

Gateford Park Primary School

Inspection report

Unique Reference Number	131722
Local Authority	Nottinghamshire
Inspection number	360310
Inspection dates	18–19 January 2011
Reporting inspector	Richard Marsden

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	214
Appropriate authority	The governing body
Chair	Neil Hopkinson
Headteacher	Lorraine Shore
Date of previous school inspection	3 March 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 10 teachers in 18 lessons, spoke with parents and carers and held meeting with staff, pupils and governors. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as questionnaires from 10 staff, 66 pupils and 73 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Given that pupils did not take national tests in 2010, are teachers' own assessments of pupils' attainment and progress accurate and reliable, and is progress good for all groups of pupils?
- Have the changes in leadership and management recommended at the last inspection been effectively implemented?
- Given that most pupils come from White British backgrounds, are they being well prepared to take their place in a multicultural society?

Information about the school

The school is similar in size to the average sized primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. Most pupils are of White British heritage and there are very few pupils whose first language is not English. The percentage with special educational needs and/or disabilities, including pupils with physical disabilities, is below average, although increasing year by year.

Four years ago the Local Authority decided to reduce the school's size from two- to one-form entry, so that there are currently two classes per year in Years 4, 5 and 6, but only one class per year in Reception and Years 1, 2 and 3.

The school holds the Extended Schools Award.

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

The school provides a good education for its pupils. Pupils make good progress and attain standards across the core subjects which are in line with the national average. Since the last inspection much has been done to strengthen the reliability of the school's assessment of pupils' attainment and to track their progress. As a result, teachers are confident about what pupils should be achieving and can identify very quickly any who are falling behind. Teachers intervene effectively to keep them on target. Work is carefully matched to pupils' capabilities and learning needs, and challenges them well. Although attainment does not vary significantly across subjects or gender groups, there is some unevenness. In 2010, for example, boys' attainment in mathematics was high, whereas girls' was average, a situation which was the reverse of the previous year. Both boys and girls showed high attainment in reading but only average attainment in writing.

Changes in leadership and management have resulted in a wider range of teachers taking on leadership responsibilities. They manage their areas well, evaluating effectively the quality of provision and outcomes and show a good understanding of strengths and weaknesses and how to secure improvement. This track record of success shows the school has good capacity to improve further.

Pupils are known well as individuals and are cared for well. The school is a harmonious and cohesive community. However, inspectors agree with the school's own evaluation that more needs to be done to strengthen its contribution to community cohesion. Pupils enthusiastically take on responsibilities in their school, but there are limited opportunities for them to serve or influence the wider community either locally or further afield. They learn about other cultures, and enjoy having visiting speakers, but links, for example, with other schools or community groups with whom they could have first-hand experience are, as yet, under-developed.

What does the school need to do to improve further?

- Raise attainment in English, mathematics and science from satisfactory to good by:
 - ensuring that standards attained in all three subjects are consistently high
 - removing the remaining unevenness in the standards attained by gender groups.

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- Improve the school's promotion of community cohesion from satisfactory to good by:
 - increasing opportunities for pupils to engage at first-hand with communities beyond the school
 - increasing opportunities for pupils to take on responsibility and become involved in the wider community.

Outcomes for individuals and groups of pupils

2

The school's assessments are robust and are externally verified. They show that pupils join the school with attainment that is below that expected for their age. Pupils make good progress so that by the end of Key Stage 2 they reach the national average. In recent years there has been some unevenness in attainment across different subjects, and between gender groups. After detailed scrutiny however, inspectors are satisfied that these do not indicate any significant trends.

In lessons observed, and from the evidence seen in pupils' work, progress is good in English, mathematics and science. Tasks in lessons are matched well to pupils' abilities. They tackle them with enthusiasm and consequently progress is good. In one outstanding science lesson pupils became very animated and engrossed in a competitive task to build a tower from spaghetti and marshmallows. The teacher made judicious suggestions to ensure that pupils were grasping the underlying scientific principles at the same time as they were having fun. Boys and girls engage equally well in learning. Pupils with special educational needs and/or disabilities are identified early and are given effective support within lessons, in small group or one-to-one sessions. They also make good progress and derive enjoyment from their successes.

Pupils confidently state that their teachers look after them well and that they feel safe in school. A number of pupils have presented challenging behaviour but the school has developed strategies to manage this effectively so that behaviour is good. Pupils say that bullying is rare and is handled effectively if it does occur. They know about cyber-safety, road safety and the dangers of drug and alcohol abuse, and they can explain clearly what they do to lead a healthy lifestyle. They readily take on jobs within school, and the school council can explain how their voice has influenced decisions. Pupils' contribution to the wider community beyond the school is limited, however.

As well as promoting good progress in literacy and numeracy, the school develops pupils' capability in information and communication technology well, and gives them skills in team working, decision making and problem solving. This all prepares them well for their future in the working world.

Pupils' spiritual moral and social development is good. They resolve conflicts sensibly, and respond well to opportunities to think deeply about values and principles. They

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show a good respect for the views of other people and enjoy contact with individuals whose beliefs or backgrounds are different from their own. However, opportunities for them to have first-hand contact with communities in other parts of Britain or overseas are less well promoted, and this restricts pupils' wider cultural development.

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	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Classrooms are busy and purposeful places. Through careful planning, teachers ensure that lessons contain a varied mix of activities. These include individual, group or pair work, 'hand-on' tasks, and the use of information and communication technology, all designed to ensure that pupils work hard for themselves rather than having to sit and listen to the teacher for too long. Teaching assistants are highly skilled at supporting pupils with special educational needs and/or disabilities either in mainstream lessons or in separate groups. Teachers question pupils particularly effectively and give good oral feedback so that pupils understand how to improve. Marking also shows pupils how to improve, although some teachers use this more effectively than others.

