

# Gillshill Primary School

## Inspection report

---

|                                |                    |
|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 117720             |
| <b>Local Authority</b>         | Kingston-upon-Hull |
| <b>Inspection number</b>       | 301732             |
| <b>Inspection date</b>         | 13 December 2007   |
| <b>Reporting inspector</b>     | Linda Murphy       |

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

---

|   |                                   |
|---|-----------------------------------|
| <b>Type of school</b>                     | Primary                           |
| <b>School category</b>                    | Community                         |
| <b>Age range of pupils</b>                | 4–11                              |
| <b>Gender of pupils</b>                   | Mixed                             |
| <b>Number on roll</b>                     |                                   |
| School                                    | 416                               |
| <b>Appropriate authority</b>              | The governing body                |
| <b>Chair</b>                              | Mrs Elaine Bexley                 |
| <b>Headteacher</b>                        | Miss Susan Brummitt               |
| <b>Date of previous school inspection</b> | 1 July 2003                       |
| <b>School address</b>                     | Cavendish Road<br>Hull<br>HU8 0JU |
| <b>Telephone number</b>                   | 01482 781002                      |
| <b>Fax number</b>                         | 01482 375480                      |

---

|                          |                  |
|--------------------------|------------------|
| <b>Age group</b>         | 4-11             |
| <b>Inspection date</b>   | 13 December 2007 |
| <b>Inspection number</b> | 301732           |

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This larger than average sized primary school serves a socially mixed area on the outskirts of the city. Almost all pupils are from White British backgrounds. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is also below average.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, the provision in the Foundation Stage, and the care, guidance and support the school provides. Evidence was gathered by observing lessons, scrutinising pupils' work, assessment data and school documents and holding discussions with the headteacher, senior and middle leaders, representatives of the governing body, and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Parents are overwhelmingly supportive of it because, in the own words of one, they are 'Proud that their children are part of a wonderful learning community'. They say the school has 'an exceptional outlook' and meets pupils' needs tremendously well so that pupils flourish socially and academically. This explains why the school is over-subscribed.

In this excellent school pupils enjoy exceptionally trusting relationships at all levels. Their behaviour is exemplary and they take great pride in their achievements.

The school aims for pupils to enjoy learning and in this it succeeds very well. As a result pupils' achievement is outstanding. By the end of Year 6 standards are significantly above average and the trend over time is one of improvement. Any slight dips in performance are very quickly identified and addressed. Taking into account the starting points of pupils, their progress through Key Stage 1 and Key Stage 2 is consistently outstanding. Particular strengths are in mathematics and science. The pupils also do very well in English although they do better in reading than writing. The school is already taking positive action to improve the depth of pupils' writing and to help them apply their growing skills at grammar to their everyday writing. Seminars are held regularly to help parents and grandparents support children's learning at home. This benefits pupils' progress and further strengthens the links between home and school.

The dedicated and professional staff provide a high standard of teaching. The staff's enthusiasm is infectious and leads to a happy atmosphere for learning with very high expectations that all pupils will do their best. Much attention is paid to detail in the classrooms so that lessons are extremely well organised and no time is wasted. Teachers have very good knowledge of the subjects they teach and this means that they stimulate pupils' thinking and provide questioning which is deep and meaningful so that pupils learn very quickly indeed. Pupils say that 'Teachers keep on going until you not only understand something but can explain it as well'. Pupils become skilled at speaking to an audience and learning from one another. Teaching assistants add a great deal to pupils' learning by taking much responsibility within lessons for the teaching of individuals and groups. This extra support encourages pupils' confidence and independence in learning. Assessments from one lesson aid the planning of the next so that pupils' learning is almost seamless. Teaching fosters team work and co-operative skills which, together with their high standards in basic skills, prepares pupils exceptionally well for their next school. Learning becomes slightly slower when the challenge for the very high attainers is not consistently high but this is a rarity.

