

Gorseybrigg Primary School and Nursery

Inspection report

Unique Reference Number	133516
Local Authority	Derbyshire
Inspection number	341392
Inspection dates	29–30 September 2009
Reporting inspector	Anthony O'Malley HMI

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 of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Mr Chris Smart
Headteacher	Mrs Nancy White
Date of previous school inspection	19 March 2008
School address	Balmoral Crescent Dronfield Woodhouse Derbyshire S18 8ZY
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 16 lessons. Meetings were held with staff, governors and pupils. Inspectors observed the school's work, checked arrangements for safeguarding and looked at a range of documentation, including planning for school improvement, the school's records of monitoring and evaluation and data on pupils' progress. Seventy-four questionnaires from parents and carers were scrutinised as were questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at three issues.

- How successfully is the school raising standards in writing through providing better opportunities for pupils to develop their writing skills?
- How effectively are subject leaders now able to evaluate work in books and analyse data? What has been the impact of their work?
- What are the strengths of the school's provision that lead to such positive outcomes in personal development and well-being?

Information about the school

Gorseybrigg Primary School and Nursery is a smaller than average sized school. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average. However, the proportion of pupils with a statement of educational need is higher than average. Most of the pupils are from White British backgrounds and none of the few pupils from minority ethnic backgrounds is at an early stage of speaking English. The school has recently been awarded the Activemark and Healthy School's award. A privately managed after-school club uses the school premises

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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

This good school secures some outstanding outcomes for its pupils. Parents value it highly. Comments such as, 'Mrs White and her staff have consistently done all that they can to ensure my child's success and happiness' and 'A fantastic school with a great range of curriculum enrichment' are typical of many received by inspectors. Their views are well founded. From the start of the Early Years Foundation Stage, there is a strong focus on ensuring that children enjoy learning and become confident young people. The outstanding academic and personal outcomes achieved by the pupils demonstrate the success of this focus.

Pupils reach high standards because, although teaching varies in quality, there is sufficient good and outstanding practice to secure good progress. When progress is slower, it is because the work set for pupils does not build upon previous learning or because pupils spend too long passively following whole class introductions and have too little time to apply the skills they have been taught. Pupils feel very secure in school and have an excellent awareness of safe practices; for example, they know how to use the internet safely. The pupils' choices at snack and meal times, and the high participation rate in sporting activities, show how they put into practice their excellent understanding of how to lead healthy lives. An impressive number of pupils use bikes or scooters to get to school. The friendly atmosphere found throughout the school reflects the pupils' clear understanding of right and wrong. They are aware of the need to treat everyone with respect and the quality of their relationships with others demonstrates their excellent moral and social development. Pupils have a strong sense of belonging to the school community and are involved in a range of activities in the local area. They regularly raise money for charities. However, their understanding of the diversity of cultures represented in the United Kingdom and the wider world is limited.

The school's leaders have continued to secure high standards and made good progress tackling the issues for improvement identified at the last inspection. For example, they have strengthened the systems for checking on the effectiveness of the school's work, including work scrutiny, by involving staff at all levels. Rigorous analysis of data and checks on pupils' progress now inform planning and performance management. Leaders are thorough in checking and analysing the progress of different groups of pupils to ensure that all do equally well. This enables them to identify accurately areas for development and successfully secure improvement. Through its robust approach to self-evaluation and success in raising standards, the school demonstrates its good capacity to improve. However, it has

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had less success equipping pupils to live and thrive alongside people from backgrounds different to their own because the school's strategies to promote community cohesion are less well planned or evaluated.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning by April 2010 by:
 - ensuring lessons always build upon and extend the previous learning of all pupils in all subjects
 - always using time in lessons effectively so that the balance between whole class work and individual work ensures that both contribute to rapid and effective learning.

- Better prepare pupils to live and thrive alongside people from backgrounds different to their own by July 2010 by:
 - creating more opportunities for pupils to learn about the diverse range of cultures in the United Kingdom and the wider world
 - establishing a link with a school with a multi-ethnic intake
 - ensuring school leaders, including the governing body, evaluate annually the impact of its actions to promote community cohesion.

