

Gawber Primary School

Church Street, Gawber, Barnsley, South Yorkshire, S75 2RJ

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Since the time of the last inspection the school has gone from strength to strength. Parents support the pupils' views that 'the school keeps getting better every year'.
- Achievement is outstanding and all pupils, regardless of their background, age or ability, flourish in this exceptionally caring school.
- From starting points that are generally well below those typically expected, pupils leave Year 6 having attained above the national average in reading, and well above the national average in writing and mathematics. This represents outstanding progress.
- Teaching is typically outstanding and never less than good. The overwhelming majority of lessons are characterised by excellent relationships, carefully planned activities to meet the needs and interests of pupils, and very well-deployed support staff.
- Teachers' subject knowledge is outstanding and their assessment of pupils' individual needs is excellent. This allows lessons to move along at a fast pace. Teachers know how to make learning fun, relevant and exciting. This captures pupils' imagination and fosters a love of learning.
- Pupils behave exceptionally well and are respectful towards one another as well as to their teachers. Their very positive attitudes to learning are a significant factor in the excellent progress made in lessons.
- Pupils are really proud of their school and as a result attendance is above average.
- The vast majority of pupils arrive for school on time, but not all. A small number regularly arrive late and are not fully benefiting from what this outstanding school has to offer.
- The headteacher has a very clear vision and understands what an outstanding school looks like. The relentless drive to improve the quality of teaching from the time of the last inspection has been very effective.
- The experienced deputy headteacher together with all staff share the ambition that this school can become better still. All staff work exceptionally well to ensure pupils achieve their best.
- A well-trained, experienced and highly effective governing body carries out its duties to ensure that pupils are always improving on their previous best. Governors have already planned what steps to take so that punctuality is good for all pupils. These actions now require careful monitoring to ensure their success.
- The local authority uses the school as a model of best practice when supporting other schools to improve their teaching and learning.

Information about this inspection

- Inspectors observed 16 lessons or small group activities, of which four were joint observations with members of the school’s senior leadership team.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to a group of pupils from Key Stage 2.
- Inspectors took account of a recent survey of parents’ views and spoke to a number of parents at the start of the day. An insufficient number of responses were available on the online questionnaire (Parent View) for inspectors to consider.
- Inspectors took account of 25 questionnaires returned by members of staff.
- Inspectors observed the school’s work, looked at progress data, performance management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Michael Wintle

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported by school action is lower than average.
- The number supported by school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for free school meals and supported by the pupil premium funding is below average.
- The proportion of pupils from minority ethnic groups is also below average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The headteacher is a Local Leader in Education and Gawber Primary School staff provide support, guidance and training for other schools within the local authority.

What does the school need to do to improve further?

- Carefully monitor the implementation of planned actions to successfully reduce the small number of pupils who are regularly late for school.

Inspection judgements

The achievement of pupils is outstanding

- The majority of children start school with skills that are well below those typically expected, particularly in language and communication. They are helped to settle quickly, develop very positive attitudes to learning, and are well prepared to start Year 1.
- Pupils in Key Stage 1 make outstanding progress. As a result, attainment by the end of Year 2 is in line with the national average. Indeed, pupils make such excellent progress in Year 1 that many pupils are reading above the national average.
- This outstanding progress continues across Key Stage 2, so that attainment by the end of Year 6 is above average in reading and exceptionally high in writing and mathematics.
- There are no underachieving groups, as all make faster progress than normally expected. Teachers plan carefully and cater for the wide range of pupils' needs in their class. As a result, disabled pupils and those with special educational needs attain above all pupils nationally. The small numbers who are from minority ethnic groups are also exceptionally well supported and make equally fast progress as others in the school.
- Pupil premium funding is effectively used to ensure those pupils that it is intended for, such as those eligible for free school meals, get the right support. This includes providing extra staffing so pupils can be supported in small groups or given individual tuition. Consequently, these pupils make much faster progress than normally expected and their attainment is similar to their classmates.
- The reputation of this popular school means that numbers on roll are growing, for example eight new pupils started Year 4 last year. Pupils new to the school are helped to settle very well and soon make the same rapid progress as others in their class.

