



Gilthill Primary School

Inspection Report

Unique Reference Number 122574
LEA NOTTINGHAMSHIRE LEA
Inspection number 281299
Inspection dates 8 December 2005 to 9 December 2005
Reporting inspector Mr. David Speakman LI

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

Type of school	Primary	School address	Gilt Hill
School category	Community		NG16 2GZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01159190611
Number on roll	184	Fax number	01159190661
Appropriate authority	The governing body	Chair of governors	Mr.R Strickland
Date of previous inspection	6 March 2000	Headteacher	Mr. Peter Callaway

Age group 4 to 11	Inspection dates 8 December 2005 - 9 December 2005	Inspection number 281299
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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

This is an average sized primary school. Most of the pupils are of a White British background. The proportion of pupils on free school meals is well below average. Children are admitted at the beginning of the term when they are five and the overall attainment on entry is average. The proportion of pupils with learning difficulties and disabilities is above average. The school has achieved an Investors in People Award and the personal, social and emotional development strand of the Healthy School's Standard. The school is due to move into new buildings at the beginning of the next academic year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's own evaluation that it is an effective school. It provides a good quality of education and enables pupils to achieve well. Quality and standards in the Foundation Stage are good. In the rest of the school standards in English are good. Test results in mathematics for Year 6 fell last year but, due to prompt intervention, standards are improving again. The quality of teaching and learning is good and teaching assistants work well with teachers to provide effective support for pupils, including those with learning difficulties and disabilities. Assessment information is used well to monitor pupils' achievement carefully. The curriculum is good and, with good levels of enrichment, interests pupils. This contributes to pupils' very good attitudes to school and learning. Their behaviour in class and around school is outstanding. The staff look after pupils well. The school is well led and managed by the headteacher, who is ably supported by the deputy headteacher and other staff with responsibility. He has created an atmosphere in which the way the staff work together for the good of the pupils is creditable. School self-evaluation is good. Staff have responded well to issues raised at the time of the previous inspection and have effectively addressed other issues identified since then. The school has a good capacity to improve further and provides good value for money.

What the school should do to improve further

- raise standards in mathematics by the end of Year 6.

Achievement and standards

Grade: 2

Children in the Foundation Stage achieve well, particularly in their personal, social and emotional development. Test results in 2005 for Year 2 were above average in reading and in mathematics, with those in writing being average. There has been a focus on improving writing in Key Stage 1 and that seen during the inspection was better than that expected for pupils of this age. Pupils achieve well in Years 1 and 2. Test results at the end of Year 6 have been consistently above average in English for some years and pupils achieve well. Results in mathematics have also been above average, until 2005, when they dipped to be close to the national average. Challenging targets have been set for pupils in Year 6 for the end of the current year and indications are that these should be met. Inspection evidence shows that standards are above those expected for pupils of this age in English, with significant strengths in writing and speaking and listening. These good language skills are reflected in other subjects. In mathematics, standards are currently only satisfactory but the school is addressing this effectively and standards are currently getting better. All pupils, including those with learning difficulties and disabilities, achieve well. The quality of work in art and in singing is good.

