



# Gorsley Goffs Primary School

## Inspection Report

**Unique Reference Number** 116814  
**LEA** Herefordshire  
**Inspection number** 279909  
**Inspection dates** 16 January 2006 to 17 January 2006  
**Reporting inspector** John Eadie AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Gorsley
<b>School category</b>	Voluntary controlled		Ross-on-Wye
<b>Age range of pupils</b>	4 to 11		Herefordshire HR9 7SE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01989 720321
<b>Number on roll</b>	155	<b>Fax number</b>	01989 720321
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Ruth Bailey
<b>Date of previous inspection</b>	6 October 2003	<b>Headteacher</b>	Mr Richard Humphrey

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small school in the village of Gorsley, about five miles from Ross-on-Wye. It draws its pupils from a widespread rural community and a number travel quite some distance. Virtually all pupils are White British and all speak English as their home language. The proportion of pupils with learning difficulties and disabilities has increased in recent years and is broadly average. The number of pupils eligible for free school meals is low, reflecting the economic stability of the area. Children generally enter the school with above average levels of skills and knowledge. The school has won an award for promoting active lifestyles and has also reached the standard for the Investors in People award.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

Considerable improvement has been made since the last inspection and the school's previous designation as underachieving no longer applies. Pupils are now receiving a sound education. The school provides satisfactory value for money. The major improvements are in standards of behaviour and pupils' attitudes which were at the root of the problems when the school was last inspected. These are now good, and good care, guidance and support are provided for pupils. Much of the reason for the turnaround is the very clear leadership and drive of the headteacher who has been in post for two years. He is ably supported by staff and governors, and leadership and management are good. A major factor in the progress made is the honesty and accuracy of the school's self-evaluation, which agreed in almost all respects with inspectors' judgements.

Children make a sound start in the reception class due to the provision made for them. Their achievement is satisfactory and they are reaching above average standards. Pupils' achievement is satisfactory through the school and this is due to sound teaching. The quality of teaching has improved and there are clear processes for assessment. However, these systems have not been in place for long enough to have had a full impact in raising standards further. Standards being reached by the time pupils leave are above average overall, though standards in mathematics, whilst still average, are not as high as those in English and particularly science.

The evidence of improvement already made and the drive to continue this process, shared by the headteacher, staff and governors, shows that the school is well placed to continue to move forward.

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

- Raise standards in mathematics, by continuing to work on weaknesses identified by the school and confirmed by the inspection team, so that they are as high as those in English and particularly science.
- Enhance systems of target setting so that pupils and their parents know clearly what pupils need to do to improve their work.

## **Achievement and standards**

### **Grade: 3**

At the time of the previous inspection, pupils were underachieving. This situation has been turned round and achievement is now satisfactory through the school. The school set more challenging targets in the tests for 11-year-olds last year and a few pupils missed their targets. Most children enter the school with levels of skills and knowledge higher than average. By the time they start in Year 1, they reach above average standards. Standards by the time pupils leave are generally above average. However, standards in mathematics, whilst still average, are not as high as those in English or particularly science. The school has analysed the weaknesses in mathematics, which are confirmed by the inspectors, and is addressing them. The most significant of these

is pupils' limited understanding of place value. The group of pupils currently in Year 6 contains an above average proportion of pupils with learning difficulties and their targets are not as high as those for last year or next year, when targets set are significantly higher. Pupils with learning difficulties and disabilities make the same progress as other pupils due to the levels of support that they receive.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. This is a significant improvement since the previous inspection when behaviour was unsatisfactory and pupils' attitudes to work were poor. Pupils enjoy school. They have positive attitudes and are keen to learn, which helps them to improve their work. Pupils behave very well in lessons and around the school. Relationships are very positive and pupils show respect for each other, their teachers and visitors. Pupils' cultural understanding is good overall, though they do not have a full understanding of other faiths and traditions.

Pupils make a good contribution to the school and wider community. Responsibilities, such as setting up computers, or acting as playtime pals and buddies, are taken on readily. The school council has brought about numerous improvements, for example, to the outdoor environment that benefits all pupils and makes playtime a fun and sociable occasion.

Pupils adopt healthy lifestyles. They have a secure awareness of safety, for example when using science equipment and at play. Their good social skills, together with increasing competence in communication, literacy, numeracy and information and communication technology, prepare them soundly for their future.

