

# Gilthill Primary School

## Inspection report

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<b>Unique Reference Number</b>	122574
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327759
<b>Inspection dates</b>	14–15 January 2009
<b>Reporting inspector</b>	Roy Bowers HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	192
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Strickland
<b>Headteacher</b>	Mr P Callaway
<b>Date of previous school inspection</b>	8 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Gilt Hill Kimberley Nottingham NG16 2GZ
<b>Telephone number</b>	01159 190611
<b>Fax number</b>	01159 190661

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<b>Age group</b>	4–11
<b>Inspection dates</b>	14–15 January 2009
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

The school is slightly smaller than average. Most of the pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than average, although the percentage of pupils who have a statement of special educational needs is relatively low. Few pupils are eligible for free school meals. The school makes provision for Reception-aged children in the Early Years Foundation Stage (EYFS). Children enter the EYFS with skills which are typical for their age. Privately managed breakfast and after-school childcare is provided on the school site and was inspected at the time of this inspection. The school has gained the awards of Healthy Schools Gold and Active Sports Mark in recognition of its achievements in these areas.

## 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 school that is popular with pupils and parents. It provides a caring environment which effectively promotes pupils' enjoyment of learning. Relationships throughout the school are strong, helping pupils to feel safe and secure. In all classes and around school, behaviour is good. The school gives high priority to pupils' social and emotional development. Consequently, pastoral care is good. Teachers know the pupils well and many parents praise the school for the support it offers to the pupils when problems arise.

Children enter the EYFS with skills and knowledge which are typical for their age. They make satisfactory progress in the EYFS and at Key Stage 1, and by the end of Year 2, standards are average. Over the past year, the school has successfully raised standards in writing in Key Stage 1 through implementing many new initiatives. However, teacher assessments show that standards in reading by the end of Year 2, although broadly average, have been declining steadily over recent years. The school is aware of this but initiatives to halt the decline have not been successful. Pupils have not received sufficient challenge. Progress in reading, writing and mathematics accelerates in Key Stage 2 and most pupils, including those with learning difficulties and/or disabilities, make good and sometimes outstanding progress. Improvements have been made to the quality of pupils' learning in Key Stage 2. Standards are rising year-on-year. Standards by the end of Year 6 are above average. In some classes, the more able pupils' writing skills are not sufficiently challenged

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. Pupils are confident, work well together and have positive attitudes towards their learning. They try hard to do their best and are proud of their school. These positive attitudes together with Year 6 above average levels in literacy and numeracy prepare them well for their future education. Pupils believe that the school council gives them a say in some of the decisions of the school. They are proud of their contributions to improving the playground markings and initiating the healthy lunch box scheme. Pupils know how to keep themselves in good health through appropriate eating habits and exercise. They have many opportunities to keep fit through regular physical education lessons, including swimming, and many take part in the good number of after-school sports clubs.

Pupils say that most of the lessons are fun and enjoyable. The quality of learning improves as pupils move through the school. Teaching is at least satisfactory in all classes and, in Key Stage 2, it is often good and occasionally outstanding. When pupils make good progress, they are clear about what they are required to learn and the teacher guides them skillfully through the small learning steps which help them achieve well. However, this is not consistent. Much of the marking of pupils' work gives helpful guidance on how to improve. A system of individual pupil target setting has been introduced which is beginning to help pupils make better progress, especially in Key Stage 2.

The curriculum covers all the required areas and is enhanced well through a good range of visits to places of interest, including a residential visit. There is appropriate emphasis on English and mathematics, and the school provides a good range of programmes to support those pupils who need additional help.

Leaders at all levels, including governors, know the main areas for improvement. The school's system for tracking pupils' progress allows teachers and leaders to set and monitor pupils'

progress targets. However, the information is not used rigorously enough to set challenging targets for pupils and teachers or to evaluate the impact of new initiatives on raising standards.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children enter the EYFS with a varied range of pre-school experiences, having come from several nurseries and playgroups. They make satisfactory progress so that by the time they enter Year 1, pupils' attainment is average. Children are happy and their behaviour is good. The school has recently adopted a more structured approach to the teaching of phonics, which is beginning to have an impact on raising children's achievements in reading. Adults plan a good balance between teacher-led activities and opportunities for children to choose for themselves. However, some of the planned activities lack purpose and challenge and do not fully support children's learning. The safety of the children is a priority and their welfare is promoted well. Relationships between children and adults are strong and help children develop confidence and independence. A good range of resources is provided. The outdoor area is used well to support all aspects of the curriculum. The EYFS leader regularly monitors children's achievements and has promoted several initiatives for improvement.

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

- Ensure that all activities in the EYFS have a clear purpose and challenge, and fully support children's learning.
- Raise standards in reading in Key Stage 1 and raise the achievement of the more able pupils in writing in Key Stage 2 by ensuring that pupils' work is sufficiently challenging.
- Ensure that pupils in all lessons understand what they are required to learn and teachers skilfully lead pupils through the small steps of learning.
- Ensure that the information on pupils' progress is used rigorously to set challenging targets for pupils and teachers, and to evaluate the impact of new initiatives on raising standards.

## **Achievement and standards**

### **Grade: 2**

Standards at the end of Year 2 are average overall and are beginning to rise, following a decline in recent years in Key Stage 1. Action taken includes work to improve the quality of pupils' writing. The 2008 end of Key Stage 1 teacher assessments showed that standards in writing had risen sharply from previous years and are now slightly above average. However, pupils' attainment in reading, although still broadly average, continues to decline. Standards in mathematics at the end of Key Stage 1 are consistently average.

