

# Gilthwaites First School

## Inspection report

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<b>Unique Reference Number</b>	107688
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	336931
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Kath Halifax

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>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Morley
<b>Headteacher</b>	Miss Jackie Wood
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Gilthwaites Lane Denby Dale Huddersfield HD8 8SG
<b>Telephone number</b>	01484 222916
<b>Fax number</b>	01484 222916
<b>Email address</b>	head.gilthwaites@kirklees-schools.org.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons taught by seven different teachers. Further time was spent looking at pupils' work books, and information about pupils' progress. Inspectors held meetings with pupils, governors, staff, and other professionals and looked at the school's review of its work, the current development plan, minutes of governors' meetings and documentation to ensure that pupils are safe. The responses to 58 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of systems to support pupils with gaps in their learning
- how well teachers use assessment to plan the next steps in learning
- how well pupils are progressing in mathematics, and when speaking and listening
- how well support assistants are used to further learning
- how effectively leaders drive school improvement.

## Information about the school

This smaller than average size primary school serves a semi-rural area where a high percentage of families are in employment. This is reflected in the low take-up of free school meals. Pupil numbers have increased since the last inspection. Almost all are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is lower than average, although two pupils have a statement of special educational needs. The school has achieved the Healthy Schools Award, and the Activemark. An after-school club meets using the school premises. This provision is scheduled to be inspected at a later date.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school that provides good value for money. Energetic leadership and a skilled workforce have seen a year-on-year rise in standards since the last inspection. As a result of good teaching and a stimulating curriculum, pupils make good progress in Key Stage 1, resulting in them attaining above average standards by the end of Year 2. The good achievement continues in Key Stage 2, so pupils leave Year 5 with most having already reached the expected levels for pupils a year older. Children in the Early Years Foundation Stage make equally good progress. They benefit from good facilities. The indoor area is used well to ensure there are no weak areas of learning. However, the outdoor area is not as well resourced, nor is it used as imaginatively to promote learning in all six areas.

Teachers plan their lessons conscientiously and mark pupils' work following the school policy. However, the recording of pupils' achievement is not as detailed in the humanities (history, geography and religious education) as it is in the main subjects of English and mathematics. While staff have a broad picture of where pupils are in humanities, it is not always easy to identify variances in learning. This sometimes leads to the same task being provided for all pupils which limits learning.

As a result of excellent relationships and of the high expectations of all adults in the school, pupils' behaviour is outstanding and they make notable gains in their personal development. They have an excellent understanding of keeping healthy, talk confidently about the benefits of sensible eating and regular exercise, and are proud to inform inspectors that nearly two-thirds of pupils now walk to school.

Pupils and staff blossom under the spirited leadership of the headteacher. Leaders have worked with determination to improve the provision since the last inspection. For example, the achievement of more able pupils has improved considerably in English and mathematics, and the gifts and talents of pupils proficient in sport, the arts and creative writing have been enabled to flourish. Through good self-review, the school knows itself very well and has good capacity to continue to improve.

### What does the school need to do to improve further?

- Improve the outdoor provision for children in the Reception class, by:
  - providing more resources
  - planning in detail how all six areas of learning will be promoted outdoors
  - ensuring opportunities reflect all that is happening in the indoor provision.
- Track pupils' progress in the humanities more rigorously and ensure and that the

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information is used to plan tasks that are matched to individual pupils' capabilities.

## Outcomes for individuals and groups of pupils

**2**

As a result of changes to the curriculum, pupils find learning more exciting. They show great enthusiasm for their lessons and are justifiably proud of the very good amount of neatly presented, high-quality work they have produced. Pupils enjoy learning. For example, younger pupils had huge fun as they investigated different materials to repair Teddy's umbrella, identifying, for example, which fabrics were sufficiently waterproof and flexible to do the job.

Pupils make good progress from their various starting points. Leaders are quick to identify any weaknesses. Consequently, the gap between pupils' achievement in reading and writing has narrowed significantly. Similarly, because of a focus on practical work, standards in mathematics have risen and are no longer a cause for concern. Conscious that boys were not achieving as well as girls, a number of sessions to boost pupils' progress have been very successful in accelerating learning and eradicating gaps in pupils' knowledge. The recent priority to promote pupils' ability to speak and listen carefully is reflected in more imaginative writing.

Pupils make a considerable contribution to the school, local and wider community. The school is the heart of the community and to celebrate this, pupils have worked with an artist to create an impressive sculpture for the centre of the village. Pupils care for each other. This is evident during lessons and at break times and was clearly demonstrated when all Year 5 pupils chose to walk with their buddies in the Reception class rather than go for the glory of winning the Sport Relief Mile.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

As a result of changes to the curriculum, pupils find learning more exciting. They show great enthusiasm for their lessons and are justifiably proud of the very good amount of neatly presented, high-quality work they have produced. Pupils enjoy learning. For example, younger pupils had huge fun as they investigated different materials to repair Teddy's umbrella, identifying, for example, which fabrics were sufficiently waterproof and flexible to do the job.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher and senior teachers lead by example. As classroom practitioners they are excellent models for colleagues and have been instrumental in raising achievement in literacy, numeracy and science. As a result, morale is high and staff feel valued. All

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adults work together effectively to promote equality and to minimise discrimination. This is evident in the way in which the school celebrates the individuality of each pupil and when leaders routinely check the progress of every pupil to speed up learning. This has resulted in closing the gap in attainment between the boys and the girls. Furthermore, it ensures that the most able achieve well, and that the support for those who learn more slowly is having the desired effect. The monitoring of teachers' planning and classroom practice is good and when, for example, it identified inconsistencies in the teaching of reading, this was immediately remedied.

