



# Gig Mill Primary School

## Inspection Report

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**Unique Reference Number** 103822  
**LEA** Dudley  
**Inspection number** 277001  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** David Carrington RISP

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

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<b>Type of school</b>	Primary	<b>School address</b>	The Broadway
<b>School category</b>	Community		Norton
<b>Age range of pupils</b>	4 to 11		Stourbridge, West Midlands DY8 3HL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01384 818600
<b>Number on roll</b>	576	<b>Fax number</b>	01384 818601
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Janet West
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mr Philip Raybould

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Gig Mill Primary School is much bigger than most primary schools. Most pupils come from White British family backgrounds. About a tenth of the pupils have learning difficulties and disabilities. Very few pupils speak English as an additional language. Children now start in nursery at a much earlier age than they did at the time of the previous inspection. Their attainment when they join the nursery is average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Gig Mill Primary School is a good school, which provides well for its pupils. Inspectors agree with the school's view of its overall effectiveness. There are many strengths. Chief amongst these are the effective care, guidance and support for pupils that result in their good behaviour, positive attitudes to their work and their enjoyment of learning. The pupils say that their teachers make their work interesting and that learning is often fun. Pupils make good progress from their starting points. By the end of the Foundation Stage most have met the targets set for them and their good progress continues in subsequent years, enabling standards to be above average by the end of Year 6.

The school knows its strengths and weaknesses well. It has taken effective action to improve standards in writing. One of the school's priorities is to make better use of individual pupil targets to help to ensure that all pupils make best progress. These targets are not yet precise and challenging enough, especially for higher attainers, including those with special gifts and talents, and they are not always set work which stretches them to the full. Leadership and management are good overall. There is an enthusiasm and capability amongst the headteacher and all staff to drive the school forward. The buildings show some signs of wear and tear and, whilst there are pockets of enticing display, some areas are bland, blank spaces.

Parents are very appreciative of the school's work and the emphasis it places on the rounded development of their children. They are very pleased with their choice of school, which gives good value for money.

### What the school should do to improve further

- Focus on:
- Making better use of pupils' individual targets to accelerate progress, especially for higher attainers and the gifted and talented.
- Brighten up parts of the school by redecoration and making better use of display work to show what pupils and the school do well.

## Achievement and standards

### Grade: 2

The school has made major changes to the Foundation Stage curriculum in order to ensure the children build skills and knowledge effectively. Their starting point in nursery is broadly average and they make steady progress, settle well to the routines and are keen to investigate and explore the many different experiences provided. The rate of progress increases in reception because of the firm foundation laid in nursery and the well thought-out curriculum. By the time they join Year 1, most children have met their targets. Standards are average at the end of Year 2 and above average at the end of Year 6. Pupils achieve well, especially in Years 5 and 6, where progress is accelerated. The Year 6 results in 2005 show very good improvement over earlier years.

Pupils with learning difficulties and disabilities also do well. Whilst the proportion of pupils reaching the higher level 5 in Year 6 has increased, the challenge in the work for higher-attaining and gifted and talented pupils is not always consistent. This is especially the case in mathematics. The overall achievement in science, which is good, is a particular strength of the school.

Standards in English have been rather lower recently than those for mathematics and science. The school has therefore targeted writing for improvement. The work to develop pupils' writing skills is proving successful and standards are rising well. The good development of writing in all subjects as well as in English lessons is a key factor in this success.

The school is setting increasingly challenging targets to help improvement and has generally been successful in meeting these.

Grade: 2

## **Personal development and well-being**

**Grade: 2**

The strong emphasis placed on pupils' personal well-being, including their spiritual, moral, social and cultural development, helps learners of all ages to become sensible and mature and to build good relationships that support their enjoyment of school. Behaviour is good in class and at play and pupils told inspectors that they feel safe from problems such as bullying. Attendance is satisfactory.

Pupils are actively encouraged to contribute to the school community. The school council is a valued, constructive organisation and the school takes notice of its views. One such example is the introduction of soap dispensers in the refurbished toilets following pupils' suggestions. Currently, the school council is generating ideas to help improve playground facilities. Pupils have good opportunities to show initiative and take responsibility. Pupils gain an awareness of those less fortunate than themselves through their involvement in fund raising on behalf of local and national charities. Through such initiatives as the Gig Mill Junior Savers, which involves Year 6 pupils acting as bank cashiers, pupils are building good life skills that will help secure their future economic well-being.

The emphasis placed on safety and healthy eating helps pupils understand and appreciate the importance of these areas. Pupils enjoy participating in a wide range of sporting activities and realise the importance of healthy lifestyles in keeping fit.

Grade: 2

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching is good and pupils learn well. This leads to good achievement and progress. Teachers have a clear understanding of how well pupils are achieving. They use this knowledge well to plan lessons that offer ample challenge for most pupils, including for pupils with learning difficulties. However, sometimes targets for higher-attaining pupils do not stretch them enough to ensure they make the maximum progress, particularly in mathematics. Teachers ensure that pupils understand what they are expected to learn in each lesson and marking of work often refers to how well that has been achieved. Marking does not always make it clear to pupils what they need to do to improve further.