Outcomes for individuals and groups of pupils

1

Pupils start in the Nursery with skills above those expected for children of that age. They make good progress in all aspects of their learning and reach high standards by the end of Year 6. In recent years, writing has been a relative weakness. However, it is clear that the strategies taken to provide better opportunities for writing are successfully raising standards. For example, Year 6 pupils are studying Charles Dickens as part of a whole school topic on 'Who's Who?' A visit by a theatre group led naturally to a follow-up piece of writing on *Oliver Twist*. Towards the end of the session, pupils reflected very thoughtfully on how well they had achieved their writing targets. Achievement and enjoyment were outstanding across the range of abilities. Indeed, it is rare to observe pupils writing with such enthusiasm.

Boys and girls do equally well and steps taken to increase the proportion of boys attaining the higher level in English have been successful. Pupils with special educational needs and/or disabilities make good progress in relation to their starting points. Those with short-term difficulties benefit from the school's policy of early intervention and often make significant gains within a short time because of the tailored support programmes provided. The vast majority of this group of pupils reach expected levels at the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. There is particularly strong provision for pupils with statements of special educational need and the school works closely with their parents giving daily feedback on their child's achievements. Effective planning and good support from

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teaching assistants ensures that pupils with statements benefit from additional support while working alongside their peers and this greatly helps their social and emotional development.

Pupils enjoy taking on responsibilities in their classrooms and around the school. The school council makes a good contribution to the life of the school and local area, for example, by putting forward ideas to shape a local development plan. However, given the maturity and ability of the pupils, there is scope for increasing the opportunities they have to initiate and lead activities. Pupils' behaviour is often exemplary, but there are occasions when, because whole class introductions go on too long, a few become restless.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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?

The quality of teaching varies and in a minority of lessons is no better than satisfactory. However, teaching typically leads to effective learning and progress because teachers use skilfully their good subject knowledge, and accurate assessment information, to plan activities that build well on previous learning and experiences. A particular strength is the quality of provision for pupils who need additional support to keep up with their classmates. In the good and outstanding lessons, teachers and teaching assistants know precisely which skills pupils need to develop and provide well-matched activities that are motivating and enable pupils to make good progress.

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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The recently redesigned curriculum has increased opportunities for teachers to plan activities that are relevant and interesting for the pupils. It is too early yet to measure the impact of this innovation. However, visits during the inspection, by a theatre group and a 'Roman soldier' illustrated well how the curriculum is providing memorable experiences that contribute well to learning and personal development. Tailored programmes support pupils' differing needs. For example, there are specialist programmes to improve pupils' physical coordination and speech. A good range of visits, visitors to the school and residential experiences enrich the curriculum. However, given the pupils' abilities and interests, opportunities to use new technologies across the curriculum are limited.

Care, guidance and support contribute effectively to the personal development and well-being of all pupils. Teaching assistants provide good guidance for pupils with special educational needs and/or disabilities and support for these pupils benefits from productive links with specialist support services. Strong partnerships with local health services provide excellent guidance for pupils on matters relating to their health and safety. A key strength of the school is the attention given to smoothing pupils' transition from one phase to another. The success of the arrangements is evident in the way that the youngest children settle readily into the Nursery and Reception classes.

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?

Strong leadership and management have sustained the good quality education and care identified at the previous inspection and secured important improvements. The headteacher and deputy headteacher work extremely well together and they have led the drive for even better outcomes. The school has strengthened its systems for tracking and analysing pupils' attainment. It has achieved higher standards. Governors too make an important contribution because they provide effective support and play a full part in evaluating present performance. For example, they regularly visit lessons to observe first-hand teaching and learning. They also help shape the school improvement plan and monitor its implementation. However, their role in promoting community cohesion has lacked the drive that they give to other important duties and their evaluation of work in this area is patchy.

There are good procedures for ensuring the safety of pupils and school leaders ensure that staff receive effective guidance to enable them to identify issues that

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would raise concerns about pupil wellbeing. The systems in place for recruiting and checking the suitability of all adults working with pupils fully meet requirements.