Governance is good. Productive dialogue with subject managers has enabled governors to be more rigorous in their questioning and in their ability to set challenging targets. Governors have gained the respect of pupils with the annual 'governors' award' being one of the most coveted honours in school. At the time of the inspection, arrangements for safeguarding pupils were satisfactory. Leaders work tirelessly to ensure appropriate measures are in place and that statutory duties are met, but appreciate some of these need reviewing more regularly. A substantial amount of work has been undertaken to increase pupils' appreciation of community cohesion. Effective links have been established with schools in Kenya, India and an inner-city school in Leeds. Pupils look forward to their letters and video conferencing, eager to learn more about their friends from differing backgrounds.

Although links with parents and carers are good, leaders recognise more could be done in the presentation of information to them. Regular events take place to involve parents and carers in their child's learning. For example, a firm favourite was the 'Bedtime Story', held late in the evening, with parents, carers and pupils arriving in their pyjamas to increase their understanding of how to make the best use of story time. Similarly, parents and carers say they have greater mathematical understanding and feel more confident in helping their child as a result of the very successful 'maths week'.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

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**The effectiveness with which the school deploys resources to achieve value for money**

**2**

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage because of the good provision. Children react particularly well during the times they work alongside pupils in Year 1 in the Early Learning Zone. Beaming faces and happy chatter about the topic in hand create an atmosphere that aids learning. The imaginative use of the indoor accommodation, with its quiet areas and 'discovery zone', encourages children to be curious and make choices. Though the outdoor area has many features, it is not used to best advantage. For example, indoor activities are planned for all six required areas of learning, but this is not so for the outdoor area. Children's attainment on entry varies from year-to-year, being broadly average overall. As a result of good teaching, children, whatever their ability, make good progress so by the end of the Reception class all reach the levels expected for their age, with a good number working beyond. The leader of the unit is new to the post. Nevertheless, she is full of enthusiasm and has ambitious plans for the unit's development and is enabling children to make good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Among the pleasing comments received from parents and carers, most appreciate 'the positive ethos', 'the caring staff', and that the school is 'continually striving to move forward'.

In response to parents and carers' concerns, inspection findings show:

- regardless of ability, all pupils are making good progress
- the school provides numerous opportunities to encourage parents and carers to be involved in their child's learning
- while some parents and carers are disappointed in the school's approach to reading, the practice of directing pupils to authors who, for example, use similes and metaphors well is improving pupils' writing.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gilthwaites First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	64	18	31	1	2	0	0
The school keeps my child safe	36	62	21	36	0	0	0	0
The school informs me about my child's progress	16	28	32	55	6	10	2	3
My child is making enough progress at this school	25	43	27	47	6	10	0	0
The teaching is good at this school	24	41	30	52	3	5	0	0
The school helps me to support my child's learning	15	26	30	52	7	12	4	7
The school helps my child to have a healthy lifestyle	20	34	37	64	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	28	35	60	4	7	1	2
The school meets my child's particular needs	21	36	30	52	5	9	1	2
The school deals effectively with unacceptable behaviour	18	31	27	47	5	9	1	2
The school takes account of my suggestions and concerns	14	24	34	59	6	10	3	5
The school is led and managed effectively	22	38	28	48	4	7	4	7
Overall, I am happy with my child's experience at this school	26	45	24	41	6	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 March 2010

Dear Pupils

Inspection of Gilthwaites First School, Huddersfield, HD8 8SG

First may I say what a delightful time my colleagues and I had when we visited your school. Thank you for your excellent guided tour, for talking to us and for showing us your work. We especially enjoyed our meals with you. You certainly impressed us with your knowledge of a healthy lifestyle. It was very clear from our chats and the questionnaire replies we received from you and your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school is providing you with a good education. As well as working hard, you enjoy lessons, clubs (especially the sport and music clubs), and visits out of school. You are very well behaved and your attendance is good. Your progress is good because you have good leaders, good teachers and support staff, and a good curriculum.

Here are two areas that would make your school even more successful.

- Children in the Reception class have lots of interesting areas in their classroom which helps their learning; now we would like to see the same exciting opportunities in the outdoor area.
- A lot of information has been collected about your achievements in literacy and numeracy; now more detailed information is needed about your learning in history, geography and religious education.

We know you will do all you can to help your teachers and we wish you every success in your future.

Yours sincerely

Mrs Katharine Halifax

Lead inspector

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