



# Gamesley Community Primary

## Inspection Report

**Unique Reference Number** 112693  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278993  
**Inspection dates** 9 March 2006 to 10 March 2006  
**Reporting inspector** Mrs. Patricia Cox LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Grindleford Grove
<b>School category</b>	Community		SK13 6HW
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01457853721
<b>Number on roll</b>	135	<b>Fax number</b>	01457850800
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Jenny Williams
<b>Date of previous inspection</b>	23 February 2004	<b>Headteacher</b>	Mrs. Deborah Meredith

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 9 March 2006 - 10 March 2006	<b>Inspection number</b> 278993
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

There are 135 pupils on roll, most of whom are of White British heritage and all of whom speak English as their first language. The proportions of pupils identified as having learning difficulties, and of those entitled to free school meals are very high. There are more boys than girls, particularly among the older pupils. More pupils than usual leave and join the school at other times than the reception class. Attainment on entry to the school is well below that usual for their age. The school was judged to require special measures in 2001 because it was not providing a satisfactory standard of education. These measures were removed in 2004.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school provides a satisfactory standard of education for its pupils and gives sound value for money. Standards have risen, from a low point, since the school came out of special measures in 2004. The pupils make satisfactory progress through the school and do well in Year 6. However, many, particularly the older ones, have underachieved because they made poor progress in the past. Standards remain much lower than the national average in Years 2 and 6 because of this. The children make a good start in Reception because of the effective provision in that part of the school. However, standards are below average when they enter Year 1. Teaching is satisfactory overall through the school. There are examples of good and sometimes outstanding teaching. The best teaching is lively and builds well on what the pupils already know. However, teaching is occasionally unsatisfactory, slow paced and lacking a clear purpose. Overall, the pupils have too few opportunities to develop their independence and investigative skills. The curriculum is satisfactory, although some subjects do not receive enough time to give the pupils a thorough grounding. The pupils behave well and have good attitudes towards school, although their work is often untidy. Their personal development is satisfactory and they are developing an understanding of a healthy lifestyle. Attendance and punctuality are below average, but improving. The school cares well for the pupils' health, well-being and safety and gives them adequate guidance on how to improve their work. Parents hold the school in high esteem. Leadership and management are satisfactory. The headteacher provides good leadership and has sound support from the senior management team. Self-evaluation is realistic. However, some subject leaders have not taken sufficient responsibility for standards in their subjects. The school has made satisfactory improvement since it came out of special measures. There is sound capacity for improvement further.

### **What the school should do to improve further**

- Continue the work started to improve teaching and to raise standards in English, mathematics, science and information and communication technology, so that all teaching is at least satisfactory and the pupils achieve the standards of which they are capable.
- Develop the pupils' independence and investigative skills so that they take more responsibility for their own work and for judging whether it is good enough.
- Ensure that all subjects receive sufficient time to provide pupils with a thorough grounding.
- Develop the role of subject leaders so that they take full responsibility for standards in their subjects.
- Raise attendance to levels closer to the national average.

## **Achievement and standards**

### **Grade: 3**

As is common with small schools, the results of the national tests in Years 2 and 6 have been variable over the years. They have been significantly below the national average since 2001. The Year 2 results in reading, writing and mathematics had been rising

until 2004 but fell considerably in 2005. There has been a broadly rising trend in the Year 6 test results, and an improvement in 2005. The pupils in that year made satisfactory progress in English and mathematics but progress in science was poor. The school failed to meet its very challenging targets. The children enter the school with attainment well below that usual for their age, particularly in language and mathematical development. They make good progress in Reception, although standards are still below average when they enter Year 1. The standards in English, mathematics, science and information and communication technology of pupils presently in Years 2 and 6 are well below the national average because they made poor progress in the past. Their work is often poorly presented. Nevertheless, pupils are now making satisfactory, and often good, progress, particularly in Year 6, because the teaching has improved. Consequently, standards are rising and pupils are on course to meet the school's realistic targets. However, they have had insufficient opportunity to develop their investigative skills.