Rates of attendance are above average, although a significantly higher number of holidays are taken during school time than normally found.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory. Nowhere is it less than this, and there are some strengths. This is having a positive impact and pupils' learning is sound. Relationships in lessons are good and pupils want to learn. Teachers make learning interesting, though sometimes the pace is not brisk enough. A further strength is that pupils are usually given challenging work. This has resulted in a greater proportion of higher levels being attained in the national tests than in previous years.

Assessment is careful and useful targets are set for pupils' future learning. However, these targets are relatively new and they are not yet having a significant impact in raising their standards of achievement. For example, although older pupils know what their targets are, they are not always clear how these will help them improve. This is

because they are sometimes unclear whether targets referred to are school targets or their individual targets.

## **Curriculum and other activities**

### **Grade: 2**

The school provides for its pupils an imaginative curriculum which is enriched by a good range of well attended extra-curricular activities. Good use is made of specialist teachers and coaches to improve pupils' skills in drama, French and football, for example. Music and the arts have a high profile in the school. Parents appreciate this and noted the 'creative environment'. The school has a good programme for personal, social and health education which has a positive impact on pupils' understanding of the importance of good relationships and staying safe and healthy. A good feature of the curriculum is the way that the school attempts to bring pupils' learning alive and broaden their experience with numerous visits and visitors. These include two residential trips which also have a positive impact on pupils' social development. The improvements to the curriculum are beginning to have an impact on raising pupils' achievement.

## **Care, guidance and support**

### **Grade: 2**

Throughout the school, pupils are cared for well. All pupils are supported well including those with learning difficulties and disabilities and those with particular gifts and talents. As a result, pupils' self-esteem is high and they have confidence in adults in the school. Members of staff have a good knowledge of pupils' social and emotional needs and provide good support and guidance. All necessary child protection procedures are in place and risk assessments are routinely carried out. Links with parents are strong and they are pleased with the way the school seeks their views and responds to questions and concerns. Although pupils' personal development is monitored well, the review of their academic progress and setting targets is an area for further development. Whilst good systems have been put in place for setting targets for pupils' progress, they are not yet having a full impact in raising achievement overall. However, they have already helped to raise standards in reading.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. Considerable progress has been made to reverse the underachievement that was identified in the previous report. Then, the major issue for the school was the unsatisfactory behaviour and poor attitudes of a number of children. The proof of the effectiveness of action taken is the good behaviour and attitudes found now. Procedures have been put in place to raise standards of pupils' achievement and this has improved from unsatisfactory to satisfactory. For example, standards in science and reading have improved significantly since the last inspection and improvement can also be seen in writing and, to a lesser extent, in mathematics. The progress made is down to the clear and accurate evaluation

of areas for improvement made by the headteacher and other managers. Others are involved in this process very well. For example, in establishing improvements in behaviour management, as well as involving staff and governors, pupils and parents were consulted thoroughly, and their views incorporated into actions taken. The resulting policy has been most effective and parents are very supportive of the school, saying such things as 'a positive and caring learning environment' and 'a very happy school with approachable staff'.

Governance is good. Governors are fully involved in school improvement planning and play a key role in monitoring the effectiveness of this and other areas of the school's work. For example, individual governors are given responsibility for checking on progress against items in the school improvement plan and reporting back to regular meetings of the governors. All statutory requirements are met.

Bearing in mind the progress made since the last inspection, the involvement of parents and governors and the teamwork evident, the school is in a good position to continue its improvement.

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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	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>	3	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	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	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

<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>	2	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	3	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

<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	NA
<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 Gorsley Goffs Primary School Gorsley Ross-on-Wye HR9 7SE

18 January 2004

Dear Pupils

Thank you very much for welcoming us to your school. We really enjoyed our time with you and looking at your work. We were impressed with how polite and friendly you all were. You told us that your school has improved a great deal and you are right to be proud of it.

Your school does a number of things really well. We think the most important are the following:

- Your behaviour and your attitudes to your work have improved enormously and are now good.
- You are keen to learn and make satisfactory progress.
- Your headteacher leads the school well and has been responsible for the good improvements made. Staff and governors work hard to help him.
- All adults take good care of you to make sure you are safe.
- You enjoy an interesting and varied curriculum, including a good number of visits and visitors to school.

There are a couple of things we think your school could improve; your teachers are already working at these:

- You could reach higher standards in mathematics.
- You and your parents are not always clear how you can improve your work.

Yours sincerely

John D. Eadie Lead Inspector