

# Gillamoor Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121493
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339955
<b>Inspection date</b>	13 October 2009
<b>Reporting inspector</b>	Lesley Clark

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Flinton
<b>Headteacher</b>	Mr G Bennett
<b>Date of previous school inspection</b>	2 March 2007
<b>School address</b>	Main Street Gillamoor York YO62 7HX
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons, and held meetings with governors, staff and a group of Year 6 pupils, and also met parents on an individual basis. The inspector observed the school's work, and looked at a range of documentation including the school improvement plan, the school's tracking information, safeguarding and risk assessments, governors' reports and minutes, a sample of Year 6 English and mathematics books, and parent questionnaires.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- the achievement of more able pupils in Key Stage 2 in mathematics to determine whether teaching is sufficiently challenging
- the reasons for children's good or better progress in the Early Years Foundation Stage
- the effectiveness of leadership, management and governance in terms of driving improvement, especially in teaching and learning and the school's contribution to community cohesion
- pupils' behaviour and attendance.

## Information about the school

This is a very small popular school on the edge of the North York Moors national park. It serves a widespread rural community, including outlying villages and farms. Many pupils come from outside the catchment area and travel some distance to get to school. Pupils are taught in two mixed-age classes. Children in the Early Years Foundation Stage share the Key Stage 1 classroom. Ninety five percent of pupils are White British. The proportion of pupils learning English as an additional language is very small. An above average proportion of pupils have special educational needs and/or disabilities. A third of pupils join or leave the school at times other than the usual, generally in Key Stage 2. Very few pupils are eligible for free school meals. The headteacher teaches for four days a week.

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

## Inspection judgements

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

**2**

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

**3**

## Main findings

Gillamoor CE Primary School gives pupils a good all-round education. Pupils thoroughly enjoy their time at school because, 'teachers are friendly, lessons are enjoyable and there are good school trips like the archaeology dig and going to London.' The school makes outstanding provision for children in the Early Years Foundation Stage. Young children settle in quickly and make rapid gains in their learning because their individual needs are exceptionally well catered for.

Throughout the school, pupils, including those with special educational needs and/or disabilities, make good progress. This is because they are well taught, especially in English. Standards in reading and writing are above average. Although the majority of pupils make good progress in mathematics, more able pupils in Key Stage 2 underachieve because teachers do not always give them sufficiently different or challenging work. Pupils are very keen to learn and their behaviour is exemplary. Older pupils readily take on responsibility and this makes a good contribution to the school's family atmosphere. The school has excellent relationships with all parents and carers. A unique feature of this very small school is the outstanding partnerships with educational providers both locally and in Europe as well as with local museums, national parks and community and Christian heritages. These successfully enrich the curriculum and extend pupils' educational experiences. However, pupils' experience of the multicultural and ethnic diversity of Britain is more limited.

The school's self-evaluation provides a clear overview of strengths and weaknesses but the weakness in mathematics identified in the last inspection remains. Good steps have been taken to strengthen the governing body. Governors now give good critical support and challenge and this is helping to drive improvement demonstrating that the school has satisfactory capacity to improve.

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

- Raise the achievement of more able pupils in Key Stage 2 in mathematics by:
  - setting suitably different and challenging work so as to accelerate learning
  - making regular opportunities for pupils to use and apply mathematical skills in other subjects such as art, food technology and design technology
  - giving pupils more opportunities to learn independently and to solve problems.
- Extend pupils' experience of the multicultural and ethnic diversity of Britain.

**Outcomes for individuals and groups of pupils**

**2**

Pupils arrive early to school and quickly get organised, hanging up coats and book bags so they can snatch a few moments to play outside while older pupils set up the Key Stage 2 classroom for assembly. This means that the whole school is ready to start when the bell goes. Pupils are lively and interested. They ask lots of questions and work very well together in groups.

Pupils achieve well from their varying starting points, with many joining the school partway through or near the end of the key stage. Pupils currently in Years 4 to 6 have not had the benefit of the excellent provision in the Early Years Foundation Stage. Standards in national tests fluctuate widely from year to year because of these factors and tiny year groups. Overall, standards are above average in English and broadly average in mathematics and science. Pupils with special educational needs and/or disabilities do well.

