

Gaywood Community Primary School

Inspection report

Unique Reference Number	133402
Local Authority	Norfolk
Inspection number	341387
Inspection dates	24–25 November 2009
Reporting inspector	Martin Cragg HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Mrs Elizabeth Pitcher
Headteacher	Mr Paul Holbrook
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at the school's improvement plan, governors' documentation, and records of monitoring by senior staff. The team received completed questionnaires from 92 parents, 101 pupils and 14 staff.

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

- the progress made by pupils in the core subjects, including those with special educational needs or who speak English as an additional language
- the impact of work with parents to improve attendance and reduce lateness
- the effectiveness and consistency of teaching, assessment and the curriculum in promoting pupils' effective learning and personal development
- the effectiveness of support and guidance for pupils with a wide variety of needs
- the effectiveness of the school's monitoring and evaluation of performance in establishing priorities for development and securing improvement in outcomes.

Information about the school

The school is larger than average and draws pupils from a wide range of backgrounds. The proportion of pupils eligible for free school meals is below average. Around 10% of pupils come from minority ethnic backgrounds, of whom around 2% speak English as an additional language. There is a higher than average proportion of pupils with a statement of special educational need but the overall percentage with special educational needs and/or disabilities is below average. These pupils have a wide variety of needs.

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

Gaywood is a good school where there is a strong ethos of care for pupils and commitment to the achievement of all. Most parents who responded to the questionnaire were happy with their child's experience and almost all said they enjoyed school. The welfare and personal development of pupils is a high priority and, as a result, they show good social skills and confidence. Their behaviour and attitudes to learning are good. Pupils receive good quality teaching. As a result, they make good progress and achieve the challenging targets set for them. The school's self-evaluation is accurate and staff have a clear understanding of its strengths and areas for development. They identify appropriate priorities and work hard to bring about improvement. Since its last inspection, the school has continued to develop, improving the quality of writing by the end of Year 2 and boys' achievement in English by the end of Year 6. Overall, the trend in results across the school is improving, including those in the Early Years Foundation Stage. As a result, the school's capacity for improvement is good.

Over the last three years, pupils' attainment is broadly average. However, provisional results for Year 6 pupils in 2009 indicate that attainment overall has improved and is now above average, especially in mathematics and science. Pupils have very positive attitudes to learning and their behaviour in lessons contributes strongly to the good progress which they make. They show enthusiasm for the wide range of activities and clubs provided by the school. Pupils say that they feel safe and have a good understanding of healthy lifestyles. They take on responsibility willingly and work together well, developing good skills for their future working lives.

Teaching is good. Teachers plan lessons well to cater for pupils with different needs and attainment. They have good subject knowledge and set high expectations, particularly in numeracy. Lessons are well-structured and teachers check pupils' understanding through good use of questions. However, some aspects of assessment are still developing. Teachers are beginning to use simplified targets with pupils to give them a clear understanding of what they need to achieve. However, this is at an early stage. Although pupils do assess their own work and that of their peers in some lessons, they are not yet involved routinely in this activity. There are examples of very good marking and feedback to pupils to help them improve their work but this is not consistent enough across the school.

The strength of the curriculum lies in the very good range of events and activities which enthuse and engage pupils. This is supported by a broad range of extra-curricular clubs and activities with strong focus on sport and the arts. These are very well supported by pupils. The curriculum in the Early Years Foundation Stage is well-focused on engaging

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children's interest and developing their skills.

The headteacher has established the strong ethos of care in the school which enables pupils to achieve well. Middle leaders are experienced and fully understand their areas of responsibility. They set clear priorities for action and provide appropriate training for staff. With senior staff, they monitor provision regularly and have an accurate view of performance, including the quality of teaching. However, although assessment and other data are kept electronically, the school uses manual methods of analysis which currently limit their detail and flexibility. The school's improvement planning focuses on the important areas for development but lacks sufficient detail to direct specific actions and evaluate success. Although middle leaders have a good understanding of their responsibilities, key information and analysis arising from good practice is not routinely shared.

What does the school need to do to improve further?

