

Gilberdyke Primary School

Scalby Lane, Gilberdyke, Brough HU15 2SS

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| Inspection dates | 8–9 June 2016 |
| Overall effectiveness | Inadequate |
| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| Early years provision | Inadequate |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is an inadequate school

- In key stage 1, teaching does not meet the needs of different groups of pupils and there is a significant lack of challenge. The progress of all groups of pupils is inadequate.
- In key stage 2, teaching does not meet the needs of boys. Boys make much weaker progress than girls, although girls' progress is not good.
- The provision for disadvantaged pupils and those who have special educational needs and/or disabilities is ineffective. These pupils do not make sufficient progress.
- Boys commonly have negative attitudes to learning, are often disengaged and do not complete work. This can go unchallenged by staff.
- The attendance of pupils has declined significantly in the past 12 months and it is now below average. This has particularly been the case for disadvantaged pupils.
- Leaders have not addressed the points to improve from the previous inspection. This has led to a deterioration in the overall quality of teaching.
- Governors are not fully aware of matters in school, including the safety and progress of pupils and the quality of teaching. This means that they are in no position to challenge leaders.
- The safeguarding of pupils is not effective. Leaders do not record all issues reported to them and therefore do not follow their own protocols to ensure that issues are fully investigated and that the concerns of pupils, parents and carers are addressed.

The school has the following strengths

- Pupils' progress in phonics (the sounds that letters represent) has improved well.
- The sports funding has been used well and has led to improvements in pupils' participation in sports.
- In early years, children make good progress and arrive well prepared for learning in Year 1.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Ensure the safeguarding of all pupils is effective by implementing robust and thorough record-keeping systems so that leaders can monitor reported concerns around pupils' safety and use these records to carry out necessary improvements.
- Strengthen leadership and management, including governance, by:
 - ensuring that teachers record accurate information on the achievement of all groups of pupils, so that where underachievement and inequality are apparent, they can be identified and dealt with effectively
 - developing the curriculum to offer pupils regular opportunities to reinforce key skills as well as enhancing their spiritual, moral, social and cultural development and understanding of the importance of British values in modern life
 - implementing a much more rigorous system to monitor the quality of teaching, so that where teaching is not good enough, support and training can be put in place to improve teaching and, therefore, pupils' outcomes
 - evaluating the effectiveness of the provision and the plans for improvement in a coherent manner, so that leaders and governors know how quickly the school is improving.
- Urgently improve the quality of teaching across the school, in particular at key stage 1 and for boys, so as to rapidly improve pupils' outcomes by:
 - raising teachers' expectations of boys in terms of the progress they make and the quality of the work they produce
 - improving the level of challenge in work to ensure that all groups of pupils, including the most able, are able to reach the highest levels of attainment in reading, writing and mathematics they can, and make rapid progress over time
 - improving the quality of checks made by teachers about pupils' learning, so that they can plan activities which match pupils' needs closely, including helping pupils to overcome misconceptions.
- Improve the personal development, behaviour and welfare of pupils by:
 - recording all alleged bullying incidents and taking steps to keep any bullying incidents to an absolute minimum
 - instilling better engagement and attitudes to learning, particularly in boys, so as to accelerate the progress pupils make over time and to eradicate low-level disruption to learning
 - working effectively with parents and pupils to improve the attendance of pupils, especially that of disadvantaged pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Newly qualified teachers may not be appointed.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders have not worked effectively to make the necessary improvements identified at the last inspection. As a result, teaching has not improved and has declined in some areas. For example, pupils leave key stage 1 well behind where they should be and are not prepared adequately for Year 3.
- In Years 1 to 6, boys do not make enough progress and too few reach the expected standards in reading, writing and mathematics.
- Leaders do not evaluate the provision accurately or coherently and this has hindered their ability to make plans for improvements in the most important areas. For example, teaching is monitored regularly but this is not done accurately. This means that teachers are not given clear actions to make improvements because they are given an over-generous view of their practice. Consequently, training does not meet teachers' specific needs to make the necessary improvements.
- The personal development, behaviour and welfare of pupils are inadequate because leaders do not communicate high enough expectations to staff and pupils. This has meant that where pupils, specifically boys, have negative attitudes to learning, these have persisted. Equally, where behaviour and bullying incidents have been reported, these have not been properly recorded or investigated. This has meant that these issues remain unresolved. As a result, the safeguarding of pupils is not effective.
- Owing to over-generous views of the quality of teaching and teachers' inaccurate assessment, the appraisal system is relying on inaccurate information about the impact of teachers' work on pupils' outcomes.
- The school does not provide equal provision for different groups of pupils. This is because the expectations of pupils in terms of their attitudes to learning are not high enough. The impact of this is most notably seen in the progress of boys compared with that of girls. It is also seen in the wide variations in progress made by different groups of pupils in key stage 1.
- The challenge of activities set for the most able pupils is weak. The support for low-ability pupils, as well as for those who have special educational needs and/or disabilities, is not precise enough to ensure that these pupils can access learning.
- The leadership of provision for pupils who have special educational needs and/or disabilities is inadequate. These pupils' needs are not met well in key stage 1 and they make inadequate progress. In key stage 2, their needs are met more closely but the provision is not good.
- Assessment systems are new this year. They have not allowed leaders and teachers to check closely how well pupils are doing and where underachievement is apparent. Furthermore, teachers' assessments of how well pupils are doing in the new curriculum are not accurate. Consequently, the information they record is also imprecise. This further weakens the assessment system as a tool for teachers to use in their planning of activities that meet pupils' needs closely.
- The pupil premium, which the school receives for disadvantaged pupils, has not been used well. These pupils, like their peers, make weak progress in key stage 1. In key stage 2, progress has been stronger and, at times, for example in Year 6 last year, it has been good. However, this is not consistent for those pupils who are currently in key stage 2, where their progress requires further improvement.
- The school has not developed effective links with parents since the last inspection. This is seen in the declining attendance of pupils. It is also seen in the negative views some parents hold about the school. Most importantly, leaders do not investigate parental concerns properly, including those about bullying, and some parents report that they feel that their needs and views are dismissed.
- The curriculum is broad and balanced. However, there are too few opportunities for pupils to reinforce key skills, such as reading, writing and mathematics across different subjects. As a result, standards are too low. Equally, the provision to improve pupils' spiritual, moral, social and cultural development is not secure. This is apparent from the issues seen in the personal development, behaviour and welfare of pupils, such as their lack of engagement, their negative attitudes to learning and the persistence of bullying. In addition, pupils do not have a clear understanding of British values and their role in modern British society.
- The additional physical education and sports funding for primary schools is used to good effect. This is evident in the pupils' positive views of sport in school. There is now a much increased variety of sports, as well as a range of after-school clubs, which are very well attended. Pupils take great pride in the fact that this has led to them succeeding in local competitions.