The broad and balanced curriculum has been reviewed in consultation with pupils and now includes regular themed weeks, such as science week, sports week, and culture week, which motivate pupils and engage them well. Both boys and girls say how much they enjoy the topics they study. In an outstanding literacy lesson pupils were deeply engrossed in a text about the first moon landing which provided an effective stimulus for their own writing. The school provides a good range of out of

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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school activities, which include residential visits (outdoor pursuits) for Year 6, and annual visits to the House of Commons to see the local Member of Parliament.

Care, guidance and support are a major strength. Pupils are well supported when they first arrive, so that they settle in quickly, and they are well prepared as they move on to secondary school. The school is careful to ensure that pupils are known well and that no-one 'slips through the net'. It is successful in integrating pupils who have been excluded from other schools. It has given persistent and energetic support to pupils who are at risk of failing to succeed.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the last inspection leadership roles have been distributed much more widely across the staff. Staff members have met this challenge well, and the distributed leadership is effective in embedding ambition and driving improvement. Staff have high expectations and offer one another vigorous support in their quest for excellence. A regular programme of lesson observations and reviews of pupils' work gives teachers pointers for improvement which they tackle eagerly.

Governors give good support. They are experienced and know the school well. Some involve themselves closely in the day-to-day work of the school. They support the school effectively and offer robust challenge to help shape its strategic direction. The school provides a regular flow of information to parents. Parents feel they can raise concerns, although the school recognises that it needs to do more to involve them in their children's education.

The school benefits from an extensive range of partnerships. Teachers work alongside colleagues from other schools to ensure a common understanding of pupils' standards. A wide range of agencies help the school to support vulnerable pupils, and visitors enhance and enliven the curriculum.

The school securely meets the statutory requirements for the safeguarding of children. It reviews its work in this area regularly and acts rapidly and decisively on all issues relating to pupils' safety. It works hard to include all pupils and ensure equality of opportunity for all.

The school has a secure understanding of its own context. Opportunities for pupils to

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have an input into the community beyond the school, whether locally, nationally or internationally, and to have first-hand contact with other communities are, however, limited.

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
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	3
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	2
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

Good provision ensures good progress so that children's attainment is broadly average in most areas of learning by the time they leave the Early Years Foundation Stage. Their behaviour is good. They interact confidently with adults and with each other, taking turns, playing sensibly, showing courtesy and willingly taking on little jobs.

The Early Years Foundation Stage area is spacious and well equipped. It provides effectively for learning both indoors and outside, although outdoor provision for children's mathematical and creative development is not as good as for other areas of learning. There is a good balance of teacher-led and child-initiated activities. The latter help children to develop independence and confidence.

Leadership and management are good. Adults regularly observe and record children's progress both formally and informally, building up a detailed picture of each child. The coordinator is aware of areas needing development. She has high expectations and ensures that activities are well planned and closely targeted to the observed needs of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The rate of response to the questionnaires was broadly average. The views of parents and carers mirror closely those found in the school's self-evaluation. They show high levels of satisfaction, in particular with the way the school keeps children safe, and the way the school meets the needs of the individual. A small minority of parents and carers expressed concern about behaviour and about the management of the school. Management was a focus of inspectors' attention from the outset, but, in the light of the questionnaires, inspectors also put behaviour under close scrutiny. Although the behaviour of some pupils has been challenging, staff have developed effective strategies to manage this, and pupils and teachers and parents said that behaviour is now better than previously. Teachers take care to ensure that the school's routines and high expectations are clearly understood by pupils. During the inspection, behaviour observed both inside and outside the classroom was consistently good, and had a beneficial effect on pupils' learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gateford Park 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	41	38	52	4	5	0	0
The school keeps my child safe	26	36	47	64	0	0	0	0
The school informs me about my child's progress	15	21	36	49	15	21	3	4
My child is making enough progress at this school	14	19	44	60	9	12	4	5
The teaching is good at this school	17	23	40	55	10	14	1	1
The school helps me to support my child's learning	9	12	44	60	14	19	2	3
The school helps my child to have a healthy lifestyle	13	18	43	59	12	16	2	3
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)	15	21	41	56	10	14	1	1
The school meets my child's particular needs	18	25	42	58	7	10	2	3
The school deals effectively with unacceptable behaviour	11	15	43	59	13	18	1	1
The school takes account of my suggestions and concerns	12	16	38	52	13	18	3	4
The school is led and managed effectively	13	18	32	44	16	22	6	8
Overall, I am happy with my child's experience at this school	18	25	42	58	9	12	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	36	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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:	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. ■ 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 pupils' 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.



20 January 2011

Dear Pupils

Inspection of Gateford Park Primary School, Worksop, S81 7RG

A big 'thank you' to everyone for the very warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found:

- Your teachers look after you well, make sure that everyone feels safe, and that no-one misses out on what the school has to offer.
- Your teachers plan lessons well and make sure that they are interesting and enjoyable; this means that you concentrate well in lessons, work hard, and make good progress.
- Your behaviour has improved and is now good; this helps you to learn and to make progress.
- You particularly enjoy the themed weeks; both boys and girls enjoy the topics you study in class.
- You know how to lead a healthy lifestyle and are being well prepared to take your place in the world of work.

Although you are progressing well at present, we have suggested to your teachers that they should aim for you to reach even higher standards in English, mathematics and science. We would also like them to provide you with more opportunities to meet people from other communities in Britain and abroad, so that you can get to know them and learn from each other.

It was a great pleasure to visit your school. You can all play your part in improving it by continuing to behave well and always trying your hardest!

Yours sincerely

Richard Marsden

Lead inspector

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