- Improve teachers' use of assessment to aid learning by:
 - implementing fully the system of setting targets with pupils so that they know exactly what they need to do to improve their work
 - increasing opportunities for pupils to assess their own work and that of their peers so that they understand what they have achieved
 - sharing the best practice in teachers' marking of work and feedback to pupils to achieve greater consistency across the school.
- Extend the strategic impact of leadership and management by:
 - increasing the use of computer technology to enable more detailed analysis of assessment and other data
 - maintaining a sharp focus on key priorities through detailed planning which includes rigorous criteria to judge success
 - ensuring that staff with leadership roles work together effectively, sharing information, analysis and best practice.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement is good. When judged over the last three years, attainment is broadly average but it shows an improving trend. Year 6 pupils in 2009 show attainment that is above average, especially in mathematics and science, in the provisional results available at the time of the inspection, with over half the pupils achieving the higher Level 5. Attainment is improving in English, especially for boys, and is broadly average. At the end of Year 2 in 2009, attainment is broadly average but improving in writing, especially the proportion achieving the higher Level 3. Pupils make good progress and this is confirmed in the lessons seen. Pupils enjoy their work and settle to tasks promptly. They concentrate well and contribute to discussion enthusiastically. Pupils work together well in pairs or groups and stay on task when the teacher is working with

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others. They relish problem-solving and practical activities, especially those that are challenging. Pupils with special educational needs and/or disabilities make good progress. They benefit from a wide range of interventions targeted to their needs. These are carefully evaluated and some, such as Sound Discovery, help pupils to make faster progress. Pupils who speak English as an additional language make good progress because of careful identification and monitoring of their needs.

Pupils develop good personal and social skills. They have respect for each other and say that they feel safe at school. They are confident that any bullying will be quickly dealt with. Behaviour is good around the school and many older pupils show exemplary behaviour in lessons. This makes a strong contribution to their learning. Attendance has improved because of effective work with parents and is broadly average. Pupils understand the need to be active and eat healthily. Many participate in the good range of sporting and arts activities. The many trips, activities and events linked to the arts ensure that cultural development is good. Year 6 pupils thoroughly enjoyed their recent visit to the local theatre to see 'Macbeth'. Pupils willingly take on responsibilities such as playground helpers and organising charity collections. By the time that they leave the school, pupils are confident and articulate. They show good skills in engaging with adults and working as a team.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3

¹ 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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The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Teachers have good subject knowledge and use this and assessment information to plan effective lessons which are matched to the needs of pupils. Lessons move at a good pace and, in the best, there are high expectations and a good level of challenge which often involve pupils taking responsibility for their learning. Therefore, pupils make good progress. Teaching assistants provide effective support for individual pupils and small groups. The use of assessment is satisfactory. Teachers use questioning well to assess pupils' understanding but do not yet routinely involve them in assessing their own work against clear targets. There are examples of very good marking and feedback to pupils but this is not consistent across the school.

The curriculum is broad and provides a good range of creative and imaginative experiences. It meets statutory requirements and is enriched by regular opportunities to learn from specialist teachers, for example in music and sport. There are good opportunities for trips, events and activities which pupils clearly enjoy. They were able to provide numerous examples of activities which they remembered vividly, including a nature survey, Victorian school day, farm visit and trip to a science museum. They also remembered visits from a dentist and sixth formers, linked to being healthy. These activities and the wide range of extra-curricular clubs contribute to pupils' positive attitudes, personal development and achievement.

The school has a deserved reputation as a caring and supportive community where the well-being of pupils is a high priority. Staff know pupils well and promote a very positive and caring ethos which encourages respect and mutual support. Arrangements to support pupils with special educational needs and/or disabilities are well organised and targeted. Pupils are very well supported and this helps them to overcome barriers to their learning. Staff enable children to settle in quickly to the Early Years Foundation Stage and to progress through the school. Although there has been concerted action to improve pupils' attendance which has reduced the number of persistent absentees, some strategies, such as sending text messages to parents to check their child's attendance, are only recently under consideration and information on patterns of absence is not always shared effectively between key staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher, with the full support of staff, sets high expectations and has established a strong ethos of care and support throughout the school. He knows the strengths of the school, the quality of teaching and areas for development. The school values all pupils and is committed to their achievement. Staff set challenging but realistic targets for achievement and these were mostly met or exceeded in 2009. Senior and middle leaders monitor provision regularly and review progress. This leads to clear identification of aspects that might be improved. These are reflected in the school's improvement plan. For example, the development of simplified targets for use with pupils is just beginning to be implemented. Subject leaders are experienced and have a good understanding of what should improve in their area. There has been good recent evaluation of teachers' assessment of writing and the use and application of mathematics. However, this good practice and the information arising is not routinely shared. Governors know the school well and review its performance regularly, holding senior staff to account. Many visit the school to find out more about their specific areas of responsibility and report back to the governing body. As a result, governors are very aware of key strengths and weaknesses.

