

Gomersal Primary School

Oxford Road, Cleakheaton, Gomersal, West Yorkshire BD19 4PX

Inspection dates

27–28 April 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Instability in leadership and management since the previous inspection has contributed to a decline in effectiveness. Wider leadership roles and responsibilities are not yet fully embedded.
- Governors do not have a precise understanding of the school’s performance. School leaders are not, therefore, unfailingly well supported or challenged.
- Senior leaders are not systematically checking the impact of their actions. Expectations of what pupils can do and achieve remain too low and the pace of improvement too slow.
- Senior leaders are still securing efficient, accurate systems for measuring the progress and achievement of pupils. Assessment needs refining.
- Subject and phase leaders are not yet driving improvement within their areas of responsibility. They do not have a precise picture of strengths and weaknesses in teaching and learning in these areas.
- Disadvantaged pupils and those with special educational needs or disability do not consistently make the progress expected of them. Gaps in progress and achievement, with other pupils in school and nationally, vary across time.
- Teaching is not consistently good. Teachers do not habitually plan lessons that meet the needs of all pupils. Too many pupils are insufficiently challenged while some are ineffectively supported.
- Additional adults are not reliably deployed to good effect. The quality of their interactions with pupils is variable and their contributions to the promotion of British values are inconsistent.
- Pupils across key stages, including those in the early years, are not progressing at rates that should be expected of them. Too few make better than expected progress, most notably within reading and mathematics.

The school has the following strengths

- Senior leaders are identifying the correct priorities and steadily improving morale across the school community. The headteacher’s vision is now shared by most.
- Several aspects of the curriculum inspire pupils. The wide range of extra-curricular clubs, an exciting art curriculum and interesting topics are particularly valued by pupils.
- Attendance is good and regularly above national averages. Persistent absenteeism is rare.
- Pupils are excited by, and interested in, learning. Their good behaviour and positive attitudes enhance an optimistic ethos.
- Parents are reliably supportive, interested and involved in their children’s education.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, by:
 - carefully evaluating and checking that actions taken to drive improvement have had the desired effect
 - ensuring that subject and wider leadership roles and responsibilities are fully developed, with clear lines of accountability that lead directly to better outcomes for pupils
 - making increased use of accurate school information and assessment systems to improve teaching and learning across the school, particularly in reading and mathematics
 - equipping governors with improved skills, greater accountability and a better understanding of how to secure school improvement.

