



Ghyllside Primary School

Inspection Report

Unique Reference Number 112187
LEA Cumbria
Inspection number 278874
Inspection dates 14 February 2006 to 15 February 2006
Reporting inspector Mr Dave Byrne

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

Type of school	Primary	School address	Gillinggate
School category	Community		Kendal
Age range of pupils	3 to 11		Cumbria, LA9 4JB
Gender of pupils	Mixed	Telephone number	01539 773624
Number on roll	407	Fax number	01539 773625
Appropriate authority	The governing body	Chair of governors	Mrs Fiona Greenbank
Date of previous inspection	1 September 1999	Headteacher	Mr Mark Woodburn

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large school educating children from a diverse range of social and economic backgrounds. The vast majority are from white ethnic backgrounds. Places are in demand and numbers are rising. Attainment on entry to the Nursery is well below average overall. The proportion of children with statements of special educational needs is above average. The school has gained the Arts Mark, the Healthy Schools Award and a Kitemark for excellence in the Foundation Stage.

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 with a number of outstanding features. Outstanding leadership by the headteacher, supported by an effectively managed and dedicated staff team, has created a school in which children thrive and flourish. Excellent levels of spiritual, moral, social and cultural development and outstanding support and guidance result in children behaving extremely well, feeling safe and secure and forming lasting relationships. Good quality teaching and excellent support for children with learning and behavioural difficulties results in all children achieving well overall. Children are given a good start in the Foundation Stage and by the end of Year 6 standards in English, mathematics and science are in line with the national average. Although the school meets its own challenging targets for children meeting national expectations (Level 4), the more able children are not always challenged sufficiently and Level 5 targets are not always met. Children reach high standards in information and communication technology (ICT), art and design, performing arts and music and enjoy success in a wide range of sports. A good curriculum benefits from outstanding levels of enrichment. However, planning does not link subjects as well as it could to fully extend children's skills of writing and numeracy. Outstanding links with other schools, both locally and abroad, coupled with good links with parents and the community contribute to outstanding levels of cultural development. Since the last inspection significant improvement has occurred and there is a good capacity to improve further. The school gives good value for money.

not applicable

What the school should do to improve further

- Improve curriculum planning so that children's skills of writing and numeracy are extended through all subjects.
- Provide more challenging work for the more able children so that the school's targets at Level 5 are met.

Achievement and standards

Grade: 2

Inspectors share the school's view that achievement is good. Statistical data shows that children make good progress in their time in school and do well compared to similar schools. After starting the Foundation Stage with well below average standards they make good progress and the majority reach expected standards by the end of Reception. In Key Stage 1, children progress at a good rate and by the end of Year 2 reach average standards in reading, writing and mathematics. Inspection evidence shows that by the end of Year 6 standards are in line with expectations in English, mathematics and science and high standards exist in ICT, art and design, the performing arts, music and sport. Children with learning and behavioural difficulties achieve very well in relation to their prior attainment. This is because of the excellent management of their provision and the outstanding quality of support provided by teaching

assistants. The school, in conjunction with the local authority, sets high targets for attainment in English, mathematics and science at the end of Year 6. They are achieved in terms of the percentage reaching the national expectations of level 4, but not always in terms of the percentage exceeding expectations at level 5. The more able children do not always do as well as they could.

Personal development and well-being

Grade: 2

Provision is good with outstanding levels of spiritual, moral, social and cultural development. The children are proud of their school and eager to learn. This development begins in the Foundation Stage, where they are helped to become confident learners by building their self-esteem. Throughout the school behaviour is outstanding and bullying or racial incidents are very rare. Children are polite and get on well together. They say that one reason they enjoy school is because of the good friendships they make. The accreditation as a healthy school is reflected in children's very good understanding of safe practices and healthy lifestyles. They are keen to keep fit and enjoy an excellent range of sporting activities. Attendance is good. Significant improvements have been made to cultural development since the last inspection. Close links with schools in Liverpool, Tanzania and India give children an outstanding level of understanding of different cultures. Children's contributions to the school and wider communities are good. Their views are valued. The school council is an important forum for influencing aspects of school life. Children are aware of the needs of others. This is demonstrated by the way that they often raise funds for charities. For example, in response to the Tsunami appeal children enthusiastically raised funds for a boat in an Indian village. The children's good academic achievement and personal development give them a good preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning has improved since the last inspection and is good overall. A hardworking and dedicated team strives to provide vibrant, stimulating classrooms. All staff regularly evaluate their performance and constantly seek ways of getting better. In the Foundation Stage, teachers provide a very good foundation for future learning through a range of exciting activities. In Years 1 to 6, children respond well to high expectations in English, mathematics, science, ICT, the arts and physical education. The management of behaviour is good. Lessons run at a brisk pace and good use is often made of computer technology to bring lessons alive. Good use of assessment data ensures that the learning activities generally match children's needs. Every lesson has a clear purpose which is shared with children. This, together with good marking, enables children to get involved in their own learning by evaluating their progress and setting targets for improvement. A skilled team of teaching assistants