Pupils are proud of their written work. Younger pupils have lots of opportunities to speak and listen to each other, reading out what they have written. They learn to write fluently and vividly as in this example by a Year 2 boy: 'The sunset is beautiful when it is glinting on the water.' By Year 6, pupils write legibly, in ink and at length, using paragraphs and a wide range of punctuation correctly. They spell accurately and use writing throughout the day to jot down ideas. Pupils read well and have good comprehension skills because they have a lot of individual help and many occasions to read during the day in other subjects. As a result, almost all pupils reach nationally expected standards in English and a large proportion exceed these by the end of Year 6. It is a different picture in mathematics. Although most pupils reach nationally expected levels by the end of Year 6, very few exceed them. Older pupils have fewer occasions to use and apply their mathematical skills in other subjects compared to younger pupils in Key Stage 1. Younger pupils make good progress in mathematics because they have lots of practical activities to help them to learn through working out things for themselves. This enables more able learners to forge ahead. Older pupils tend to work at a relaxed pace because the work does not challenge them to think or to work out problems. Year 6 pupils explained that 'with maths we have to sit down a lot'. However, when they do mental mathematics they show they can work at top speed and enjoy the challenge of beating their personal best when tackling quick questions against the clock.

Pupils feel extremely safe. They are adamant that there is no bullying and they have absolute confidence that if there were any 'the headteacher would sort it out straightaway.' They respect each other and go out of their way to help new pupils settle in. Year 6 lunchtime helpers explained that they say the names of all the different foods to help those pupils learning English as an additional language to learn new words. They hold very strong views that people should not be racist and they make sure that no one is picked on. The school's incident and behaviour record books confirm their views. Pupils are excited by the new school council because unlike the old one, every child is now a member of one of the four committees. They have a say in what goes on at school and have a strong community spirit, fostered by the school's work within local, international and church communities. In these ways, pupils are well prepared for their future lives. Pupils' spiritual, moral and social development is very good but their cultural

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development is less strong. They enjoy working with friends in a Roman Catholic partnership school but have little experience of pupils from more ethnically and culturally diverse backgrounds. While most pupils have above average attendance, overall attendance levels balance out at broadly average because a small minority of pupils have health problems which result in unavoidable absences. The school has no unauthorised absences.

*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>	3
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good overall with instances of outstanding and satisfactory practice. The most effective teaching is in literacy and related subjects where pupils' learning is sparked by teachers' enthusiasm for books, language, geography and history. A strong focus on speaking and listening extends pupils' vocabulary and helps them to be articulate. Strengths in teaching include: excellent support for individuals and groups by skilled teaching assistants and thought-provoking activities which enthuse pupils. In a Key Stage 2 science lesson, for example, pupils learnt a great deal about water courses as they tried to find the most efficient way to move water along guttering at the slowest

<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.

possible speed, carefully timing and recording their actions. Where teaching is less effective, activities are not sufficiently challenging for older more able learners, especially in mathematics. In these lessons, the pace of learning slows as teachers tend to talk for just a bit too long which limits the time pupils have to practise their skills. Pupils are aware of their targets and say 'we use the maths ones a lot'. However, these are very recent and have not had time to have full impact. Marking is good, especially in English, and clearly indicates to pupils what they need to do to improve their work. Teachers know their pupils very well indeed and so to a very large extent their individual needs are met.

The Key Stage 1 curriculum is excellent and provides a good balance between taught activities and lots of opportunities for pupils to learn through discovery. The curriculum in Key Stage 2 links subjects together so as to enliven pupils' learning and provide times for them to use their literacy and information and communication technology skills in other subjects. It is less successful at providing regular opportunities for pupils to use mathematics in other subjects such as art, food technology and design technology because these are not taught each week. Strengths include many opportunities for pupils to work with museums and national parks on history, geography and archaeology projects. The good range of extra-curricular clubs, competitive sports, residential visits which alternate urban with outdoor pursuits as well as shared activities with local schools, successfully enrich the curriculum.

The school takes good care of all its pupils. Links with external agencies are a major strength. Pupils with special educational needs and/or disabilities are identified quickly and given good support both in class and individually. This is why they make good progress. Pupils who are new to the school or who face challenging circumstances thrive because they and their families are supported well. The school works well with external agencies to help new learners of English make good progress.

*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	3
<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?**

Despite having very little dedicated leadership and management time, the headteacher and Early Years Foundation Stage leader lead teaching and learning effectively through sharing practice and observing teaching informally. As a result, teaching quality is good across the school. The leadership team is motivated to seek further improvement and has taken local authority advice to help them focus on priorities. Target-setting is

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realistic and challenging, fully taking into account the year-on-year variation caused by very small year groups and pupils who join and leave the school at times other than the usual. The full impact has yet to be seen over time in pupils' performance in national tests. For example, in the 2009 national tests, both pupils in Year 6 joined the school in Year 5. The school has identified where it needs to make improvements so as to iron out variations in performance, especially for more able older pupils in mathematics and to a lesser extent in science. As a result, pupils are now more closely involved in checking their learning against targets. The school's outstanding partnership with parents, especially those who might find working with the school difficult, makes a positive contribution to pupils' progress. The school demonstrates that it makes a strong contribution to promoting community cohesion through its local and international links including different churches and faiths, though these are predominantly White and mono-cultural.

