



Galley Hill Primary School

Inspection Report

Unique Reference Number 111567
LEA Redcar and Cleveland
Inspection number 278721
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Arthur Allison

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

Type of school	Primary	School address	Campion Drive
School category	Community		Hutton Meadows
Age range of pupils	3 to 11		Guisborough, TS14 8DW
Gender of pupils	Mixed	Telephone number	01287 635540
Number on roll	284	Fax number	01287 635540
Appropriate authority	The governing body	Chair of governors	Mr Neil Tindale
Date of previous inspection	1 February 2000	Headteacher	Mr Mark Hirst

Age group 3 to 11	Inspection dates 21 November 2005 - 22 November 2005	Inspection number 278721
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an average size primary school providing education for boys and girls aged between 3 and 11 years. It serves an area of social advantage. Twenty percent attend from outside the catchment area. Overall attainment as children start school varies, but is generally close to being above average although language skills are weaker. The percentage of children eligible for free school meals is well below the national average. The percentage of children with learning difficulties and/or disabilities is below the national average. There are no children with a statement of special educational need. Very few children are from minority ethnic groups or have a first language other than English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. This judgement matches the school's own accurate assessment of its effectiveness. The school rightly enjoys the confidence of the vast majority of parents. One parent wrote that the school 'epitomises what a primary school should provide'. It is a very welcoming school and the children are a delight to be with. They are keen to improve their work though they are not always clear about the next step to take to extend their skills. The children's excellent personal development is a strength of the school. Teaching is good and sometimes outstanding, so all children make good progress and leave school with high standards though there was an unexpected drop in writing standards in 2005 which the school is addressing.

The headteacher has very high expectations. He is very perceptive about how well children are achieving and what needs to be done to restore standards. With the full support of all staff, he is developing the skills of the subject leaders. Children with learning difficulties and/or disabilities and the very few who are in the early stages of learning English receive good help and support. The school has successfully resolved all previously identified shortcomings, most notably in science, where standards are high, and provision for information and communication technology (ICT). The Foundation Stage is good; teaching is good and children settle very quickly into school and make good progress so that standards were higher than expected for their age at the end of the Foundation Stage in 2005. The governors fulfil their responsibilities well. The school gives good value for money and has the capacity to move forward.

What the school should do to improve further

- Restore the previously high standards in writing.
- Ensure all children know what they have to do to improve.
- Develop the skills of subject leaders so that they are better equipped to contribute to the school's self-evaluation and to set priorities for raising standards.

Achievement and standards

Grade: 2

When children start school their overall attainment is usually close to being above average. Language skills are weaker than other skills. Children enjoy school and make good progress in the Foundation Stage so that they reach standards higher than expected for their age overall. The national test results at the end of Key Stage 1 and Key Stage 2 show that all children continue to make good progress. The national test results in 2004 show that standards are high. However, although the vast majority of children attained the nationally expected level in English in 2005, fewer than expected attained the higher level 5 in writing, so there was an unexpected drop in overall standards in English. The school is also checking on its provision for children to write in a range of styles to restore standards to the previous high level. The school sets challenging targets for its Year 6 children. These are not always met, but the school usually comes close to meeting these targets.

Children with learning difficulties and/or disabilities or for whom English is not their first language make good progress because they are identified early and given good help. Children who are above average on entry to school make good progress and usually reach levels higher than those expected by the time they leave.

Personal development and well-being

Grade: 1

The school judges this aspect of its work to be good, but inspectors judge it to be outstanding overall. This is because children demonstrate a high level of maturity and talk confidently about their enjoyment of learning. They give many examples of how to stay safe and lead healthy lifestyles. They are keen to exercise through play and sports. They fully recognise the importance of playing their part in charitable events. The proud members of the School Council and ECO committee have a very good understanding of how they represent the views of others. They take their roles very seriously, particularly when asked to help other children.

The school prepares its children very well for life long learning. This is reflected in the high standards they attain and the way they work together. Children's behaviour is exemplary; bullying or racial harassment is not a problem. Children's spiritual, moral, social and cultural development is outstanding overall, although their understanding of the culturally diverse society in which we live is judged to be good. The school is implementing strategies to improve this.

