

Galley Hill Primary School

Inspection report

Unique Reference Number	111567
Local Authority	Redcar and Cleveland
Inspection number	325403
Inspection dates	8–9 October 2008
Reporting inspector	Joy Frost HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	246
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Amy Ollivier
Headteacher	Mr Mark Hirst
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Campion Drive Hutton Meadows Guisborough TS14 8DW
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

This is an over-subscribed, average sized primary school serving an area of general social advantage on the outskirts of Guisborough, although 20% of pupils attend from outside of the catchment area. The number of pupils eligible for a free school meal is very low. The percentage of children with learning difficulties and/or disabilities is the same as the national average. A small number of pupils have more severe and complex learning needs. The pupil population is mainly White British with some pupils who are at the very early stages of learning to speak English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Galley Hill Primary is an outstanding school which fosters a love of learning among its pupils. This view is shared by parents, and one explained it succinctly when writing: 'There is real sense that academic achievement, though highly valued, is not to be attained at the cost of the child's welfare.' The excellent care, guidance and support the school provides underpin pupils' outstanding personal development and well-being, resulting in mature young people who are enabled to form lasting relationships and develop exemplary attitudes to learning, behaviour and attendance.

The standards pupils attain when they leave school are improving year-on-year. Given their mostly average starting points when they enter the school, this represents outstanding progress across all key stages. Over three quarters of pupils regularly leave the school having achieved a level above that expected for their age in English, mathematics and science. In the 2007 tests at the end of Year 6, there was a slight dip in pupils' performance in the writing test. The school was quick to recognise this and the initiatives they put in place have restored writing to its usual high standard.

The school provides an extensive range of enrichment opportunities for its pupils. During the inspection, for example, pupils were seen practising for their cycling proficiency award, taking part in a wide range of musical instrument tuition and attending football training. Pupils come to school early and stay after school so that they get the best of the opportunities on offer.

Pupils who spoke with the inspection team said that they loved coming to school because, 'It is always fun, we learn so much and they (the teachers) make us think and involve us in our learning.' Pupils are very aware of how to live a healthy and safe lifestyle. They make informed choices about what to eat at lunchtime: for example, initiating a 'no sweets' rule in school. The school council is an active body which meets regularly within school and with pupil councils in other schools in the area to make decisions about the local environment. Pupils have formed an eco council which is very active in the school, and pupils talked confidently and knowledgeably about reducing their own carbon footprint and that of others. This is a school where pupils really do have a voice. The excellent basic skills they develop enable them to be very well prepared for the world of work.

Teaching seen throughout the inspection ranged from satisfactory to outstanding and is good overall, which reflects the school's own analysis. In all lessons seen, good elements were characterised by teachers' high expectations, opportunities for pupils to discuss their learning together and pupils who diligently set about the tasks set for them. Learning is good and often outstanding because pupils are taught the process of learning from a very young age. They understand what to do and how to do it. The school's excellent tracking systems make sure that pupils who need more support are identified early, and that personalised programmes are put in place to support them and accelerate their progress. However, the outstanding practitioners within the school are not yet given sufficient opportunities to share their skills widely enough with all staff. The school is aware of this and has employed extra staff to enable teachers to work together more often.

The leadership and management of the school are outstanding. The headteacher's vision is clearly understood by staff, parents and pupils. He sets a very clear direction for the school which includes setting very challenging targets. The school's self-evaluation is accurate, although a little modest in some areas because the school is constantly seeking to improve and has done

so. A new leadership team has been formed which is working well together and ensuring that high standards are maintained. The headteacher is aware of the need to further develop the monitoring skills of these new managers. The governing body has put in place effective measures to support new members in their roles. The governors offer good support to the headteacher and are becoming much more involved in monitoring the school's work at a grass roots level. The school has demonstrated their ability to sustain excellent outcomes and have an excellent capacity to continue to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The provision in the Early Years Foundation Stage (EYFS) is outstanding. Children enter the Nursery with attainment that is broadly in line with age-related expectations. Rigorous assessments of children's learning by all staff are used effectively to ensure that tasks set by teachers closely match the developing learning needs of all pupils. Because of this, children make excellent progress in all six areas of learning, especially in communication and language development where their skills on entry are weaker. Children make great strides in their learning; most reach the goals expected for their age and many exceed them. All new welfare regulations are in place and all children are assigned a key worker.

Exemplary teaching ensures very high levels of pupil engagement as shown in sustained interest and concentration even for the newly registered children in the Nursery. Excellent cross-curricular links are made across the six areas of learning with an appropriate balance of teacher directed and child initiated learning opportunities. Children show exceptionally high levels of independence and curiosity, and are able to articulate what they have learned. The outstanding care and guidance they receive, and the strong links with parents, contribute to outstanding personal development and well-being.

The EYFS is very well led and managed. All staff have well developed skills and knowledge of how young children learn. Within the team all staff have consistent, high expectations of children. This clear vision and consistency of practice result in children making exceptional progress.

What the school should do to improve further

- Improve all teaching to that of the best and provide more opportunities for the outstanding practitioners in school to work alongside colleagues and share their expertise more widely.
- Give new senior managers and governors more opportunities to develop their skills in monitoring the work of the school, especially teaching and learning.

Achievement and standards

Grade: 1

Standards are well above the national average and pupils achieve extremely well, making outstanding progress from their starting points. Their skills and knowledge on entry to the school are broadly in line with those expected for their age with some that are above. In the end of Year 2 national assessments, standards are consistently above national expectations with nearly half of pupils attaining higher levels in reading, writing and mathematics. This very good progress is maintained across Key Stage 2. In the 2008 national assessments for 11-year-olds, the unvalidated results were exceptionally high in English, mathematics and science with well over 60% of pupils attaining a level higher than that expected for their age.

