



Gentleshaw Primary School

Inspection Report

Unique Reference Number 124210
LEA Staffordshire
Inspection number 281661
Inspection dates 14 June 2006 to 14 June 2006
Reporting inspector Edward Wheatley AI

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

Type of school	Primary	School address	Darlings Lane
School category	Community		Gentleshaw
Age range of pupils	4 to 11		Rugeley, Staffordshire WS15 4LY
Gender of pupils	Mixed	Telephone number	01543 682476
Number on roll	141	Fax number	01543 682476
Appropriate authority	The governing body	Chair of governors	Mr Ian Banford
Date of previous inspection	17 January 2000	Headteacher	Mrs Susan Winson

Age group	Inspection dates	Inspection number
4 to 11	14 June 2006 - 14 June 2006	281661

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Gentleshaw Primary School is a small school with more girls than boys. The pupils are mostly from White British backgrounds and all speak English. The proportion of pupils entitled to free school meals is well below average. The proportions of pupils with learning difficulties or a statement of special educational needs are below average.

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 and improving school with some outstanding features. This is due to excellent direction for improvement from the headteacher and a high level of support from all staff. The school's evaluation of its own performance is mostly accurate and thorough, though it has missed the fact that some pupils do not know what their targets are and marking does not always tell pupils what they need to do to improve. The school is well led and managed and governors are supportive and knowledgeable. The school gives good value for money and has good capacity for further improvement.

In the Foundation Stage, standards are broadly average and children achieve well. By Year 2, standards are average overall, with a small number of pupils reaching above average levels and by Year 6, standards are above average. All pupils achieve well. Teaching is good throughout the school. Work that is well matched to pupils' learning needs and activities are interesting and challenging leading to good learning and progress. The curriculum is good, with a wide range of extra-curricular activities for a school of its size.

Pupils' excellent behaviour and attitudes contribute significantly to their learning. They enjoy being at school and their attendance is good. They eat healthily and are ready to take part in the sports and physical activities the school provides. They rapidly grow into mature young people who are well prepared and willing to take an active part in the community and to take on responsibilities.

What the school should do to improve further

- Make sure that all pupils know what their targets are.
- Ensure that marking consistently informs pupils about what they need to do to improve their work.

Achievement and standards

Grade: 2

Pupils achieve well and reach above average standards. The school sets itself challenging targets and meets them. From entering the Reception class with low literacy, mathematical and personal skills, children make good progress. By the time they enter Year 1, standards are broadly average although a small proportion of pupils still have below average skills. By Year 2, standards are average, with a small proportion of pupils above average. All pupils achieve well. By Year 6, standards are above average and pupils make good progress in English, mathematics and science. However, in mathematics, problem-solving skills are not as well developed as other areas of the subject and the school is working to improve this.

Pupils with learning difficulties make good progress against their specific targets. A very small number of pupils, for personal reasons, sometimes underachieve and the school works hard to support them and their families.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are keen to learn and they enjoy coming to school. Their behaviour is excellent, they work hard and are polite and courteous to visitors. Attendance and punctuality are good.

Pupils' spiritual, moral, social and cultural development is good. Pupils learn to respect each other and achievements are celebrated in praise assemblies. Pupils take their responsibilities seriously through the 'ECO warriors', the school council and the buddy systems. Their opinions and ideas are valued and the school council have improved resources in the playground.

Pupils realise the importance of healthy eating and taking regular exercise and have an excellent understanding of healthy lifestyles. They talk confidently about how healthy food and exercise help them to concentrate on their lessons and to grow up healthily. They are well prepared for life beyond school through activities such as managing the school's fruit and tuck shop sales and fundraising. They make full use of their literacy, numeracy and information and communication technology (ICT) skills to support their work in other subjects. Older pupils enjoy taking responsibility for younger pupils and they often help to supervise their play. Pupils' awareness of other cultures is good through links with a school in South Africa and with mosques in the school's locality, but the school rightly feels this needs to be wider and has plans to extend its links to a school in Croatia.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and pupils make good progress. There is some outstanding teaching and in the best lessons, teachers' expectations are high and work is matched well to pupils' needs. Questioning is used skilfully to develop pupils' thinking and understanding, a wide variety of activities engage pupils' interest and they are encouraged to carry out research. Teachers' subject knowledge is good and there is a quick pace to learning. High attainers are challenged well and younger pupils are given very good support to improve their basic skills in reading, writing and numeracy. Learning support staff make a good contribution to raising standards because they have a good understanding of pupils' learning needs.

Assessment procedures are used well throughout the school and assessment information is used well by teachers to plan for the needs of all learners. Marking is often used well to advise pupils on how to improve, but practice is inconsistent across the school. Pupils are regularly encouraged to take responsibility for their learning and most, but not all, are aware of their learning targets.

Curriculum and other activities

Grade: 2

The curriculum is good. It is planned well and evaluated carefully. A good range of additional activities enhance the overall quality of the curriculum, including music, dance, drama and sporting activities. Interactive whiteboards are used well to motivate the pupils and they were keen to use this technology to demonstrate answers to others. ICT is taught well and pupils are provided with opportunities to use ICT in other subjects, although the Reception class is the one area where there is no interactive whiteboard, requiring children to walk some way to take advantage of this useful resource. However, there are plans to deal with this in the near future.

Provision for the arts is good. Pupils with learning difficulties and/or disabilities are supported effectively and targets are changed when they have been achieved. Pupils' learning is also enriched by a good range of visitors, educational visits and residential trips. The school grounds are used effectively to encourage pupils to develop a sense of responsibility for the environment and to give them a broad experience of the wide range of tiny creatures that live around us. A good range of clubs are organised, which many pupils enjoy and attend.

Care, guidance and support

Grade: 2

Care, guidance and support are good, due to the emphasis the school places on 'every child matters' issues. Pupils are well cared for and given very good guidance about the importance of developing healthy lifestyles and staying safe. Staff provide good support for pupils' personal and academic development and have good knowledge of pupils' social and emotional needs. Pupils' targets are challenging and their achievements are monitored well, though this information is not always fully shared with the pupils. The support for pupils with learning difficulties or disabilities is good. Child protection procedures are rigorous and careful attention is given to risk assessments. The school provides very good, sensitive support for the small number of pupils and their families who have personal difficulties.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher provides outstanding direction for improvement and she is well supported by all staff. The school's procedures to evaluate its own performance are good and accurate. However, the school has not realised that not all pupils know what their targets are or what they need to do to improve their work. The school's improvement plan is clearly focused on improving standards. The school has recognised underachievement and set procedures in place to deal with it by ensuring that teaching is closely matched to pupils' learning needs.

Parents are very pleased with the school and their views are taken on board. Communications with home are excellent and the school has very good links with the church, other schools and village organisations.

Governors play an active part in the school. They are well informed, know what the school needs to do to improve and support the school effectively in its planning procedures. The school has dealt effectively with all of the issues from the previous inspection, particularly that relating to ICT, and is in a good position to make further improvements.

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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	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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 very much enjoyed our time at your school. You made us feel very welcome and many of you spoke to us in meetings, lessons and around school and helped us to gain a clear impression of your school.

The best things about your school are:

you make good progress as you move through the school

the headteacher is giving excellent guidance on how the school should improve and she is well supported by all staff

your behaviour and attitudes are excellent, you enjoy school, work hard and attend regularly

teaching is good and you learn well in lessons

you have excellent attitudes to eating healthily and taking regular exercise.

To improve things further we have asked the school to:

make sure that you know what your targets for learning are

make sure that marking always tells you what you need to do to make your work even better.