plays a vital part in supporting all children, but particularly those with learning, behavioural and emotional difficulties. Direct support for the more able children, however, is not as systematically planned for. Expectations for children to develop their skills of literacy and numeracy across the curriculum vary from class to class. They are not always high enough which holds back some aspects of children's achievement. Good support by parents at home means that homework is often of a high standard and successfully enhances children's learning.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enhanced by the outstanding contribution of educational visits, visitors, close links with other schools and an excellent range of extra-curricular activities, particularly in sport. Since the last inspection, significant improvements have been made. It is now particularly strong in its provision for children with learning and behavioural difficulties and for promoting multi-cultural awareness and personal, social and health education. The Foundation Stage curriculum provides children with a vibrant and exciting range of activities that prepares them well for school life. In Years 1 to 6, a good emphasis is placed on English, mathematics, science and ICT. Children's achievement in writing and mathematics, however, is held back because planning is not refined enough to maximise links between subjects. The acquisition of the Artsmark reflects the good quality curriculum for art and design and performing arts.

Care, guidance and support

Grade: 1

These aspects of the school's work are outstanding. The overwhelming view of parents that the school is a safe and caring place is fully justified by inspection evidence. Good child protection and welfare procedures are well established. Children receive good advice about how to live healthily, act safely and overcome difficulties. They are given many good opportunities to assess and evaluate their own progress towards agreed targets for improvement. This makes a strong contribution to their academic and personal development. Teaching assistants are a strong part of the staff team. They are a crucial part of the school's outstanding support for children with learning and behavioural difficulties. The school has very good links with other agencies. This ensures effective support is received for children from specialists in the education, health and social services.

Leadership and management

Grade: 2

Leadership and management are good overall. Outstanding leadership by the headteacher releases and harnesses the strengths of the staff team and creates good partnerships with the community, parents and other schools. A very caring ethos exists that values every child in terms of both their academic and personal achievement. An effective senior leadership team has established a culture in which self-evaluation is

valued by staff and seen as an important part of self-advancement. Good performance management focuses the actions of staff. It is supported by very good procedures for staff development. Excellent communication between staff is enhanced by very good use of ICT. This means that everyone knows what is going on. Extensive consultation with pupils, parents, staff and governors and analyses of assessment data results in a comprehensive school improvement plan. Relevant targets are supported by the wise deployment of resources. The school's status as a training school and its excellent links with schools at home and abroad shows its commitment to improve by learning with others. A very effective governing body makes sure that the school meets statutory requirements. The school has improved significantly since the last inspection and has a good capacity to improve in future.

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
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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?	1	NA
The quality and standards in foundation stage	3	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	3	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?	2	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	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

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?	1	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	2	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	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

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16 February 2006

Dear Children

It was a delight to spend some time with you this week. We really enjoyed joining you in lessons, talking with you over lunch and at play and looking at some lovely work on the class walls and in your books.

You are fortunate to go to such a good school. Your teachers care very much for you and work hard to make your lessons and school life as interesting as possible. You read and write as well as expected and have a secure knowledge and understanding of mathematics and science. The way you use computers is very good. We were very impressed by the quality of your artwork. Your confidence when performing a dance during assembly was a joy to behold. Even though many of you love crisps and chocolate, it is good to see that you also know how important it is to eat healthily. You are very lucky to be able to have such a wide choice of sporting activities (to keep you fit!) and a wide range of other clubs.

The links that you have with school's abroad really broadens your understanding of life. It is good to see that you understand that children from other cultures have the same feelings and needs as you. They may live in a different place, but they are the same inside. The way you care for each other is very good. It was a delight to see how thoughtful and helpful you are. We noticed the way you held doors open, not just for us, but for everyone. It is also good that you want to help others in lessons and at play and during lunch.

One of the main reasons why the school is so good is because of the hard work and care shown by your headteacher. He is a great manager who helps everyone to do their best. He makes sure that your school is safe and that you get the best resources possible. There are two things we have asked the school to make even better. These are to give you more opportunities to practise your writing and mathematics in all subjects, and also to find ways of helping some of you in Years 3 to 6, to achieve even higher standards in English, mathematics and science.

Thank you again for being so welcoming and good luck for your future.

Yours faithfully

David Byrne, Sheila Mawer, Alan Tattersall
(your inspectors)