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

### **Grade: 3**

The pupils' personal development and well-being are satisfactory. They enjoy school, and they are interested in, and enthusiastic about, most of their lessons. They usually concentrate well and work hard. The school has worked hard to ensure that the pupils behave well and show respect and consideration for each other. Bullying and racial abuse are rare, although there are some incidents of name-calling and boisterousness. Attendance and punctuality are unsatisfactory, but the school is taking effective measures to improve them. The school provides some opportunities for pupils to take responsibility. Older pupils help younger ones at lunchtimes, or act as 'buddies' in the playground. However, the pupils do not develop their independence well enough in lessons. The school council is at an early stage of development, but the school has satisfactory methods for consulting pupils and their views are taken into account. It provides satisfactorily for pupils' spiritual and cultural development and well for their moral and social development, There are limited opportunities to develop an understanding of cultures of the wider world. The school have made recent moves to emphasise the importance of a healthy lifestyle through the curriculum, and the provision of healthy snacks and balanced school dinners. There are satisfactory links with the community, particularly the church, and involvement in regular charity fundraising, to raise the pupils' awareness of the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teaching is good in Reception, where the staff have a good understanding of the needs of these young children. As a result, the children concentrate very well and are totally involved in their work. Throughout the rest of the school teaching and learning are satisfactory overall. They are

occasionally good or outstanding, particularly in Year 6. However, teaching is sometimes unsatisfactory in the middle of Key Stage 2. Because relationships throughout the school are good, most lessons run smoothly. The best teaching builds rapidly on the pupils' skills and knowledge with stimulating tasks. Lessons move at a rapid pace and activities are at the right level for the pupils' age and ability. Teachers are clear about what the pupils are to learn and share these intentions with them. However, lessons are sometimes dull and unstimulating and activities not matched well enough to the pupils' needs. Work in many subjects does not develop their basic skills, especially in writing. There are too many worksheets, which do not let pupils present their work for themselves. The recent use of targets for work in most subjects is beginning to help pupils to understand how to reach the next level. However, marking is not analytical enough to help them to improve and rarely makes an impact on their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. The youngest children make a good start because they have interesting and well-planned activities. Throughout the school, the pupils enjoy coming to school and report that their lessons are interesting. The school is extending the range of visits and visitors to enrich their experience, particularly as many pupils bring limited knowledge of the world. There is an interesting range of clubs outside school time, such as netball and choir. Although all subjects are taught, there is not enough balance. Because the school is focused on raising standards in English and mathematics, these are given considerable extra time. As a result, there is insufficient time for the pupils to develop their skills and knowledge in other subjects. Science does not receive enough attention at Key Stage 1.

## **Care, guidance and support**

### **Grade: 3**

The school cares well for its pupils' emotional and physical needs. They feel safe and valued. Considerable effort has been put into ensuring that the school is a calm, happy place. Parents are very pleased with the quality of care which their children receive. Careful attention is given to health and safety and the safeguarding of pupils, and suitable child protection procedures are implemented. Staff are alert to the needs of those who are vulnerable or have learning difficulties. The behaviour policy is applied consistently to raise expectations of behaviour and to give rewards and sanctions. There is a satisfactory system for involving pupils in their own learning through the use of targets. Information from assessment is analysed, to pinpoint where improvement is needed and where additional support should be given. The oldest pupils have a secure sense of how well they are doing and how to improve.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher gives good leadership and has brought consistency and teamwork to the school in the 18 months she has been in post. The senior management team provides sound support. There are suitable methods for monitoring the school's work and the evaluation of its effectiveness is accurate and precise. Members of the senior management team check the quality of teaching regularly and give suitable suggestions for improvement. The evaluations give a clear view of the quality of teaching but less about the impact on the pupils' learning. Through the detailed analysis of test results, the school has a clear view of the relative strengths of subjects. However, not all subject co-ordinators take sufficient responsibility for standards in their subjects. Nevertheless, the initiatives to raise standards and improve attendance are having an evident impact. Much work has been done to improve the interior of the building and the facilities, for example the new information and communication technology suite. The school works closely with parents, who have very positive views about it. Planning for school improvement is satisfactory, but lacks some rigour in the way in which success is measured and in the arrangements for monitoring and evaluating progress. All policies are in place, but some are in need of review and more consistent application. Governance is satisfactory. The governors are hard working and have a sound understanding of the school, carrying out their role satisfactorily.

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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>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	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>	3	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>	3	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	3	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	3	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**

Thank you very much for the way you looked after me when I visited your school last week. I had a lot of fun and really enjoyed talking to you and thought you behaved yourselves well. You told me you enjoyed school, your lessons, and being with your friends. I think most of you are very polite and helpful. But there's some name-calling that upsets people and some of you are just a bit boisterous in the playground. You are getting better at reading, writing and maths and I'm sure that you'll enjoy your exciting new computer suite. But I've asked your teachers if you could have more time doing other subjects such as history, geography and art. I think you could help to make your work better by reading more at home, remembering your spellings and making your work much neater when you're writing. It would also help some of you to do your work better if you went to bed earlier. Your teachers are very nice to you and make a lot of your work very interesting. Most of you work hard, but I thought a few of you could try harder, and think more about how you could make your work better without the teacher telling you all the time. Best wishes for the future.