

# Gomersal First School

## Inspection report

---

<b>Unique Reference Number</b>	107666
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309465
<b>Inspection dates</b>	6–7 May 2008
<b>Reporting inspector</b>	Derek Pattinson

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter O'Hara
<b>Headteacher</b>	Miss Kay Boothroyd
<b>Date of previous school inspection</b>	15 November 2004
<b>School address</b>	Oxford Road Gomersal Cleckheaton West Yorkshire BD19 4JR
<b>Telephone number</b>	1274 335220
<b>Fax number</b>	1274 335220

---

<b>Age group</b>	5–9
<b>Inspection dates</b>	6–7 May 2008
<b>Inspection number</b>	309465

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average first school serving an area of broadly average social and economic circumstances. Most pupils transfer to the nearby middle school at the end of Year 4. The majority live in the vicinity of the school and are of White British heritage. The proportion of pupils entitled to a free school meal is below average. The proportion of pupils who have learning difficulties and/or disabilities is also below the national average. The proportion of pupils from minority ethnic backgrounds is much lower than average; very few speak English as an additional language. The school has gained the Investors in Pupils Award in 2005, the PE Activemark Standard and the Healthy Schools Gold Award in 2007. Successful reassessments in 2005 also confirmed the school's Investors in People status and the Artsmark Silver Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory standard of education. Nonetheless, many features of its work are good and some are outstanding. It is well led, provides a good curriculum, high quality pastoral care and improving academic guidance for its pupils. Relationships at all levels are excellent and behaviour is exemplary. As a result, pupils' personal development is outstanding. Pupils enjoy school and their attendance is well above average. They have an excellent understanding of healthy lifestyles and are very happy to shoulder responsibility and support good causes. They are steadily becoming well-rounded individuals demonstrating the very safe practices they have learned. The school works extremely well with parents, carers and external agencies. Parents are overwhelmingly supportive of the school and its highly committed headteacher.

Children enter the Foundation Stage with skills that are broadly typical for their age. Here, they get off to a good start and achieve well. Pupils make satisfactory progress as they move through Years 1 to 4. By the end of Year 4, pupils attain standards that are broadly as expected in English, mathematics and science. In 2007, standards in the national teacher assessments at the end of Year 2 fell compared to the previous year. The broadly average standards and satisfactory progress are the main reasons why the overall effectiveness of the school is satisfactory rather than good. The school now analyses data more rigorously to check on individual pupils' progress. Improved tracking systems have shown that the decline has been halted and pupils in the current Year 2 are on course to achieve their challenging targets.

The quality of teaching and learning is satisfactory. Excellent relationships, appropriate management of pupils and the regular use of encouragement and praise are positive features of lessons. These, together with pupils' outstanding attitudes form an effective learning environment. The pace of some lessons, however, is not always brisk enough and work is not always set at the right level to challenge pupils. As a result, pupils' progress is uneven. Pupils are becoming more involved in what they must do to improve but they do not know their targets well enough to help them make the best possible progress. These inconsistencies prevent teaching being good overall.

The good curriculum is enriched by a wide range of visits, visitors, clubs and events, which contributes significantly to pupils' personal development. However, literacy, numeracy, and information and communication technology (ICT) skills are not developed well enough across all subjects to help further raise pupils' achievement.

There has been significant staff turbulence due to retirement, maternity leave and career development since the last inspection. However, staffing has been stable since the start of the year. This has provided the impetus for the leadership team to introduce and embed initiatives to secure school improvement. It is working tirelessly to introduce and consolidate strategies designed to raise achievement. Checks made on the school's performance are becoming increasingly rigorous. The leadership team and subject leaders for English, mathematics and science are increasing their effectiveness, evidenced in the improving standards seen throughout the school. Priorities for development are appropriate to help move the school forward. The good governing body is increasingly holding the school to account for its performance. The school provides satisfactory value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

The effective leadership and management of the Foundation Stage, good quality teaching and learning and very good relationships ensure that provision is good and children achieve well. Children are well cared for in a safe and secure environment in which health and safety are given much emphasis. As a result, they enjoy learning and behave very well. There is a good balance between teacher-led tasks and independent activities, which encourage children to make choices and take responsibility for their learning. Children enter school with skills that are broadly in line with national expectations. They respond well to the warm welcome provided by staff and the well-laid-out, stimulating areas for learning. Despite children's interest in their chosen activities, they obediently follow adults' requests to tidy away resources and meet together in groups. Activities are carefully planned around specific themes. Parents and representatives of the local community often take part in lessons and involve the children in more interesting learning, for example, in relation to personal safety. Teaching assistants make a very good contribution to children's learning and personal development. Outdoor provision helps children's physical development well by allowing them to explore and apply their skills through well resourced and carefully planned activities.

### What the school should do to improve further

- Improve the quality and pace of teaching and learning to eliminate pupils' uneven progress.
- Ensure that pupils always have a good knowledge of what their targets are and what they need to do to improve.
- Provide more opportunities to develop pupils' literacy and numeracy skills and use ICT in more subjects to help improve their achievement.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Current performance data and pupils' work indicate that standards are broadly in line with national expectations at the end of Year 4 in English, mathematics and science. Consequently, achievement is satisfactory rather than good. Pupils, including those with learning difficulties and/or disabilities, make mostly satisfactory, but sometimes good progress as they move through Years 1 to 4. However, progress is uneven because the quality of teaching is variable. In 2007, standards reached by the end of Year 2 declined in reading, writing and mathematics when compared to the previous year. School data show for this group of pupils that this decline has been halted. Evidence from the tracking of pupils' progress indicates that the majority of pupils across the school are on course to meet their challenging targets by the end of this school year.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding. Their enjoyment of school is reflected in their very positive attitudes to learning, exemplary behaviour and their well above average attendance. A typical comment from pupils is, 'Gomersal is a happy school and it's fun