Pupils' excellent personal development aids their academic achievement. Pupils have very positive attitudes to their work and play and have a great understanding about how to stay safe and healthy because of the excellent care and support they receive. All safeguarding, child protection and risk assessment procedures are in place. Pupils say that adults know them so well that if a child has a problem the adult often knows straight away and will talk it through to help the child. The pupils say this makes them feel much better. Year 6 pupils say their residential visit at the beginning of the year helped them build relationships. Pupils agree that 'Every day in school is a good day!' A high level of guidance is given to pupils so that they know just what they need to do to improve and also how quickly they need to work at it. Pupils add a great deal to their school community and have very plentiful opportunities to contribute to wider communities. These opportunities are intrinsically woven into each day. For example,

groups in Year 6 mirror business meetings when they appoint team members to take responsibilities as personnel, health and safety and resource managers. Understanding of international communities stems from strong links with a school in Zambia. This is just one way that pupils' strong grasp of cultural diversity develops.

The achievement of many external awards reflects the equal balance in the curriculum between promoting pupils' academic and their personal development. The curriculum is creative and inclusive and provides challenge. Close links with the community enhance pupils' appreciation of local culture and history. Pupils gain a very effective knowledge and understanding of environmental issues and of democracy through their work on the school council. A wealth of visits and visitors, such as local sporting heroes, adds much vitality to the curriculum. Measures have been taken to make the playground a safe place to be. The school has very limited outdoor space and therefore the use of extra resources to promote physical skills, collaboration in games and imaginative play is restricted. Provision outside does not match the high calibre of the learning which takes place inside. Older pupils say they would like to make better use of the playground.

The very highly respected senior leadership of the school nurtures an ethos of high achievement with a resolute drive for excellence. Staff are empowered to 'go that extra mile' through professional development opportunities. They are also encouraged to take a progressive approach to the pupils' education based upon well founded research and very well planned change. Strongly led team work and attention to detail is at the heart of the school's success and accounts for the strides forward since the last inspection in raising standards and improving the quality of teaching. Governance adds a great deal to the school's success in the challenge and support it gives and in the sense of purpose and high aspirations it has for the school. The outcomes are seen in sustained high performance and expectations over a number of years. The school is exceptionally well placed to continue its development.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

On entry to the Reception class children's attainment is mostly below that typical for their age. They achieve well and usually attain the goals expected nationally by the end of the Reception class although their writing is a little below that usually found. Good leadership and very effective teaching enables pupils to learn quickly. The curriculum is well planned so that pupils gain an increasingly broad understanding and learn to apply their knowledge gained in one area to another. Access to the playground is not straightforward but the Reception classes make the most of the resources they have.

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

- Improve the opportunities for pupils to engage in high quality activities outdoors.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 1   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 1   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 1 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress                              | 1 |

### Personal development and well-being

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

### The quality of provision

|  |   |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs?          | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported?   | 1 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |



## **Text from letter to pupils explaining the findings of the inspection**

14 December 2007

Dear Children

Inspection of Gillshill Primary School, Kingston-upon-Hull, HU8 0JU

Thank for telling me all about your school. I found that it is an excellent school. If you take time to read the full report you will find many words which explain how good the school is: words such as 'outstanding' and 'tremendous'. Well done to you all because it is your excellent behaviour and attitudes and your exceedingly mature outlook on life that enables the teachers to teach to such high standards and help you achieve the very best you can. Your parents are very pleased with the school and the high standards you attain.

The school leaders do an excellent job in making sure that everything is just right for you and they are forever looking to see how things can be improved. This is why the school is much better even than it was at the last inspection. You gain an ever increasing understanding of how to get on with others and work in teams. These attributes together with your very good standards in English and mathematics will stand you in good stead when you go to your next school.

Thank you for inviting me to the Christmas pantomime – what an excellent production!!

The classrooms are bright and very well organised so that you can get on with learning. Unfortunately the playgrounds are not so good and the school is going to try to make them better for you so that you have more things to do outside.

Keep up the good work!

Mrs Linda Murphy

Lead inspector