Pupils who have a learning difficulty or more complex learning needs also make outstanding progress, often achieving in line with national expectations. Pupils' achievements have been consistently high over a number of years and any slight dip is quickly tackled as with boys' writing in 2007.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils are confident, articulate and show high levels of self-esteem. They know how to keep themselves safe and live healthy lifestyles and are able to make informed choices about the temptations of smoking, drugs and alcohol abuse and how to develop lasting friendships. They have a well developed sense of diversity and equality; when speaking to inspectors one boy commented, 'You should have seen our girls' football team last year, they were awesome, and were north of England champions!' Pupils have developed a strong moral code and this is exemplified by outstanding attendance and their behaviour in and around the school. They make an excellent contribution to their local community and the wider world through acting as playground and dining room helpers and regularly contributing to fundraising. For example, there has been a whole-school involvement in the Romanian Shoebox appeal to support orphaned children, which raised over £700 for the NSPCC Full Stop Appeal. Many pupils took part in a 'Book Harvest' and collected books which were then sent to children's hospital wards and hospices. Pupils' outstanding basic skills and knowledge of information and communication technology (ICT) ensure that they are very well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

The school judges its teaching to be good overall, with some that is outstanding, and inspectors agree. Pupils learn well and are helped by the school's supportive ethos to make excellent progress.

Pupils are engaged and take part enthusiastically in their own learning because very good structures for learning are in place. Teachers use good questioning skills to challenge pupils' thinking and they give very clear guidance to pupils about what they are going to learn. Pace and challenge are good, and opportunities for pupils to talk together about their learning are frequent. Teachers ensure that lessons are well paced and give many opportunities for pupils to think hard about challenging questions and talk with each other to work out the answers for themselves. Teachers convey their high level of expectation and pupils respond positively. Highly effective teaching assistants give good support to those pupils who need extra help. They also work efficiently alongside class teachers in carrying out assessments of pupils' work. Good marking and the setting of individual targets for improvement ensure that all pupils know what they need to do to improve their work. In a few lessons, however, teachers try to do too many things at once which leads to over direction of the learning.

Curriculum and other activities

Grade: 1

The school has recently reorganised the whole curriculum to reflect and respond to a slight dip in performance in writing in 2007. They have produced a very well planned curriculum which makes learning more meaningful. It is now based around very engaging topics and novels, and makes excellent links between subject areas, allowing more opportunities to practise writing skills across the curriculum. It is fully inclusive and underpins pupils' spiritual, moral, social and cultural development with an extensive range of enrichment opportunities. Personal, social, health and citizenship education is very well developed. Pupils are knowledgeable about world religions and have time to reflect on other cultures developing tolerance and respect, preparing them very well to live in a multicultural society.

Care, guidance and support

Grade: 1

The school's care, guidance and support for its pupils are outstanding. All the required safeguarding, health and safety and child protection procedures are in place. The staff are vigilant in ensuring that children are safe, and that they understand the importance of behaving safely. Pupils regularly take part in cycling proficiency training and learn 'life skills' which prepare them well for the world outside of school. Senior leaders ensure that all staff are aware of the potential social and medical needs of vulnerable pupils. Early identification of pupils with learning difficulties and/or disabilities leads to prompt and focused support to help them make progress. This support is regularly monitored to make sure that it is leading to the required improvements. Gifted and talented pupils are also identified and supported effectively and are offered many extension activities both within the curriculum and in school holidays. Staff use records of pupils' progress very well to identify groups or individuals needing specifically focused intervention and to plan lessons which have a high level of challenge for all pupils.

Leadership and management

Grade: 1

The headteacher, ably supported by his new leadership team, has his finger on the pulse of all aspects of school life. He acts as a role model to staff and pupils, and communicates his drive for high standards and achievement very clearly. All staff are clear about their roles and responsibilities, and work together as a very effective team with shared accountability and vision. However, currently the monitoring of teaching, which is carried out regularly by the headteacher, is too informal. The school is aware of the need to develop the skills of the new leadership team in being able to mentor and support colleagues, and to develop the skills of giving effective feedback. The school's self-evaluation is accurate, and data are used very effectively to set clear priorities for improvement. The governing body is well informed about the school's strengths and areas for development and members play an active part in supporting the work of the school. Relationships between the school, its parents and other partners are outstanding and are the cornerstones which enable pupils to achieve as well as they do.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

10 October 2008

Dear Pupils

Inspection of Galley Hill Primary School, Redcar and Cleveland, TS14 8DW

Thank you very much for the warm welcome you gave Mrs Keddle and I when we visited your school recently to see how well you were doing. We were very impressed with you all and thought that your school was outstanding in many aspects, most noticeably in your achievements by the time you leave the school which prepare you so well for your future education. We also found that your behaviour, attendance and relationships with staff and each other are exemplary.

You told us how good your school is and you obviously enjoy it very much. These are just some of the things that we think are outstanding:

- your teachers care and guide you very well and because of this you all get along together famously
- you are encouraged to take part in decision making within the school and your involvement in the eco council does you credit
- you all play a full part in the life of the school by attending the extensive range of extra-curricular opportunities that are on offer
- you develop a very good understanding of how to live a healthy lifestyle and keep yourself safe from harm.

It was very hard to find something which your school does not do well. However, we have asked Mr Hirst to make sure that some of your teachers who are outstanding practitioners have more opportunities to share their knowledge and expertise with the rest of the staff. We also think that more teachers could be involved in checking the work of the school and developing their leadership skills. We are confident that your headteacher and his staff know exactly what needs to be done to maintain your very high standards and excellent school ethos.

I send you all my best wishes for the future.

Yours sincerely

Joy Frost

Her Majesty's Inspector