



Gastrells Community Primary School

Inspection Report

Unique Reference Number 115573
LEA Gloucestershire
Inspection number 279630
Inspection dates 24 November 2005 to 25 November 2005
Reporting inspector Graeme Bassett RISP

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

Type of school	Primary	School address	Kingscourt Lane
School category	Community		Stroud
Age range of pupils	4 to 11		Gloucestershire GL5 3PS
Gender of pupils	Mixed	Telephone number	01453 765959
Number on roll	170	Fax number	01453 765959
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	14 February 2000	Headteacher	Ms Cottia Howard

Age group 4 to 11	Inspection dates 24 November 2005 - 25 November 2005	Inspection number 279630
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average size school (154 on roll) and serves mainly the area south west of Stroud, Gloucestershire. Most pupils are White British and there are no pupils with English as an additional language. The economic status of the local area is broadly average and there are more pupils with learning difficulties and disabilities than average. There is an 'Attached Centre' for up to ten pupils who have communication and interaction difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspectors agreed with the school's self-evaluation that this is an effective school.

The headteacher is the driving force and her leadership and management are good. She has set out a clear direction for school improvements to ensure its continuing success. The school does not shy away from making difficult decisions when necessary. As a result of this, and in the light of improvements since the last inspection, the capacity for improvement is good. The headteacher, ably supported by the deputy, has successfully promoted monitoring of the school's performance. Subsequent actions raised teachers' expectations, and teaching and learning are now good. The teachers' knowledge of how well their pupils are doing is very accurate. However, sometimes they do not extend the learning of higher attaining pupils enough.

On entry to the Foundation Stage, standards are below average. All achieve well and most reach the targets set, but few exceed them. Progress is good throughout Years 1 to 6 and by the end of Year 6, standards are above average in mathematics and science and average in English. An above average proportion of pupils achieve higher standards.

The curriculum is good. Purposeful tasks hold pupils' interests. However, few opportunities are provided to improve writing through other subjects. The out-of-lessons activities add a good dimension to the curriculum.

The school has a positive and caring ethos and is inclusive. Good links are maintained with parents. Pupils make good progress in their personal development. Behaviour is good and pupils' spiritual, moral, social and cultural development is also good.

The pupils with learning difficulties and disabilities, as well as those attending the 'Attached Centre', are integrated sensitively into the main school and are catered for well.

The governance of the school is good. The budget is managed prudently and the school gives good value for money.

What the school should do to improve further

- Raise the standards and achievements of the higher attaining pupils in writing and mathematics by the end of Year 2.
- Develop pupils' writing skills through other subjects.

Achievement and standards

Grade: 2

Pupils quickly settle into the routines of the reception class. The standards on entry to the school are below average, with very few pupils exceeding the levels expected. With all achieving satisfactorily, most pupils reach the goals set for them by the time they enter Year 1 but, again, very few exceed them. Pupils continue to achieve well throughout Years 1 and 2. By the end of Year 2, progress is good and standards are

broadly average in reading and mathematics but below average in writing. In all three subjects, too few pupils exceed the expected levels for their age.

By the end of Year 6, all pupils have made good progress. Standards are above average in mathematics and science and broadly average in English. An above average proportion exceeds the expected levels in all three subjects, meeting the school's challenging targets. Pupils with learning difficulties and disabilities and also those in the 'Attached Centre' make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. In the Foundation Stage, this aspect is also good. Pupils' spiritual, moral, social and cultural development is good, with pupils having a good understanding of different customs and cultures.

Pupils' attendance is good and they enjoy coming to school. They are polite and courteous and their behaviour is good. Pupils are safe and bullying is not a problem. Pupils adopt a healthy lifestyle, such as eating healthily and taking part in physical activities.

Pupils make a good contribution to the school and the wider community. They willingly raise funds for charities. Responsibilities in class and around the school are readily and conscientiously undertaken. The school council actively helps to improve the school.

