

Gorseybrigg Primary School and Nursery

Inspection report

Unique Reference Number	133516
Local Authority	DERBYSHIRE LA
Inspection number	316139
Inspection date	19 March 2008
Reporting inspector	Martin Newell

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	3-11
Gender of pupils	Mixed
Number on roll	
School	181
Appropriate authority	The governing body
Chair	Mr Chris Smart
Headteacher	Mrs Nancy White
Date of previous school inspection	29 September 2003
School address	Balmoral Crescent Dronfield Woodhouse Dronfield Derbyshire S18 8ZY
Telephone number	01246 418508
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Introduction

The inspection was carried out by an Additional Inspector. The inspection evaluated the overall effectiveness of the school and investigated the following issues: standards in writing, the quality and consistency of teaching, target setting and tracking of pupils' progress, the role of subject leaders and the capacity for further improvement. Evidence was gathered from lesson observations, sampling of pupils' work, assessment and target setting information, evidence of the impact of different initiatives to raise standards and discussions with pupils, key members of staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as detailed in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Gorseybrigg Primary School and Nursery is a smaller than average sized school. The proportion of pupils eligible for free school meals is below the national average. The percentage of pupils with additional needs is below the national average but the percentage of pupils with a statement of special educational need is higher than the national average. Most of the pupils are from White British backgrounds and of the small number of pupils from minority ethnic backgrounds, none is at an early stage of acquiring English. The school was awarded Activemark in 2006 and having maintained the standards was reaccredited with it in 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Gorseybrigg is a good school. Some aspects are outstanding. It is a school that is justifiably proud of the excellent reputation it holds within the local community. One wrote, 'A great little school that I can find little fault with.' Pupils' personal development is a particular strength. Under the very good leadership of the headteacher, the school strives for excellence in all aspects of its work. Along with its good track record of improvement since the last inspection, this clearly demonstrates a good capacity to improve further.

Attainment when children start at the school is broadly in line with national expectations, with some year groups a little higher. Children get off to a flying start in the Foundation Stage and, by the time pupils leave the school, standards are consistently, significantly above the national average; in mathematics, they are sometimes exceptionally high. The school has rightly made improving writing a priority because though good, standards here lag a little behind other subjects. Across the school, pupils achieve well. For older pupils, progress is often very good. Robust tracking systems are in place in key subjects such as English and mathematics and similar ones are being introduced in other subjects. The information is used very well to set challenging and aspirational targets and teachers are held properly accountable for the progress pupils in their class make.

Teaching is good, and at times outstanding. Work is well matched to the differing needs and abilities of the pupils. Management of pupils is very good and relationships are a strong feature of many lessons. The contribution of teaching assistants is often very good in helping and supporting pupils who find learning difficult, particularly those with complex needs. At times, teaching, particularly for the oldest pupils, is outstanding because it is highly challenging and demanding. It is carried out in a vibrant and relaxed manner where pupils thrive, rise to the challenges set and thoroughly enjoy themselves. Just occasionally, some teaching lacks sparkle or urgency and the learning atmosphere is a little flat, despite the natural enthusiasm of the pupils.

A particular strength of the school is its pupils' exemplary attitudes and their outstanding personal development. The vast majority are well behaved, enthusiastic and keen to learn. They have an excellent understanding of what is needed to follow fit, healthy and safe lives and many participate in the wide range of after school clubs and sporting tournaments. They understand the needs of those less fortunate than themselves, readily instigating fundraising events for local, national and international charities. They make an excellent contribution to the school community and in the local community through recycling activities, singing performances and community service such as the 'The Rotary Youth Award' scheme. Pupils are very thoughtful and reflective individuals who show an excellent awareness and appreciation of different faiths, traditions and cultures. This was summed up by one pupil who said, 'We welcome everybody at our school because we are one big team.' Pupils leave the school well prepared for the challenges of future life.