to be here.' Relationships between pupils are very good and their attitudes towards teachers and visitors are consistently respectful. Pupils' spiritual, moral, social and cultural development is excellent. Parents and pupils appreciate the valuable links and experiences they have with other cultures made through twinning arrangements with a local primary school. Pupils talk confidently about other religions in multicultural Britain. They have adopted healthy lifestyles, enjoy a healthy diet and take part enthusiastically in daily 'Wake Up, Shake Up' sessions. They know the difference between right and wrong and incidents of bullying or racism are very rare. Pupils feel safe and move around school in a very calm and orderly manner. Pupils show tolerance, and they care about and respect each other's needs and differences. A strong, active school council has helped with the introduction of school jackets and fleeces, giving the pupils a strong sense of belonging to the school community. Pupils have links with the elderly and raise funds for local and national charities. They develop very effective life skills. For example, they are confident speakers, perform with assurance in assemblies and are starting to evaluate each other's work as critical friends.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Very good relationships and effective management of pupils' behaviour are strong features of the satisfactory teaching and learning. All teachers give pupils much encouragement to help them make progress. These strengths help to explain the positive views pupils have about their teachers. 'Teachers always help us', is a typical comment. Teaching is most successful when time is used to good effect, resources and questions are used well to extend learning and demanding tasks bring learning to life. In these instances, pupils find learning interesting, challenging and they make good progress. Teaching assistants are used well to support pupils. Teachers' marking increasingly helps to guide pupils' learning as well as acknowledging what they have achieved. However, pupils sometimes have too little opportunity to practise new learning because teachers talk for too long. The pace of some lessons is not brisk enough which slows pupils' learning. In a few lessons work is not always matched to pupils' precise needs to challenge them to make best possible progress. Teachers do not always share with pupils what they want them to learn in lessons to help them succeed.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum makes a good contribution to pupils' progress and to their adoption of healthy lifestyles. Art, music and physical education are given a high profile. Innovative features such as 'philosophy for children' helps to boost their speaking, listening and thinking skills. In literacy and numeracy lessons there is a good emphasis on developing pupils' writing and number skills. However, these skills are not yet promoted systematically through other subjects. Pupils with learning difficulties and/or disabilities are given work appropriate to their needs and they are well supported. An impressive range of enriching activities makes the school come alive with interest and enthusiasm. For example, the Science Week makes a positive contribution to pupils' personal development, achievement and to their enjoyment. A range of interesting visitors to the school, such as artists and sculptors and visits to places of interest, enhance pupils' experiences. A broad range of out-of-class activities, such as African drumming and a Challenge Club, allows pupils to apply a range of skills in both competitive and fun settings and helps broaden their horizons.

## Care, guidance and support

### Grade: 2

The school provides high quality care to ensure the outstanding well-being of the pupils. Robust procedures, including those for child protection, confirm that pupils' safety is a high priority. Systems for checking staff and visitors meet with statutory guidelines. Pupils value the level of care shown to them. Pupils with specific needs receive good quality support both from within the school and external agencies. Teaching assistants have good relationships with their pupils. As a result, pupils gain the confidence to cope with challenge. The school promotes equality and good cohesion in the community by linking with another school and learning about different cultures. It communicates regularly and works very effectively with parents, which is greatly appreciated by them. Good arrangements ensure a smooth transition when pupils move to their next school. Systems to monitor pupils' individual progress have improved and help to identify those who need extra support. Not all pupils know their targets well enough or what they have to do to improve.

## Leadership and management

### Grade: 2

The headteacher, ably supported by her deputy headteacher, leads and manages the school well. The headteacher has effectively overcome staffing difficulties and is rapidly developing shared responsibility and accountability at all levels. As a result, strategic planning and organisation are increasingly effective. 'She is a shining example of what a headteacher should be', according to parents. Her clear vision and strong leadership have motivated colleagues, who are united in their determination to secure school improvement. Her knowledge of the school is reflected in the quality of monitoring and in the school's accurate self-evaluation that takes the views of staff, governors and parents into account. As a result, priorities for development are appropriate to help drive up standards. The school demonstrates a good capacity to improve further, as shown in the progress made in getting pupils on track to achieve their targets. New and established senior and subject leaders are steadily becoming skilled at checking on the school's work and performance. Committed and supportive governors work in close partnership with the school. As a result, they increasingly play their part in holding the leaders and managers to account.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Gomersal First School, Cleckheaton, BD19 4JR

Thank you for making me and the other inspectors so welcome in your school. We really enjoyed talking with you, inspecting your lessons and listening to what you had to say. It was good to see how you all get on very well with each other and with adults, that you are friendly and polite and how your behaviour and attitudes are usually excellent. You like doing jobs around school and carry them out well. Almost all of you come to school and arrive on time. Teachers and other adults care for you well. This is why you told us that you felt safe and were happy in school. It was good to see you all joining in 'Wake Up, Shake Up' which helps to keep you healthy. You like what the school council is doing to try to get things done. Many of you told us you enjoy most lessons. You especially like the many visits, visitors and special events that your teachers organise for you and which help make your time in school even more enjoyable.

We have asked your teachers to make all lessons challenging and to make sure you all learn fast enough and make better progress. We have asked them to make sure you know what your targets are and what you need to do to achieve them. We would also like you to have more chances to practise your literacy, numeracy and ICT skills in all your subjects.

We were very pleased by the way your headteacher and all school staff work hard to make the school a happy place for you to learn. The school provides you with a satisfactory education and everyone in school will be working together to help you do even better.

Thank you again for your help with the inspection of your school.