- The leadership of the phonics provision, including the training of adults and the systems for intervention, is good and has improved well since the last inspection. An average proportion of pupils now reach the required standard in the phonics check made at the end of Year 1 and this has improved over the past two years.
- The school works with the local authority and, more recently, a support school. Leaders were slow to respond to offers of support after the last inspection and this has hindered the progress the school has made. However, some of the recent messages delivered by the local authority have been too positive, inaccurately identifying improvements. This has led to leaders having an erroneous evaluation of the provision and an overly generous view of some teaching in the school. In turn, this has inhibited improvements being made.
- **The governance of the school**
 - Governors undertook a review of their work after the last inspection. However, this has not helped governors to understand their role more fully. Governors are not well informed due to the lack of accurate record keeping, assessment information and monitoring of the provision by leaders in school. Governors have also failed to challenge leaders about these deficiencies and to hold leaders to account.
 - Governors are regularly in school and are well known to the pupils, who see them in their classrooms and in assemblies. However, governors have failed to take steps to understand the views of pupils or parents and, as such, have been unaware of their concerns or of the way in which concerns have been dealt with when reported to leaders in school.
 - Governors report that the current assessment system is not helpful in terms of them understanding how well pupils are doing. This means that they do not have an accurate view of pupils' progress or of the quality of teaching.
- The arrangements for safeguarding are not effective. While the school has protocols in place, there are several examples of how these have not been followed to ensure that safeguarding concerns are reported and investigated thoroughly. In addition, the school does not work closely with pupils and families to ensure that they have full confidence in leaders' willingness to keep pupils safe. Issues around safety have not been resolved urgently.