- Secure consistently good teaching, learning and assessment across key stages, by:
 - raising expectations of what pupils can do and achieve, in all key stages, including the early years
 - refining assessment systems to inform improved accuracy in planning and target-setting
 - challenging and supporting pupils of all abilities, including disadvantaged pupils and those with special educational needs or disability, to reach the highest standards of which they are capable, particularly within reading and mathematics
 - making sure that all adults working with pupils are well-trained, deployed and monitored, and contribute to an inclusive, transparent ethos which actively promotes British values.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Uncertainty and instability in leadership and management since the previous inspection has had a negative effect on the school's development. Improvement planning has been tentative, lacking decisiveness and direction. However, more recently senior leaders are focusing on the correct priorities, recognising and tackling core issues head on.
- Nevertheless, senior leaders' actions are not yet bringing about rapid improvement. This is because they do not revisit or check with sufficient depth the extent to which key messages are being adopted by all staff and are actively influencing improvement. Expectations about what pupils can do and achieve, therefore, remain too low or at odds with leaders' views and pupils' outcomes continue to require improvement.
- Senior leaders are yet to embed their definition of good or better progress and achievement for pupils. While assessment systems are in place, they lack the precision needed to support and challenge staff to reach better outcomes for all groups of pupils, particularly within reading and mathematics.
- Leaders have put extra sessions in place to support pupils with special educational needs or disability and others who need to catch up in reading and mathematics. However, because there is a lack of clarity about what good or better progress should look like, the impact on learning and progress is still too ambiguous. Outcomes for pupils with special educational needs or disability and other groups, vary too much over time.
- Subject leadership roles have been identified and developed by the headteacher. There is a growing understanding of individual, as well as collective, responsibilities for driving improvement. Teachers value these opportunities to lead and manage areas of the curriculum. Still, actions are not yet analysed or evaluated meticulously enough by subject leaders to secure better outcomes for pupils, particularly in reading and mathematics.
- Leaders are developing an enriched curriculum to inspire pupils. Pupils find topic work and enrichment activities motivational. Art and design tasks specifically contribute to high levels of engagement as pupils acquire a significant breadth and depth of skills, knowledge and understanding in these areas. The impressive artwork displayed around the school and beyond is indicative of this success and commitment.
- Leaders use the extra money from the government to support disadvantaged pupils appropriately. Extra reading and mathematics sessions, as well as financial support for educational visits, are among the opportunities created. This said, scrutiny of the impact of this work lacks thoroughness and is not consistently contributing to the reduction of gaps in the learning and progress of disadvantaged pupils over time, particularly in English and mathematics.
- Primary sport funding is used to good effect. Teaching staff have benefited from working alongside specialist coaches to build skills and expertise. Pupils' skills and experiences are enriched by a broad range of indoor and outdoor activities. Danish longball, diamond cricket and handball are particular favourites, contributing to enhanced cooperation, team building and sportsmanship.
- **The governance of the school**
 - Governors are not yet supporting or challenging leaders and managers with sufficient rigour. Although governors visit school regularly and have recently undergone restructuring to ensure improvement, items which are high on the agenda, the impact of their work remains limited. This is because governors' understanding of pupils' outcomes in relation to national standards are underdeveloped.
 - Governors are allocated specific roles in terms of monitoring effectiveness. They have not, though, delved deeply enough into the reasons for particular pupil outcomes in relation to others, for example the performance of disadvantaged pupils or those with special educational needs or disability. This means governors do not uncover precisely why or to what extent gaps are narrowing or widening for these and other groups of pupils, against national measures. Leaders and managers are not sufficiently supported to bring about improvement or held accountable.
- The arrangements for safeguarding are effective. The headteacher's insistence on regularly updating child protection training and professional development for all staff is resulting in raised awareness and a heightened understanding of keeping pupils safe across the school community. Pupils say they feel safe and are confident that adults will listen and respond to any concerns they may have.
- Leaders' and governors' decision to appoint a behaviour and attendance manager is contributing to the strong picture of attendance and fewer incidences of poor behaviour. Pupils themselves appreciate and

comment on this positive change.

Quality of teaching, learning and assessment requires improvement

- Teaching is not consistently good. Teaching over time has not been effective in enabling pupils to progress at rates that should be expected of them. Too often, pupils do not reach the standards of which they are capable. Expectations are inconsistent and not enough notice is taken of what pupils already know and can do.
- Pupils across ability groups are not persistently challenged or supported, particularly within reading and mathematics. Teachers' planning does not reliably take sufficient regard of pupils' abilities or needs. This results in some pupils either waiting for others to catch up, or taking part in sessions beyond their current levels of understanding. As a consequence, rates of progress slow.
- The impact of additional adults on pupils' learning varies across key stages and lessons. Too frequently, additional adults wait for direction or fill time with trivial tasks. When skilled additional adults are deployed to work with pupils based on planning that takes appropriate account of pupils' needs, their positive influence is evident.
- Outcomes for pupils who have special educational needs or disability vary over time. Although helpful links with external agencies are in place to identify and tackle individual barriers to learning, actions do not consistently bring about progress or outcomes in line with others nationally. Teachers and leaders do not analyse individuals' work closely enough to determine what is working well and what needs to alter.
- The teaching of reading requires improvement in order to secure better outcomes for pupils across each key stage. For example, pupils in the early years do not have enough opportunities to read widely and frequently. In other key stages, while pupils read a range of texts, their understanding of what they are reading is insecure. Because of this, an intensive emphasis on reading comprehension is now in place. It is too soon to measure the effect of this initiative.
- Teaching and learning in mathematics also need to improve. Work in pupils' books shows that pupils are seldom given time to respond to teachers' comments. Too often, pupils repeat tasks that they already know and understand. Progress slows and skills of mastery are not reliably developed.
- Several common strengths are evident in the best teaching practices seen across key stages. On these occasions, teachers use questioning and strong subject knowledge skilfully to foster pupils' interest and deepen their understanding. They make clear links between learning and life, using stimulating, purposeful topics that appeal to pupils. Teachers and pupils are united by exciting resources and meaningful contexts. Learning is promoted.
- Teachers and other adults ensure that learning environments are highly stimulating. Classrooms and shared areas are bright, rich sources for numeracy and literacy and support learning. Pupils' work is attractively displayed and celebrated. This dedication to creating a stimulating work space contributes well to pupils' excitement about learning and their positive attitudes to education.
- Positive, cheerful relationships exist between pupils and adults. This rapport, built on mutual respect, enables lessons to flow smoothly with little interruption. Pupils show good attitudes to learning within lessons and are willing to engage, even where support or challenge do not meet their needs effectively.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement. Although many aspects of the school's work to keep pupils safe are effective, some aspects need further refinement. Recent efforts to develop pupils' knowledge and ability to stay safe online, for example, are having a positive impact on pupils in key stage 2. In key stage 1 and the early years, however, pupils' knowledge and understanding of online safety is less secure.
- Leaders work to improve pupils' personal, social and emotional development is not evaluated with sufficient rigour. This means leaders are unclear if their actions to help pupils understand certain issues are effective. For example, pupils are given too few opportunities to discuss or express the extent of their knowledge and understanding of racism, homophobia or relationships. As a result, pupils are not being suitably well prepared for the next stage in their learning.
- All staff have received training and guidance to manage their statutory duties regarding the government's

