a Church of England primary school in the Anglican Diocese of Leeds. The school's last section 48 inspection took place in July 2015.

## Information about this inspection

- The inspection team observed teaching and learning across all year groups.
- Inspectors held meetings with the headteacher, governors and school staff, including senior and middle leaders, and met with a representative from the local authority.
- The inspection team observed the school's work and looked at pupils' workbooks, information on pupils' attainment and progress, curriculum planning and records of behaviour and safety. Inspectors also looked at the minutes of governing body meetings, the school's website and safeguarding documentation that included mandatory checks made on the recruitment of new staff.
- Discussions were held with pupils in key stages 1 and 2, and informal conversations took place during lessons.
- The inspection team listened to pupils read and talked to them about the books they enjoy.
- Inspectors took account of the 21 responses to Ofsted's online questionnaire, Parent View, and 18 free-text responses. In addition, inspectors spoke with parents informally at the start of the school day.
- Inspectors took account of the seven responses to the staff questionnaire.

## Inspection team

Eve Morris, lead inspector

Ofsted Inspector

Andrew Cummings

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). 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).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019