The quality of teaching is outstanding

- The impact of teaching over time on pupils' achievement is outstanding.
- A notable strength within the Early Years Foundation Stage is how well teachers enable children to use letters and sounds to help them read.
- Teachers' subject knowledge is impressive and they use what they know of pupils' attainment to provide exciting work at just the right level. The quality of guidance during lessons is focused and individually tailored for each pupil. This means pupils receive the challenge and encouragement that are required to help them make the best possible use of time.
- The quality of marking is excellent. More impressive, however, is how quickly pupils take on board the suggestions to improve their work. This attitude is a significant factor in the rapid progress pupils make. Pupils are taught to take a pride in their work and consequently the presentation of written work, for example, is exceptionally high.
- Teachers are confident in using different forms of information and communication technology and provide a rich and vibrant curriculum. The quality of pupils' art work is excellent and widely appreciated. For example, paintings by the pupils entitled 'Mummy's Little Angels', based on Andrea del Verrocchio's work, have recently been exhibited in The National Gallery.
- The school benefits from well-trained and highly experienced teaching assistants. Support staff know what is required of them and understand what pupils should achieve in a given time. Relationships are very positive and there is a light-hearted sense of fun permeating throughout the school.
- The impact of teaching on pupils' spiritual, moral, social and cultural development is excellent and staff have effective strategies to manage pupils' behaviour well.

The behaviour and safety of pupils are outstanding

- One of the notable features of this school is pupils' very positive attitudes to their lessons. They respond very well to challenges and persevere with sustained concentration for lengthy periods of time. They respect their teachers and want to work well. Pupils also support and encourage one another very effectively.
- Pupils are extremely polite and courteous. Older pupils provide very good role models for younger children in school. They are developing inquisitive minds and appreciate what the school is doing to make learning 'fun and exciting'. This explains why overall attendance is above average. The vast majority of pupils are punctual; however, a few arrive after lessons have started which prevents them from making the best possible progress.
- Pupils say that they get on well together and feel very safe in this caring school. They are well informed about all types of bullying and know, for example, how to safely use the internet. School records show that incidents of bullying are exceptionally rare and always managed effectively.
- All parents who spoke to inspectors, or who responded to the school's recent questionnaire, say their children feel safe and happy at school and are encouraged to do their best.

The leadership and management are outstanding

- Leaders and managers at all levels work exceptionally well as a team in the continuous drive to ensure that pupils' achievement is outstanding. The self-evaluation process is sharp, focused and accurate. This leads to the setting of appropriate priorities in school development plans.
- The inspirational leadership of the headteacher and the close collaboration with the deputy headteacher have helped teaching to become outstanding since the time of the last inspection. All leaders regularly check the robustness of the quality of teaching. Senior leaders train and support school staff to become outstanding practitioners and arrangements to support colleagues new to the profession are exemplary.
- A comprehensive performance management process is firmly established and regular meetings to check on pupils' progress enable leaders to hold teachers robustly to account for achievement in each class.
- Leaders ensure that while English and mathematics are a high priority, much time is also given to develop pupils' interests across a wide range of subjects. The excellent curriculum is also enhanced by a wide range of visits and visitors.
- The school is highly successful at promoting equality of opportunity for all pupils and ensures that all groups of pupils achieve outstandingly well. Parents appreciate the work of staff and have recently nominated this inclusive school to receive the 'Above and Beyond' award for their work with disabled pupils and those with special educational needs.
- The local authority provides light-touch support for this outstanding school. Indeed, the school is so successful that it regularly supports improvement in other schools within the local authority.
- **The governance of the school:**
 - The governing body is highly effective and passionate about ensuring that pupils' achievement is outstanding. Governors are very well informed and bring a wide range of experience to their work. Governors provide the right support and challenge for all leaders as they have a very good understanding of the quality of teaching and use data to effectively monitor the school's performance. They are fully involved in the decision making about how pupil premium funds will be used and are developing robust skills to monitor its impact. Governors have planned with leaders what steps are required to ensure all pupils arrive on time. Together with senior leaders, they now need to monitor these actions to ensure their success. Governors ensure safeguarding requirements are met and pupils are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106603
Local authority	Barnsley
Inspection number	403021

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	210
Appropriate authority	The governing body
Chair	Beverley Sadler
Headteacher	Julie Brown
Date of previous school inspection	12 March 2008
Telephone number	01226 289728
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