'Prevent' duty. Understanding about how this might affect their work with pupils is, however, mixed. This means that the promotion of British values remains too variable.

- Pupils have a good understanding of the different forms that bullying may take. They show empathetic attitudes and are able to explain clearly how bullying may affect others. Pupils are adamant that any instances of bullying will be dealt with appropriately and promptly by adults. Behaviour records suggest the views of pupils are accurate. Therefore, although approximately one third of the 59 parents who responded to Ofsted's online questionnaire, Parent View, expressed concerns about the school's ability to deal effectively with bullying, inspectors found little evidence to corroborate these parents' opinions.
- Staff and pupils agree that the recent appointment of a behaviour and attendance support manager has benefited pupils. Support is now readily available for those who require some extra guidance or help to manage issues. The overwhelming majority of parents feel that their children are well looked after and agree that the school makes sure its pupils are well behaved.

Behaviour

- The behaviour of pupils is good. When tasks are not matched appropriately to needs, some pupils occasionally lose concentration or interest. However, even on these occasions, pupils' attitudes to adults and learning are respectful and positive. Attentive adults easily and quickly redirect pupils' attention.
- Attendance levels over time are consistently better than national averages. Pupils are rarely persistently absent. This is because parents and pupils alike value education and work in positive partnership with school to maintain their daily presence.
- Pupils conduct themselves well in and around the school. Interactions between pupils are cheerful and breaktimes are happy occasions. Pupils agree that the few instances of poorer behaviour are well managed by staff. Rules, rewards and sanctions are clear, agreed and viewed by pupils as fair.
- Pupils are friendly, confident and helpful. They take classroom duties and wider school responsibilities, such as pupil council roles, seriously. Their polite, respectful approach to visitors and other adults is commendable.

Outcomes for pupils

require improvement

- Over time pupils in both key stages 1 and 2 reach standards in English and mathematics that are broadly in line with others nationally. Pupils in each key stage do not, however, reliably make the progress that should be expected of them. Given that pupils enter each key stage with typical skills and capabilities, too few make better than expected progress, especially within reading and mathematics. Expectations are inconsistent and therefore too often not enough is asked of pupils.
- Work in pupils' books currently confirms that challenge is too often lacking across subjects. Pupils are not consistently working at levels expected for their age, particularly in mathematics, reading, spelling and grammar. Pupils are not routinely supported or challenged to reach the higher standards of which they are capable.
- The proportions of pupils across key stage 2 making expected progress in reading and mathematics in 2015 were significantly below national averages. In response, leaders have taken action to address issues, for example by purchasing new resources, delivering tailored staff training and implementing agreed practices, such as regular reading comprehension exercises. However, inaccuracies in assessment procedures make it difficult for leaders to evaluate the impact of these measures.
- Outcomes for disadvantaged pupils and those pupils with special educational needs or disability vary over time and across subjects. Monitoring and analyses of work is insufficiently rigorous to identify precisely where strengths and weaknesses lie. Intervention and booster sessions, therefore, are not habitually well-matched to individual or group needs.
- Outcomes for the most-able pupils are also inconsistent. In 2015, a slightly bigger proportion of the most-able pupils in key stage 1 reached the higher standards expected of them in reading, writing and mathematics than seen nationally. In key stage 2, however, fewer most-able pupils reached the higher standards across reading and mathematics when compared with national figures.
- The proportion of pupils achieving the expected standard in the national phonics screening check, where pupils use their knowledge of the sounds letters make to read words and sentences, fell well below that nationally in 2015. In 2013 and 2014 pupils had achieved well in comparison to national outcomes. Recent school information and work scrutiny suggests that pupils will perform better again this year.
- Some groups of pupils in key stage 2, for example those with low prior attainment, made significantly better progress in writing than others nationally in 2015. Leaders attribute these successes to a concerted

whole-school emphasis last year on improving writing.