The curriculum is rich and varied. It starts with vibrant provision in the Foundation Stage and then continues as pupils move through the school. A strong emphasis is given to developing pupils' literacy, numeracy and computer skills but not at the expense of other subjects. Many artistic displays around the school combine high standards with a riot of colour and reflect the emphasis the school gives to developing pupils' creativity. The strength of technology skills was evident in the innovative and imaginative 'Design an Egg' models for Easter. Drama and

singing performances are a regular occurrence, and many older pupils are given the opportunity to play a musical instrument and learn a modern foreign language. This is a school where the individuality of pupils is recognised and celebrated. Opportunities to develop pupils' writing skills across different subjects, although developing, are not yet embedded. Enrichment activities are very good, with themed days and weeks, visits from sports coaches, theatre groups and storytellers and visits to museums, galleries and many places of historical interest.

Pupils' readiness to say they feel very safe and valued owes much to the good care, guidance and support that the school provides. They have a genuine voice in the life of the school and their welfare is afforded a high priority. The excellent links with outside support agencies and the school's own internal mechanisms, means that help and support are always on hand for pupils with social, emotional or other complex needs. Safeguarding procedures are known to and consistently followed by all staff. Academic guidance is good. The school sets pupils challenging targets, regularly checks their progress and indicates through marking what they need to do to improve. However, pupils' awareness of their individual targets is not always secure and they are not yet given enough opportunity to set and review their own targets.

The headteacher leads and manages the school very well and is effectively supported by her deputy. Leadership and management are good. Since the merger of the infant and junior schools, the headteacher has succeeded in creating a very strong team spirit, moulding together staff who share her vision to take the school on to the next level. Monitoring of teaching quality and the analysis of data are effective, and self evaluation very accurate. The headteacher tackles weaknesses with rigour. The role of key subject leaders has improved significantly since the last inspection but the school recognises that their data analysis and work sampling skills are not yet sharp enough. Governance is good. Governors understand the school's strengths and areas for development, support and challenge the school in equal measure and are rightly looking to establish an even more effective partnership with parents.

Effectiveness of the Foundation Stage

Grade: 2

The provision in the Foundation Stage is good. Aspects are outstanding. Children get off to a very good start because of the good and sometimes excellent teaching and the vibrant learning opportunities provided. A good balance is struck between adult led and child initiated learning activities, although children are not always given enough free choice in materials they use. Staff recognise the need to provide more structured role-play opportunities and chances to extend pupils' communication and social skills. Assessment is used well to guide and inform future teaching. The accommodation is attractive and very good use is made of the outside area. Management is good and there are very good links with parents and induction procedures to ensure that pupils settle quickly and confidently into school routines.

What the school should do to improve further

- Provide better opportunities for pupils to develop their writing skills in different subjects.
- Enable subject leaders to refine their work scrutiny and data analysis skills.
- Encourage pupils to take more responsibility for reviewing their own progress and setting their targets.

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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?	2
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?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	1
The attendance of learners	2
The behaviour of learners	2
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?	2
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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Text from letter to pupils explaining the findings of the inspection

20 March 2008

Dear Children

Inspection of Gorseybrigg School, Dronfield, Derbyshire, S18 8ZY

You will probably remember that I visited your school not too long ago and I am now writing to let you know what I found out. Before I do, I would first like to thank you for making me feel so welcome and making my visit one that I will remember for a while. I have told your teachers how you were all so helpful and polite. Through my discussions with you it was great to hear how much you love coming to school and how much fun you find it. It was also good to hear about how safe you feel in school, that bullying is not an issue and that there is always someone to talk to if you are worried.

I found so many good things about Gorseybrigg that I have decided it is a good school that has some outstanding features. Teachers and other staff make teaching and learning fun and help you to achieve well and reach very good standards. The curriculum, the clubs, the visits and visitors are all real strengths, as is the way in which the school helps you to keep safe and healthy. Mrs White leads the school very well. Together with all the staff and governors, she makes the school such a good place to learn. There is a further tremendous strength of the school that I have not mentioned yet. That is you - the children. What great ambassadors for the school you are! You behave well and your enthusiasm is great! You know so much about keeping healthy and safe and you make a real difference to the life of the school. Well done!

Even good schools like yours can improve. I have asked your teachers to test out your writing skills in different subjects and other exciting activities, to let you have a greater say in setting some of your own targets for improvement. I have also asked your teachers to look at the pattern of work in your books to see if they can identify ways of improving it. Mrs White, the staff and governors want the school to become even better and I know you will play your part by continuing to behave well and working hard. I wish you every success in your future. It was a pleasure and privilege to meet you.

Martin Newell

Lead inspector