The governing body is both supportive and questioning, holding the school to account in a productive way. The school has satisfactory procedures to safeguard its pupils. These meet current government requirements. Staff are suitably trained, including child protection and paediatric first aid training. Risk assessments are thorough and up to date. The school functions as a happy, friendly community where different groups of pupils, including those with special educational needs and/or disabilities or who face challenging circumstances or who are learning English as an additional language, make good progress and have memorable experiences of school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage



Most children have had no pre-school experience and come from a wide geographical area. From below average starting points children make rapid progress in all areas of learning. In the course of a year, most reach the level expected with a small proportion exceeding those expected by the start of Year 1. This is because children are extremely well taught. For most of the day children lead their own learning, moving freely between indoors and outside. Activities are extremely well thought out to promote learning through discovery. For example, children went from using a giant magnet and magnifying glasses outside to playing an elaborate game indoors, making up special voices for different characters including a meowing cat. Those who are ready or who wish to join in with what the older pupils are doing in the class are free to do so, wrapping parcels and making stamps in the post office, for instance. Equally, those who cannot sit and concentrate for very long are free to move. Children do not lose a moment in their learning because all the resources are interesting and easy to reach and their unique needs are taken fully into account. This is because adults accurately assess their learning and use the information very well to plan the next steps for each individual child. Every week the teacher writes a short letter to each child and pastes this in a special book, with photographs and a large speech bubble for parents to fill in. This home school link is so successful that the practice continues into Key Stage 1. Children are well cared for and flexible starting points mean that very young children do not get overwhelmed or fractious and they learn at the right pace for their age and stage of development. The setting is expertly led and managed. Despite being part of the Key Stage 1 class, it operates as a unique provision in its own right.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## **Views of parents and carers**

Almost all parents returned the questionnaires and most expressed very positive views of the school. Parents agree they like the school's atmosphere and the wide range of extra-curricular activities. They agree that teaching is good and they are happy with their children's experience of school. A tiny number of parents are concerned about progress in Years 5 and 6 and the congested road outside the school. The inspection findings agree that there is an element of underachievement in mathematics for older more able pupils but this is counterbalanced by good progress in other subjects. The school takes all reasonable care to ensure the safety of pupils when they go to the taxis outside the school. Pupils are supervised when they cross the road.

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

Ofsted invited all the registered parents and carers of pupils registered at Gillamoor Church of England Voluntary Controlled Primary 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 inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	74	8	23	0	0	0	0
The school keeps my child safe	31	89	2	6	1	3	0	0
The school informs me about my child's progress	20	57	12	34	1	3	1	3
My child is making enough progress at this school	25	71	7	20	1	3	1	3
The teaching is good at this school	24	69	9	26	0	0	0	0
The school helps me to support my child's learning	18	51	13	37	2	6	0	0
The school helps my child to have a healthy lifestyle	28	80	6	17	0	0	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)	21	60	11	31	0	0	0	0
The school meets my child's particular needs	22	63	10	29	2	6	0	0
The school deals effectively with unacceptable behaviour	21	60	10	29	2	6	0	0
The school takes account of my suggestions and concerns	24	69	9	26	0	0	0	0
The school is led and managed effectively	23	68	10	29	0	0	0	0
Overall, I am happy with my child's experience at this school	20	71	7	25	0	0	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.

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## 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 pupil's 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.**



Thank you for your warm, friendly welcome. I really enjoyed meeting you all. I should like to thank especially the group of Year 6 pupils who spent time showing me their work and talking about school. I agree with you that you go to a good school and that the best things about it are the good teaching, the extra-curricular clubs and all the visits and trips you go on, and the outstanding provision, especially outside, for Reception children. Year 6 have lots of responsibility and certainly play a full part in helping the school to run efficiently.

I really enjoyed some of your writing because you write neatly, legibly and in ink, and you know how to use paragraphs and punctuation. Your lessons are fun and interesting and I liked the fact that everyone uses outdoors a lot for learning as well as play. Although everyone reaches the standards expected of their age in mathematics, some of you who find mathematics easy could do better, especially some of the older ones. I was impressed with how you all make newcomers welcome and how you help someone new to learning English learn new words. The group of Year 6 who spent time talking with me said they would like to meet lots more new people. This would help you to appreciate the very different cultures within our own country. So this is what I have asked your school to do next:

- give more able pupils in Key Stage 2 different and challenging work with problems to solve in mathematics, and also to give you more regular opportunities to use and apply mathematics in other subjects such as art, food technology and design technology
  - give pupils more experience of the multicultural and ethnic diversity of Britain.
- You can help by continuing to work and play hard!

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