Quality of teaching, learning and assessment is inadequate

- Teaching is inadequate. As a result, pupils in key stage 1 make inadequate progress. Boys across the school make inadequate progress and are much less likely to reach the expected standards in reading, writing and mathematics than girls. Overall teaching in key stage 2 is better but is not consistently good.
- Teachers do not have high enough expectations of pupils, specifically boys, who regularly produce far less work of weaker quality than that of girls. This is because teachers do not plan activities that match boys' needs and interests closely and they easily lose focus.
- The checks teachers make on pupils are not thorough enough, and where feedback is offered, it is not precise enough to support pupils to move on rapidly.
- Teachers do not consistently assess pupils' attainment accurately. This means teachers offer pupils work that is often too easy. Teachers do not address pupils' misconceptions during lessons or in their books, which undermines their learning. This is a significant factor in slowing the progress of pupils in key stage 1 and of boys across the school.
- Activities planned for the most able pupils are not challenging enough. This is because teachers do not have high enough expectations of these pupils and do not carefully assess what they can already do. Therefore, the most able pupils have to repeat work at times, or are given work that is too easy for them without being moved on to something more challenging.
- The teaching of phonics has improved since the last inspection. This has led to much higher proportions of pupils being able to read by the age of six and meeting the required standard in the check in Year 1. For some pupils who have needed an extra year, there is also better support now apparent and these pupils are increasingly reaching the required standard by the end of Year 2.
- The quality of support given by teaching assistants varies. While some are well trained in helping pupils who have special educational needs and/or disabilities, this is not always the case. Their impact on pupils' progress is not consistently good, and in key stage 1 these pupils make inadequate progress.

Personal development, behaviour and welfare

is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. Some pupils do not feel safe and report that bullying is apparent and not dealt with effectively. Some parents report similar concerns. The school's lack of records on bullying means that issues are not looked into robustly. Where concerns have been rightly reported, not enough has been done to improve the situation. Equally, where there may have been misunderstandings, parents and pupils have not received reassurance about their concerns and so pupils still feel unsafe. A number of parents expressed the view that their concerns were dismissed. Furthermore, when serious incidents are reported or witnessed, leaders do not follow their own protocols to safeguard pupils.
- Pupils do not always know what constitutes bullying or know the difference between being bullied and falling out with a friend. Because procedures are not consistently followed, staff are none the wiser about these misconceptions and pupils feel upset and unhappy about the way incidents are handled.
- A large proportion of pupils choose to have a school dinner because they say that the food is tasty and healthy. Pupils also enjoy the healthy food served at the breakfast club. Pupils have increased opportunities to play sport and understand the importance of staying fit and healthy.

Behaviour

- The behaviour of pupils is inadequate. At social times, pupils can conduct themselves well. However, the prevalence of bullying and other behaviour issues, reported by parents and pupils, shows that, on too many occasions, pupils do not conduct themselves in a considerate way.
- In lessons, pupils follow instructions to do something in the short term. However, at times, some boys find it very difficult to concentrate. This leads to behaviour which disrupts their own learning and sometimes that of others. Too frequently, teachers do not challenge this misbehaviour or record serious incidents.
- Pupils' attendance is below average and this represents a sharp decline from the previous year. In particular, the attendance of disadvantaged pupils is significantly below that of their peers and the national average. This means that a considerable proportion of disadvantaged pupils are absent on a regular basis. The declining attendance contributes to pupils not making good progress over time.
- Pupils do not have positive attitudes to learning. This has a negative impact on the progress pupils make, particularly on the progress of boys. Boys' work is often of poor quality and shows a lack of care.