Early years provision

requires improvement

- Children enter the early years with at least typical skills and abilities for their age. They make expected progress, leaving the early years with abilities that are broadly in line with other children nationally. Nonetheless, although children are happy, well-cared-for and enjoy their time in the early years, they are not suitably challenged, particularly in English and mathematics, because adults' expectations are inconsistent.
- The quality of teaching in the early years is inconsistent. Misconceptions are not thoroughly addressed and opportunities to extend thinking or deepen learning, not fully capitalised on. This means children do not make better than expected progress.
- The proportion of both boys and girls in 2015 reaching a good level of development was slightly above national figures, although, as was the case nationally, boys did less well in mathematics and English in 2015 than girls. However, the proportions of boys reaching expected outcomes in mathematics was below other boys nationally.
- School information shows that early years children are not currently on track to reach expected levels of development within English, mathematics and health and self-care. Reading does not take place frequently enough and children's existing capabilities are not fully considered when reading sessions are planned and implemented. Leaders are taking action to address issues but the effect of their actions is yet to be realised.
- The early years environment is bright, attractive and well-resourced both indoors and outside. A broad range of experiences are provided for children across the curriculum. Children are eager to learn, displaying resilient attitudes and persevering well on tasks that interest them. Opportunities are not always linked effectively to children's needs and abilities, however, or suitably evaluated for their impact on learning.
- Relationships between the early years staff and children are positive. Familiar routines and attention to safeguarding practices support children to feel safe and confident. As a result, children listen respectfully to adults and each other, displaying enquiring, resourceful attitudes.
- Regular communication about their child's work and progress is welcomed by parents. Parents express very positive views about the friendly atmosphere and approachability of the early years staff. Consequently, positive home-school links are well established.

School details

Unique reference number	107666
Local authority	Kirklees
Inspection number	10007011

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair	Mrs Karen Walker
Headteacher	Ms Melanie Cox
Telephone number	01274 335220
Website	http://gomersal.schooljotter2.com
Email address	office.gomersalps@kirkleeseducation.uk
Date of previous inspection	15–16 February 2011

Information about this school

- Gomersal is a larger than average primary school.
- Governors have appointed a permanent headteacher and deputy headteacher this academic year.
- Leaders have recently restructured the leadership team. Subject and phase leaders are in place.
- The school meets the government's floor standards, which set out the minimum expectations for pupils' attainment in English and mathematics.
- The proportion of pupils eligible for the pupil premium funding is lower than national averages.
- The majority of pupils are of White British heritage.
- Very few pupils speak English as an additional language.
- The proportion of pupils with special educational needs or disability is below average.

Information about this inspection

- Inspectors observed teaching and learning in a range of subjects. The lead inspector and headteacher conducted joint observations across the first day of the inspection.
- Meetings were held with subject and phase leaders as well as the headteacher and deputy headteacher. Inspectors also met with two governors, including the chair of the governing body, a representative from the local authority and held telephone interviews with several other members of the local authority.
- Inspectors listened to pupils read, scrutinised their work in books and on display and talked with groups of pupils formally and informally at breaktimes.
- A wide range of the school's own information and documentation was studied, including the school's self-evaluation, the school development plan and records of the checks made on teaching and learning. Information about safeguarding practices and policy were examined.
- The opinions of staff were taken into account via their responses to Ofsted's questionnaire and through formal and informal discussions.
- The views of 59 parents expressed in Parent View were considered along with parents' comments offered via free text. Inspectors also considered results of the school's own parent questionnaire and spoke directly with parents during the course of the inspection.

Inspection team

Fiona Manuel, lead inspector	Her Majesty's Inspector
Suzette Garland-Grimes	Ofsted Inspector
Lynda Johnson	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Stephen Rigby	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