The school's commitment to helping pupils to develop emotionally has a good impact on pupils' learning because they behave well and listen carefully. Lessons are mostly interesting and enjoyable because imaginative and relevant activities are provided. In an outstanding Year 1 lesson, pupils demonstrated quite advanced skills in recognising and handling small sums of money. The teacher had planned a wide range of stimulating activities, including role-play in the class shop, which resulted in a buzz of excitement and an industrious atmosphere.

There are parts of the school where there are bare walls and some areas require a coat of paint. The good quality displays of pupils' work and other eye-catching items found in some areas could be extended in order to brighten up the buildings and show clearly the good quality work produced by the pupils.

Grade: 2

### Curriculum and other activities

#### Grade: 3

The curriculum matches the needs of most pupils, and is wide and interesting. The school places a good emphasis on improving skills in English and mathematics. This helps pupils to build a good foundation for their next school, and eventually for the world of work. However, the school does not plan a wide enough range of activities to nurture the talents of higher-attaining pupils. The school has worked successfully with other local schools in order to improve its provision for information and communication technology (ICT), which is used satisfactorily to support work in other subjects. However, the school recognises that there is still work to continue in order to maximise the benefits that computer use in other subjects brings.

Visits and, in particular, visitors make pupils' learning enjoyable, and the school is successful in drawing from the local community in order to make lessons richer. For example, the African drumming sessions, led by a visitor to school, are especially popular amongst the pupils. The good quality provision for pupils with learning difficulties and disabilities is another area that has benefited from the partnership

formed with other schools in the area. The school successfully promotes the value of healthy lifestyles and effectively builds knowledge of how to stay safe. There is a good range of enjoyable after-school activities. Year 1 and 2 pupils, for example, build on their skills in gymnastics in a club supported by a coach from a local secondary school whilst older pupils polish their football skills.

Grade: 3

## **Care, guidance and support**

**Grade: 2**

This area is one of the school's major strengths. The school has a strong commitment to aiding pupils' rounded development. Parents are very happy about the way that their children, including those who have learning difficulties and disabilities, are looked after. The support provided for pupils with these needs is effective in helping them to do well consistently. Teachers make good use of the extra support offered for these pupils including, for example, the advice provided about equipment that might help pupils with disabilities. There are effective child protection procedures. A particularly good example of how well the school evaluates and reduces potential hazards is found in the effective risk assessment carried out by the governors.

Grade: 2

## **Leadership and management**

**Grade: 2**

The leadership and management of the school are good. The headteacher gives a good steer to the school's work and is well supported by the deputy and senior leaders, who have an accurate understanding of the strengths and areas for improvement. There are effective procedures to involve all staff and governors in evaluating the work of the school. Parents' views are regularly taken into account and they hold the school in high regard.

The school shows strong commitment to promoting equality of opportunity so that pupils feel well supported. Most pupils are achieving well because of this. A useful start has been made in setting targets to assist all pupils in moving up a level but insufficient attention has been paid as yet to the needs of higher attainers and the gifted and talented. Furthermore, pupils and their parents are not fully involved in the regular review of the targets.

Since the time of the previous inspection there has been steady progress made in building for success, and the very good rise in standards seen in Year 6, in 2005, reflects well on school improvement processes. Governors have set up useful links, for example, with subject leaders, to help them evaluate the quality of education being provided. However, they have yet to fully develop their role in asking searching questions as well as praising the school. The governing body ensures that all legal requirements are met. It uses resources efficiently to achieve good value for money but there are

areas in the school that could benefit from redecoration and be made more inspiring for pupils. The capacity for improvement is good.

Grade: 2



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

The School Council Gig Mill Primary School The Broadway Norton Stourbridge, Dudley DY8 3HL

22 October 2005

Dear Pupils

Thank you for the warm welcome that you gave my team of inspectors when they visited school. You spent a lot of time talking to us. You said 'We like our school and don't think there is very much that we want to change' and we agree with that. There are many good things about the school.

Children in nursery and reception enjoy their learning and they learn to work together sensibly.

Pupils in Years 1 and 2 like coming to school and are keen to do well.

The pupils in Years 3 to 6 learn things even faster and by the end of Year 6 have learned a lot of very useful skills and knowledge.

You have a good headteacher, who wants your school to be the best it can be for you.

You are taught well, and the adults in school take good care of you.

Your behaviour is good, and you work hard. You play together happily, and help each other if there are problems or difficulties.

We think that yours is a good school, though there are things that could be better such as:

The work for some pupils could be harder, especially in mathematics.

Some parts of the school are a bit untidy, and need painting and made to look brighter and more cheerful.

We know that you have some very good ideas for smartening the school. Your work to improve the toilets and the playground shows that clearly. You can help your teachers by sharing your ideas on how to make the school a brighter place. You can also tell them how hard you think your work is and how well you have done.

Our report will be sent to your home. Some of you might want to look at it, as it includes many more good things. We wish you a very successful and enjoyable time in school. Good luck for the future.

Yours sincerely David Carrington Lead Inspector