Responses to questionnaires during this inspection show that most parents feel well-informed about their child's progress. Opportunities for parents to find out how to help with mathematics and reading have been well-received. There are good partnerships with other schools, local community groups and external services which enrich and extend pupils' experience and achievement. The school is very inclusive. It promotes equal opportunities and tackles discrimination effectively. Pupils with physical disabilities are very well integrated and receive good support from their peers. Pupils with special educational needs and those who speak English as an additional language are carefully monitored and make good progress. The school meets all requirements concerning the safeguarding of children and helps pupils to understand how to keep themselves safe. Child protection procedures are secure but the school is rightly considering training additional staff to take responsibility for responding to any concerns that are raised. The school has taken sound action to promote community cohesion based on a clear understanding of its own community. Pupils have a strong sense of their responsibility to the school and the wider community, as demonstrated in their respect for each other, and other faiths and cultures. However, evaluation of the impact of its work beyond the local community is less developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from starting points which are broadly in line with national expectations on entry to the school to achieve standards which are increasingly above average as they enter Year 1. Children enjoy their learning and are eager to be involved in activities. They show respect for each other and play safely. They take turns and negotiate confidently with each other. As a result, they make appropriate choices in their learning. Adults know the children well. They use thorough observation to identify appropriate areas of learning and next steps. The environment is bright and invites children to engage in the carefully planned range of learning opportunities. Teachers use the space available effectively and resources are deployed well. The outdoor area, although large, lacks sufficient equipment to provide a full range of creative opportunities. However, the school has plans to rectify this. Relationships are good and children's behaviour is calm, ensuring that they feel safe. The Early Years Foundation Stage leader has a clear vision for improvement, based on thorough monitoring, and has already established the key principles effectively. All learning, development and welfare requirements are met. Planning is effective and approaches are consistent. Partnership with parents is good and they are readily involved in their children's learning. Parents were very positive in their response to a recent questionnaire issued by the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Views of parents and carers

Most parents who replied to the questionnaire are happy with their child's experience and almost all say that their child enjoys school. The results indicate that most parents appreciate the school's provision with ten of the 13 questions eliciting over 90% positive responses. A few parents expressed concern about behaviour but inspectors found that behaviour around the school was good. In lessons it was exemplary on occasions but mostly good. The rare incidents where a child's behaviour needed to be addressed were managed very effectively by teachers and learning was not disturbed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gaywood Community 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 inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	68	28	30	1	1	0	0
The school keeps my child safe	56	61	30	33	5	5	0	0
The school informs me about my child's progress	45	49	42	46	5	5	0	0
My child is making enough progress at this school	52	57	36	39	3	3	1	1
The teaching is good at this school	52	57	36	39	4	4	0	0
The school helps me to support my child's learning	45	49	41	45	2	2	2	2
The school helps my child to have a healthy lifestyle	39	42	50	54	2	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)	33	36	47	51	3	3	1	1
The school meets my child's particular needs	41	45	42	46	5	5	2	2
The school deals effectively with unacceptable behaviour	29	32	44	48	11	12	2	2
The school takes account of my suggestions and concerns	28	31	52	57	6	7	2	2
The school is led and managed effectively	48	52	38	41	4	4	1	1
Overall, I am happy with my child's experience at this school	55	60	33	36	2	2	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 November 2009

Dear Pupils

Inspection of Gaywood Community Primary School, King's Lynn, PE30 4AY

Thank you for the friendly welcome you gave to me and my colleagues when we visited your school. We enjoyed talking to many of you in lessons, in meetings and at breaks. You helped us to find out about your school. Thanks also to those of you who filled in a questionnaire. This letter is to tell you what we found on our inspection.

Yours is a good school. You get on very well together and show each other respect. We were very impressed with your behaviour. You make good progress in your lessons. You clearly enjoy learning and respond enthusiastically to your teachers' questions. You work together well and enjoy solving problems and practical activities. Last year, the results for Year 6 pupils were above average overall, especially in mathematics and science. They improved in English, especially for boys. Your attendance is also improving. There is a very good range of trips, activities and events which you clearly enjoy, and a good variety of clubs and after school activities. You told us that you feel safe in the school and that any bullying is dealt with well by staff. We found that you receive good support from your teachers and other adults who know you well. Your headteacher and the staff have worked hard to make the school a caring and successful place for you. They know what needs to be better and they are working towards further improvements.

We asked the school to improve in some areas. The work you are given in lessons is planned well and teachers use questions to help you explain your ideas. However, we found that you were not always clear about your targets to improve your work. We only saw you involved occasionally in assessing how well you had done in your work. We have asked your teachers to do this more often. The teachers who lead on particular areas of work have made a difference to the school. We have asked them to share the good things that they do and the information they have to make your school even better.

I am sure that your school will continue to improve. I wish you success in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector

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