Outcomes for pupils

are inadequate

- A very high proportion of pupils enter Year 1 with a good level of development in reading, writing and mathematics and leave Year 2 with standards that are below and often well below average. This represents inadequate progress.
- Boys make inadequate progress across Years 1 to 6. This is because teaching does not meet their needs and does not hold their attention. They have negative attitudes to learning which are not challenged. As a result, progress is too slow and too few reach the expected standards in reading, writing and mathematics. This means that too often, boys are not prepared well for secondary school.
- Teachers are unclear about pupils' outcomes in each year group because their assessments are inaccurate and the new assessment system does not enable them to present information in a helpful way. Consequently, teachers do not know where groups of pupils are underachieving. This lack of useful information hampers teachers' capacity to provide work and activities which meet pupils' needs.
- Pupils who have special educational needs and/or disabilities do not make enough progress. Like their peers in key stage 1, their progress is inadequate. In key stage 2, their progress is a little stronger but it is not good because the support from adults is not fully effective in meeting their needs.
- The outcomes of pupils who are disadvantaged are inadequate in key stage 1. Many of these pupils leave Reception well prepared for Year 1 work. However, by the time they leave key stage 1, they make weak progress and are often well below the expected level for their age. Better progress is apparent in key stage 2. This means that attainment gaps are closing between disadvantaged pupils and other pupils in school. However, the closing of attainment gaps and the progress of these pupils are not rapid and require further improvement.

- The progress of the most able pupils is also inadequate in key stage 1. As with other groups in school, their progress requires improvement in key stage 2 and is not strong. Whilst these pupils are not making inadequate progress in key stage 2, teaching does not ensure that they are moving on rapidly and reaching beyond the expected standard for their age in reading, writing and mathematics. This is because they are not often given work which is challenging.

Early years provision

is inadequate

- Early years provision is inadequate because of the failings in safeguarding across the school.
- Children in Nursery and Reception make good progress from their different starting points. Children generally arrive with skills which are typical for their age. Teachers and leaders have a good understanding of the learning areas and how to assess children's development. This means that teaching closely matches children's needs. By the time they leave Reception, a very high and consistently increasing proportion of children reach a good level of development in reading, writing and mathematics. This means that the large majority of children arrive in Year 1 ready for learning.
- Leadership of the early years continues to be a strength. Leaders closely assess how well the setting is working to ensure that children are happy, well behaved and making good progress. Leaders have a good understanding about what works well, and make changes where they think that things could be improved. This has been seen in the number and variety of activities which actively engage children's speaking and listening skills. This is a particular strength in the children's development.
- Leaders and other adults work closely together and pay close attention to all children. Activities are appealing to both boys and girls and are also diverse. They are well planned to reinforce children's key skills as well as to fill in gaps where children's development is below what is typical.
- Activities offer children regular chances to read, write and learn about mathematics. There is also a strong focus on children's personal, social and emotional needs so that they feel safe and happy as they start their life at school. Consequently, children are ready to learn and are confident to try new things. They enjoy being active, solving problems, making music and talking with other children and adults.
- Children behave well and work well in groups and pairs. They increasingly understand the need to listen to one another, to share and to take turns in their activities.
- Adults have high expectations of the children and set clear routines, which they quickly accept. These encourage calm behaviour and mean that children can move between activities with minimal fuss, not wasting any time.
- Parents' views of the early years provision are very positive because they feel that they are well involved in this part of their children's education. They report that their children settle quickly into the provision, are happy and that they receive useful information about how to help their children at home.

School details

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| Unique reference number | 117844 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 10012049 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 291 |
| Appropriate authority | The governing body |
| Chair | Reverend Graham Thornalley |
| Headteacher | Helen Bunting |
| Telephone number | 01430 440668 |
| Website | www.gilberdykeprimaryschool.co.uk |
| Email address | gilberdyke.primary@eastriding.gov.uk |
| Date of previous inspection | 11–12 June 2014 |

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- A lower than average proportion of pupils are disadvantaged. These pupils are supported through the pupil premium funding, which is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- Children enter the school in Nursery on a part-time basis and then move into the Reception class on a full-time basis.
- The school is supported by the local authority and by Greetlands Primary School, which is a national support school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed a range of learning in lessons across all year groups and in pupils' books.
- Inspectors observed and spoke with pupils during lessons and at breaktime. Inspectors also met formally with groups of pupils from key stages 1 and 2. They observed pupils in an assembly and at lunchtime as well.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body, a representative from the local authority and the headteacher of the support school.
- Inspectors observed the school's work and considered pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures, and pupils' attendance data. They also looked at information about pupils' progress and attainment.
- Inspectors considered 56 parental responses to the online questionnaire, Parent View. They also spoke with parents as they brought their children to school during the inspection.

Inspection team

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| Fiona McNally, lead inspector | Ofsted Inspector |
| Lesley Bowyer | Ofsted Inspector |
| Sue Birch | Ofsted Inspector |

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