Children say they like coming to school and this is reflected in the above average level of attendance.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school that teaching and learning are good overall, so enabling all children to make good progress each year. There is some excellent teaching. Teachers place a high priority on teaching the basic skills in literacy, numeracy and ICT. They have high expectations for all aspects of children's work and personal development. Children work hard in lessons and are extremely well behaved because teachers plan interesting activities, matched accurately to the different levels of ability, that fully engage the attention of all learners. A science lesson in Year 5 was a hive of engrossed activity. Children commented enthusiastically on how they enjoyed doing investigations. Teachers use questioning well to enhance and check on children's learning. Resources, notably the interactive whiteboards, are used very effectively to aid learning. Teaching assistants make a valuable contribution to the quality of teaching.

Teachers have made a good start in helping children to assess their work. Although this is not yet fully embedded in practice it is beginning to assist children to know what they need to do to improve. Similarly, teachers are beginning to make links across

subjects in their planning. This is helping children to see the relevance of learning across the curriculum.

Curriculum and other activities

Grade: 2

Inspectors agree that the school provides a good curriculum that meets the needs of all children, including those in the Foundation Stage, and fulfils statutory requirements. This provision underpins children's excellent personal development and the high standards attained. There is very good provision for ICT and this is used increasingly to support learning in other subjects. When teachers plan work that links subjects, learning is more relevant for children and boosts their motivation and achievement. This approach is not yet consistent across the school. The curriculum is enriched well by a wide range of visitors and outings, including a residential visit for older children. Additionally, the school provides more opportunities for children to participate in after-school clubs and sports than previously. Many children eagerly take advantage of these opportunities. The curriculum helps prepare children well for life after they leave school.

Care, guidance and support

Grade: 2

The school judges its care, guidance and support for children to be good and inspectors agree. The school has good procedures to ensure that staff and children are safe. Children's concerns are taken seriously and as a result they are confident to share their feelings and ask for help when they need it. Child protection systems are appropriate and staff have undertaken regular training.

The school has good systems to identify any areas of concern within children's learning. Teachers use this information effectively to consider what support and guidance is needed to ensure that all achieve the standards of which they are capable. For example, good quality support is provided by teaching assistants, and classroom display and resources are used well as prompts in the development of independent learning. All children are provided with appropriate targets which are often a focus for their work. Children are not yet, however, fully aware of how well they are doing or what it is they need to do next in order to improve.

Leadership and management

Grade: 2

Leadership and management are good and this matches the school's judgement. The headteacher provides strong, perceptive leadership, fully supported by the senior management team and all other staff. All work together to sustain success. However, the school recognises that the skills of the subject leaders need to be developed so that they are better placed to contribute to whole school evaluation and to set priorities for raising standards. The school promotes equal opportunities and deploys teachers, teaching assistants and other resources in an exemplary way, so underpinning the

good achievement of all children. For example, the decision to have two smaller classes in Year 2 rather than one very large class was based on an assessment of the particular needs of this group of children to help them do as well as possible.

The school has made good improvement since the previous inspection. All shortcomings have been successfully addressed. In particular, standards in science are high and provision for ICT is a strength of the school. The school's self-evaluation is accurate in all respects bar one. The school undervalues the personal development of the children, which is outstanding. The school knows what it is doing and what needs to be done to improve.

The governing body manages the school's finances well. The governors know the strengths and the areas for development. Spending decisions are followed up, for example to see how the provision of interactive whiteboards in all teaching areas has improved the quality of teaching and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707

www.ofsted.gov.uk

Galley Hill Primary School
Campion Drive
Hutton Meadows
Guisborough
TS14 8DW

23 November 2005

Dear Children

Following our visit to your school this week we would like to thank you for being so friendly, helpful and polite. It was a pleasure to talk to you and see you at work in lessons.

We can see why you are proud of your school because:

your teachers and other adults in the school work hard to help you to do your best and to be safe and looked after in school

you enjoy learning and your behaviour is excellent

you listen carefully to what others in your classes say, help each other and are very willing and proud to take on responsibilities, particularly if you are member of the School Council or the ECO committee

you enjoy taking part in many extra activities other than lessons

you have a headteacher who is very clear about what the school should do to help you to do your very best, and the other teachers and adults in the school fully support him in this.

There are three things we have asked the school to do to make it better. The school should:

continue to give you many opportunities to write for a variety of purposes in different subjects in order to do better in writing

continue to help you to be good at checking how well you are doing and help you to know how you can do better

help the subject leaders to be better able to contribute to the school's self-evaluation and to set priorities for raising standards.

Thank you again for making us feel so welcome. Always keep trying to do your best.

Yours sincerely

Mr Allison, Mrs Buller and Mrs Woods

The Inspection Team

Annex B