

# Gurnard Primary School

## Inspection report

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<b>Unique Reference Number</b>	118160
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	312826
<b>Inspection date</b>	25 June 2008
<b>Reporting inspector</b>	Michael Pye

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	159
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Welsh
<b>Headteacher</b>	Mrs E Jackson
<b>Date of previous school inspection</b>	3 May 2005
<b>School address</b>	Hilton Road Gurnard Cowes PO31 8JB
<b>Telephone number</b>	01983 295923
<b>Fax number</b>	01983 295923

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated:

- the pupils' achievement and progress, especially in writing and mathematics
- the progress of high attaining pupils
- the academic support and guidance given to pupils
- aspects of pupils' personal development and well-being, and the Foundation Stage.

Evidence was gathered from examining documentation, discussions with managers and pupils, analysis of data and pupils' work, and lesson observations. 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 in this report.

## Description of the school

Pupils at this smaller than average primary school come from a predominantly White British background. Fewer than the expected numbers of pupils are entitled to free school meals. There are well below the expected number of pupils from ethnic minority groups, and no pupils are learning English as an additional language. Pupils leave the school at the end of Year 4 to attend middle school. The proportion of pupils with learning difficulties or disabilities (LDD) is below average, and there are no pupils with a statement of special educational need. These pupils have mainly behavioural, emotional and social, or speech, language and communication difficulties. The school is recognised nationally through the Healthy School, and Basic Skills awards and is an Investors in People organisation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good education for its pupils. The personal development of pupils, the care, guidance and support provided, together with some aspects of leadership and management are outstanding. It establishes a very good balance between the academic and personal needs of pupils. One parent wrote, 'My daughter has steadily gained knowledge and confidence and has become increasingly sympathetic to other people's needs and feelings'. Not the least influence on this vision for the pupils is the exemplary leadership of the headteacher, of whom parents and pupils speak highly. Staff share this very clear vision of constant improvement, and giving equal emphasis to pupils' academic, personal and social education. An excellent range of external partnerships support this.

Given their starting points, pupils achieve well overall. In the 2007 national assessments at the end of Year 2, many pupils progressed very well. Standards were well above average. The school rightly prides itself on its reading standards which have been exceptionally high in recent years. Pupils continue to progress well and leave school at the end of Year 4 with above average standards in English, mathematics and science. Currently, school data show that pupils in Year 2 are on track to improve on the previous year's standards. As the result of a whole school focus, the 2 year trend of slightly dipping standards in writing has been reversed. High attainers achieve well. Good use of assessment data has led to some effective provision for these pupils. Many join other, older pupils for some lessons.

A parent wrote, 'Since his first day at school, my son has never once not wanted to go. He is very disappointed when a holiday is announced - I think that must mean we are either exceedingly boring parents or school is fun!' In fact, it is the latter. Pupils thoroughly enjoy school, speak of being respected, listened to, and encouraged to participate. Through such positions as school councillors and eco council members, pupils make an outstanding contribution to the community. They have an outstanding knowledge of how to stay healthy and safe. The good standards of basic skills, and very effective links with the middle school, all help prepare pupils well for the next stage in their education.

Pupils benefit from good teaching and learning. It is very effective in Key Stage 1 and helps account for the good rates of pupils' progress. Pupils settle quickly to their work because the teachers make it clear what they are expected to learn. They willingly participate because relationships are very positive. Occasionally, the learning aims of the lesson are too general, and opportunities are missed to challenge pupils to tackle harder objectives. Consequently, progress, particularly of older pupils, slows. There is some very detailed marking and feedback to pupils after their writing assessments.

The good curriculum meets well the pupils' literacy and numeracy needs. The school is working to introduce more creativity so that pupils can develop their skills across all subjects. More investigative and problem-solving opportunities have been introduced, but the school acknowledges the need to develop these further in mathematics. Enhancement of the curriculum is very good, with clubs, visits, for example, to museums and theatres, and visitors. Well motivated pupils laid tiles for their school mosaic under the guidance of an expert.