The progress that pupils make in literacy and numeracy prepares them well for their next school. They are developing good skills that contribute to their economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. In the Foundation Stage, stimulating teaching helps to effectively develop pupils' literacy and numeracy skills. Good lesson planning is evident in all other classes and teachers provide interesting tasks to meet the needs of most pupils in each year group. Sometimes they do not extend the learning of the higher attaining pupils enough. The assessment records are thorough and older pupils are fully aware of their targets. The tracking records, maintained to show each pupil's progress over time, are very good. Pupils' achievements are analysed thoroughly to plan what needs to be taught next.

Good use of information and communication technology (ICT), especially the interactive whiteboards, encourages enjoyment in learning and more effective concentration. During lessons Good links are established between home and school. Learning is supported well with relevant homework. The staff encourage parents to become fully involved in their pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum is good. Teachers of the mixed-aged classes plan together well to produce challenges for the different year groups in English, mathematics and science lessons. Good provision is made for art and design and design technology. The provision for ICT is good and has been improved since the last inspection. However, insufficient opportunities are provided to develop pupils' writing skills through other subjects.

Pupils with learning difficulties and disabilities are identified and given well structured tasks. Pupils in the 'Attached Centre' receive specific support that is well suited to their particular needs to ensure good progress. In the Foundation Stage, there is a good balance between independent learning and more directed tasks.

The curriculum to develop the pupils' well-being is good and promotes effectively the need to be safe and to adopt healthy lifestyles. Residential visits, after-school and lunchtime activities enrich pupils' learning and provide added interests. Pupils support these clubs with enthusiasm.

Care, guidance and support

Grade: 2

The school's care, guidance and support for all pupils are good. Parents and pupils report that pupils are looked after well and that their welfare is at the heart of the school's work. Supervision at break times is organised successfully and staff are vigilant. Guidance and support in class are effective and child protection procedures are exemplary; staff are alert to signs that any pupil might be distressed or anxious. Records tracking pupils' progress are used well to set new targets.

Pupils with learning difficulties and disabilities and those in the 'Attached Centre' are provided with carefully structured help and support.

The school actively promotes healthy lifestyles and physical activities. Pupils work in a safe environment. Risk assessments are carried out frequently. The school site is secure. Pupils are routinely reminded of procedures to observe for their own safety, especially in physical education and when using tools in design and technology.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher provides a clear direction to the work of the school. All pupils are totally included in all that the school plans. Following an evaluation of the school's performance analysis and discussions with the headteacher and governing body, the inspectors agree with the school's own self-evaluation that its effectiveness is good.

The headteacher and deputy headteacher, have jointly brought about good improvements to teaching and learning that has impacted on raising pupils' achievements. Senior managers have undertaken rigorous monitoring of the school's

performance. Subsequent evaluations have brought about improvements to raise teachers' expectations. However, the school does not extend the challenges enough for the higher attaining pupils, especially in Year 2.

Subject leaders are skilful in their leadership and management of their subjects. The leadership and management of the Foundation Stage, the 'Attached Centre' and the provision for pupils with learning difficulties and disabilities are good. Teaching assistants are deployed well and give good support.

The governance of the school is good and governors ensure that all statutory requirements are met. Financial planning is good. The school has recently made difficult decisions to balance the budget by reducing the number of classes. The headteacher, supported by a knowledgeable and skilled governing body, resolved these problems well. Through the good links established, parents were kept informed and their views considered throughout this decision making process.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Gastrells Community Primary School Kingscourt Lane Stroud Gloucestershire GL5 3PS

25 November 2005

Dear Pupils

Thank you for welcoming us to your school. The inspectors enjoyed their time with you, looking at your work and visiting lessons. We enjoyed chatting with many of you during lunch time. Thank you for telling us all about your school.

What we liked most about Gastrells Community Primary School

- Your headteacher leads and manages the school well.
- Your teachers teach well and plan interesting activities. This helps you to improve your work.
- Your behaviour is good and we like the way you get on together.
- Your attendance is good and you show that you enjoy coming to school.
- You try hard to do your best and make good progress each year.

What we have asked your headteacher and staff to do

- Do more to develop your writing when you are studying other subjects.
- Help you to reach higher standards in writing and mathematics.

We hope that you continue to have enjoyment in your lessons and that you try hard to do your best at all times.

Yours faithfully

Graeme Bassett Lead inspector