Pupils now make good progress and standards at the end of Key Stage 2 are rising. The satisfactory progress made by pupils in Key Stage 1 accelerates in Key Stage 2 and has improved steadily over recent years. The 2007 end of Key Stage 2 test results showed that standards overall were above average, mainly due to the good achievement of pupils in English. The 2008 unvalidated end of Key Stage 2 test results showed that standards had risen even higher than 2007 in mathematics and science. However, standards in English remained close to the level achieved in 2007 because a lower proportion of pupils attained the higher Level 5 in writing.

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

### **Grade: 2**

Pupils are kind, tolerant and forgiving. They show respect for each other and courtesy to the adults who work with them. Pupils develop into responsible, confident young people who attend school well. They say there is no bullying and know that there is always an adult to turn to should they have a problem or need help. Pupils work and cooperate well. Most are happy and confident enough to discuss their work with each other and look for ways to improve. The school is aware that there is a need to develop pupils' understanding of a greater variety of different cultures and traditions. Pupils make a good contribution to the school community through taking on a variety of responsibilities around school. Some older pupils volunteer enthusiastically to look after the younger ones during their playtime. Pupils have many opportunities to link with the community especially through businesses on a local retail park, the church, local residential homes and in raising money for several charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils have good attitudes to learning, self-confidence and work increasingly independently. Throughout the school, there are positive relationships between teachers and pupils. Lessons are orderly and calm. Pupils work hard and behave well. Pupils say that they like their teachers and enjoy the work they are given. Many of the teaching assistants are highly skilled and in most lessons effectively support pupils' learning. In the best lessons all pupils are challenged well because teachers communicate to the pupils what they are required to learn and ensure that pupils are guided through the small steps which will ensure effective learning. However, this is not consistent and some pupils do not make as much progress as they could.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum planning has recently been reorganised to make links between subjects and to ensure that skills, knowledge and understanding are developed progressively. Improvements have successfully been made to the writing curriculum in Key Stage 1, but the school is aware that developments in reading in Key Stage 1 and writing for the more able pupils in Key Stage 2 have yet to have an impact. The curriculum is enhanced well through the special themed days and weeks such as 'Arts Week', 'Maths Days' and 'Environment Week', when the school is linked with local businesses. There is a good range of extra-curricular activities, particularly in sport, which attract many pupils and make a strong contribution to pupils' learning and enjoyment. Pupils throughout the school have the opportunity to learn French and a range of musical instruments. Pupils with learning difficulties and/or disabilities are supported well by teaching assistants so that they are able to enjoy the same opportunities as others. The school has started to identify pupils with specific talents and is beginning to develop opportunities for pupils to improve their skills through the extra-curricular activities.

## Care, guidance and support

### Grade: 2

Parents strongly support the view that their children enjoy school, feel safe, and are happy and well cared for. Procedures for health and safety, risk assessments and child protection are secure. The school has positive and effective strategies to handle pupils' behaviour which have a positive impact on pupils' approaches to learning. The school provides good support for pupils with learning difficulties and/or disabilities. Pupils' needs are identified early and effective action is taken to help them. They make good progress towards their individual targets. There are good links with outside agencies which provide additional support where necessary. The school has developed clear systems to assess and monitor pupils' academic progress. However, these are not used well enough to set challenging individual targets.

## Leadership and management

### Grade: 2

Senior leaders and subject coordinators set a clear direction for the work of the school through systematic self-evaluation and determined to make improvements. They have identified correctly the main areas for improvement and have established initiatives to effect change. There are good systems in place for tracking pupils' progress. However, the information is not used rigorously enough to set challenging targets for pupils and teachers, or to evaluate the impact of new initiatives on raising standards. Governors are supportive of staff and dedicated to the children and families in the community served by the school. They involve themselves well in the life of the school and contribute effectively to its development. The school involves itself well with developing close links with the local neighbourhood through a suitable strategy for community cohesion. Links to promote pupils' understanding of religions and beliefs in a variety of cultures in the United Kingdom and overseas are beginning to be established. The steady rise in standards in recent years at the end of Key Stage 2 shows that the school has good capacity to improve. It provides good value for money.

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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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### 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/or disabilities make progress	2

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<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

**Annex B**

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

16 January 2009

Dear Children

Inspection of Gilthill Primary School, Kimberley, NG16 2GZ

Thank you for making our recent visit to your school such an enjoyable experience. We were pleased to find that you enjoy coming to school and work hard while you are there. We thought that your behaviour was good and were impressed with your attitudes to your work in lessons. The teachers are kind and helpful, and want you all to do your best.

You go to a good school and make good progress. However, some of you could do even better. We have asked the teachers in the Reception class to make sure that all the activities they ask you to do help you learn well. We have also asked other teachers to make sure that some of you in Key Stage 1 improve your reading and that some of you with better writing skills in Key Stage 2 improve your writing even more. The teachers have promised to challenge you all a little more by ensuring that you understand clearly the next small steps in your learning and giving you work which helps you learn well.

All the adults work hard for you, but some teachers have taken on more responsibilities. We have asked these teachers to make better use of the information they have about your progress to set more challenging targets for you and help you achieve even higher while you are in school.

We shall take away many good memories of your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours faithfully

Roy Bowers

Her Majesty's Inspector