Personal development and well-being

Grade: 2

The personal development and well-being of the pupils are good. Pupils have very good attitudes to learning and really enjoy coming to school. This is shown by their outstanding behaviour. The school works very well with the parents to promote good attendance and this works well. Attendance rates are good with little unauthorised absence. Pupils from all years are represented on the school council and value the trust placed in them by staff and the chance to contribute to improving their school. Their contribution to the school and the wider community is good. Pupils have a good awareness of healthy lifestyles, and, as a result of a school council meeting, now enjoy fruit snacks for their morning break. They feel safe in school. Relationships between pupils are very good and they show respect for each other's beliefs. They are confident of support from staff if it is needed but also show independence and initiative. Older pupils are keen to help the younger ones at break times. Opportunities to work collaboratively with other pupils and the acquisition of literacy, numeracy and, information and communication technology (ICT) skills, provide a good basis for the next stage in their education and for the world of work. The pupils have a very clear understanding of right and wrong. Their spiritual, moral, social and cultural development is good with assemblies providing strong guidance and opportunities for reflection. Displays around the school give further evidence of the cultural diversity of the education the school offers.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Learning activities are planned well and are often based on meaningful links between different subjects. Pupils therefore recognise the relevance in their learning, and this effectively engages their interest and enthusiasm. Teachers make a special point of enabling pupils to be active learners. Pupils have good opportunities to solve problems in a practical way or to engage in role play and drama, which they enjoy immensely. Even in the most active lessons, or those taking place outside of school when conducting traffic surveys for example, pupils are extremely well behaved, as a result of high expectations and good management by the teachers and teaching assistants. This helps create the effective learning environment throughout the school. Pupils with learning difficulties and disabilities are given sensitive and well focused support by teachers and teaching assistants from the time their needs are identified at an early stage. Teaching assistants know their pupils well, go about their business in a quiet and dignified manner and provide a good level of support for pupils. Assessment is good and is used effectively to set challenging targets and to monitor carefully pupils' progress towards achieving these.

Curriculum and other activities

Grade: 2

The curriculum is good and supports the pupils' learning well. Literacy is strongly promoted through other subjects, and ICT is used effectively in a planned way to support learning across the curriculum. Curriculum enrichment is good and all pupils have the opportunity to learn French. There is a good range of visits to places of interest, including a residential visit for pupils in Year 6 to North Yorkshire. Visitors to school add interest and variety to the range of learning opportunities. There is good provision for the pupils' personal, social and health education. The school day is well organised and there is a good balance of time across subjects for pupils of all ages. The Foundation Stage curriculum helps the children to enjoy a full range of experiences but the limited accommodation restricts opportunities for physical development.

Care, guidance and support

Grade: 2

Care, support and guidance are good. Health and safety procedures are clear and fully in place. The staff have taken all reasonable precautions to ensure the safety of the pupils whilst the new school building is being constructed. As a result of recent training, all staff are familiar with the arrangements for child protection. The school works closely with outside agencies to support any pupils who may be at risk. There is good communication between the school and parents, who work closely together to ensure their children make good progress. Pupils are supported well in their learning by their teachers, who are developing their marking procedures to provide accurate guidance to the pupils on how to improve. Those with learning difficulties and disabilities are identified quickly and monitored effectively with individual learning programmes set up to enable them to achieve well. Teaching assistants are used very effectively to support these pupils.

Leadership and management

Grade: 2

The leadership of the headteacher is good and he has been particularly effective in building and leading a team of enthusiastic staff committed to providing well for each pupil. He works very effectively with the able deputy headteacher and the senior leadership team in leading and managing all aspects of school life. Performance management is fully in place and this effectively informs the professional development of all staff so that they have the competence to meet pupils' learning and personal development needs. Those with subject leadership responsibility do their jobs well and they make a significant contribution to identifying and addressing areas of weakness and in prioritising targets for school improvement. Provision for pupils with learning difficulties and disabilities is managed well. School self-evaluation is thorough, based on a wide range of consultation including staff, governors, parents and pupils. It is effective in establishing the school's strengths and weaknesses and means the school has a good capacity for further improvement. Governance is good. The governing body

is very supportive and, by asking informed questions and knowing the school well, holds the school to account. The governors actively involve themselves both in and outside of the school and are proactive in their involvement with the community to try to enable effective school development. For example, they have been instrumental in ensuring the new building takes place.

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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>	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?	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	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

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	2	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	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?	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	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

We were pleased to meet you and enjoyed the time we spent in your school. Thank you for making us feel welcome, talking to us and helping us find out about you and your school. You go to a good school. The headteacher, teachers and all other grown-ups working at Gilthill Primary do their very best for you. They look after you well and care for your well-being. Your teachers make learning interesting and enjoyable and they work hard to help you to make good progress in lessons. Your excellent behaviour in class helps you to learn effectively. You had good things to say about your school, teachers and friends and it is obvious that you enjoy being there. You told us that you really value teachers listening to your views and we agree that this makes an important contribution to your enjoyment and confidence in school. There is something that could be improved and we are asking your headteacher and teachers to think about helping you to improve standards in mathematics.