Parents are very appreciative of the excellent pastoral care provided for pupils. More than one commented about how well the staff know the pupils, and that the school 'goes the extra mile' in caring for pupils and extending support to families. Pupils with learning difficulties progress well; this is the consequence of focused work by teaching assistants, and good management

that carefully tracks the progress of these pupils. Pupils know their learning targets and most know how to improve their work.

The headteacher has ensured that regular monitoring and evaluation take place. Staff observe each other teach and share good practice. Subject leaders provide good levels of guidance. Pupils, parents, teachers, and governors are well involved in development planning. However, some subject action plans require more measurable criteria against which success can be judged. Core subject leaders use their analysis of results to identify trends and introduce appropriate strategies. For example, in English, the need for more emphasis on linking sounds and letters was identified, and a focus on this has contributed to improved writing standards. In mathematics, analysis revealed that Year 3 pupils' progress was not as good as the school expected. This led to the establishment of pupil target groups that are being specifically monitored. Governors recognise the need for further training but provide good support and challenge to the school. Such focused management, together with senior leaders who set and achieve challenging targets, helps ensure that there is a good capacity to further improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Thorough preparations exist for introducing new children and their families into the Foundation Stage. Children consequently feel safe, settle quickly and establish positive relationships. Entry levels vary year by year. A consistent aspect is that many children have comparative weaknesses in some aspects of literacy and numeracy. Current Reception children entered with the expected level of skills and knowledge for their age. They have achieved well and most will leave having met or exceeded the goals expected of them. Children benefit from good teaching that rightly focuses from an early stage on developing social and communication skills. There are outstanding aspects evident in lessons, including the quality of relationships, the challenging nature of teachers' questioning and the varied activities presented to children. All responded very well when using a magnifying glass to examine and then draw snails. Good efforts have been made to improve the access to the very good school grounds. However, the school acknowledges that there is still more to do to if opportunities are to be maximised to reinforce literacy and numeracy through the use of the 'outdoor classroom'. Leadership is good, with particularly effective arrangements in place to ensure consistency and the transfer of information between the two teachers in Reception.

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

- Ensure the consistent use of more specific learning objectives that help provide more challenge and guidance for pupils.
- Maximise the use of investigative and problem solving approaches in mathematics.

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## Annex A

## Inspection judgements

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

### Achievement and standards

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

### 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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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>	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

08 July 2008

Dear Pupils

Inspection of Gurnard Primary School, Cowes, PO31 8JB

Thank you for welcoming me into your school during my recent visit. You are friendly and polite and were eager to tell me about your views. I listened carefully to what you and your parents told me and agree that you go to a good school. I also feel that some of its work is outstanding. This means it does some things very well indeed. The way you grow as young people is excellent; you told me how you like having responsibility, and could tell me of how to stay healthy and safe. I liked the comment about acting safely around the swimming pool. When invited to make comments about the school many of you said you wouldn't change anything. One of you described the school, using the critical skills that you have learnt, as a, 'Quality school. I love it'.

I also agree with you that the adults look after you extremely well. You said you feel safe, that teachers listen to you and that if you have a problem you know who to go to for help. You feel happy and settled and consequently work well and make good progress. Your reading skills are very good indeed. Another reason you do so well is that you receive good teaching. 'Lessons are fun', is how you described them. You also commented about the good range of different activities you are given. I agree, and thought that your visits and visitors like the 'mosaic man' add much to your enjoyment of school.

Your parents as well as yourselves mentioned how well the headteacher knows and is interested in you. The school is very well led, and her staff also want to give you the best. Your writing and mathematics are improving because of the changes that they have introduced. You can help them by telling your teachers what you like and when work is too hard or too easy for you. I have asked the school to look into two things.

- To make sure that the aims of your lessons are more detailed, and will give you better challenge and guidance.
- To give you more opportunities in mathematics to investigate and solve problems.

I wish you the best for your future.

Yours sincerely

Michael Pye

Lead Inspector