The school is active in its commitment to securing equal opportunities and tackling discrimination. This is reflected in its regularly reviewed policies, monitoring of how different groups of pupils perform and its commitment to achieve the best possible outcomes for gifted and talented pupils and pupils with special educational needs and/or disabilities.

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	2
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

Although the inspection took place early in their first term, it is evident that children are settling quickly and thoroughly enjoying school. Because the children are naturally curious and highly motivated, staff build upon these attributes when planning activities. This ensures that the children have plenty of opportunities to select their own activities and play imaginatively, on their own or with friends, and make discoveries for themselves. For example, they use finger puppets to make up their own stories and boys enjoy acting out cake baking. The opportunities for learning are particularly rich in the indoor learning areas. In contrast, the outdoor area is underdeveloped and does not readily promote imaginative activities that stimulate children’s interest and help them to flourish.

The Early Years Foundation Stage coordinator has a good understanding of how young children learn. She has developed strong assessment procedures that are underpinning the good provision. Although the skill levels of the children are generally higher than expected, the provision matches everyone’s needs to ensure that all children make good progress and the great majority exceed the early learning

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goals by the end of Reception.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
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

There was a high return rate of parent questionnaires and almost all expressed satisfaction with the school's provision and outcomes. Written comments were overwhelmingly positive. Several parents commented favourably on the friendliness of the staff and the good range of clubs and enrichment activities. There was no pattern to the few criticisms that were made and there were no specific issues that needed to be investigated during the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gorseybrigg Primary School and Nursery 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 12 statements about the school.

The inspection received 74 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	62	25	36	0	0	1	1
The school keeps my child safe	43	62	25	36	0	0	1	1
The school informs me about my child’s progress	37	50	34	46	1	1	2	3
My child is making enough progress at this school	39	53	31	42	1	1	2	3
The teaching is good at this school	45	61	25	34	1	1	0	0
The school helps me to support my child’s learning	37	50	34	46	1	1	0	0
The school helps my child to have a healthy lifestyle	44	59	28	38	0	0	0	0
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)	41	55	23	31	1	1	0	0
The school meets my child’s particular needs	40	54	30	41	2	3	0	0
The school deals effectively with unacceptable behaviour	30	41	34	46	5	7	0	0
The school takes account of my suggestions and concerns	31	42	33	45	4	5	0	0
The school is led and managed effectively	43	58	26	35	1	1	0	0
Overall, I am happy with my child’s experience at this school	50	68	22	30	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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:	<p>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.</p> <ul style="list-style-type: none">■ 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.



1 October 2009

Dear Pupils

Inspection of Gorseybrigg Primary School and Nursery, Dronfield,
Derbyshire, S18 8ZY

Thank you for being so helpful to us when we came to inspect your school. You gave us some very useful information when you talked to us and showed us your work. This helped us to make the judgements I am now sharing with you.

You get off to a good start in the Nursery and Reception classes and we could see how much the new children were enjoying all the activities in the early year's area. By the time you leave at the end of Year 6, you have made good progress and achieve high standards in English, mathematics and science. Staff take good care of you and are quick to give you a bit of extra help if you need it. Your teachers have recently made changes to the curriculum and we could see how much you enjoyed the play about *Oliver Twist* and the visit by the 'Roman soldier'.

It was pleasing to hear about the work of the school council and to look at the wonderful displays around your school. You have a lovely environment to work and play in.

The headteacher, governors and staff are going to help your school become even better. They will make sure that the work you do in lessons builds upon what you have learned before. They will also check carefully how time is used in lessons so that you do not spend too long listening to teachers before getting on with your own work. Finally, they will give you more opportunities to find out about the many different cultures there are in the United Kingdom and the wider world.

Last year, another inspector came to your school and commented that you are great ambassadors for Gorseybrigg. We agree. You are very friendly, polite and well

behaved. We are confident that you will work with your teachers to make your school even better by continuing to do your best in class and, perhaps through the school council, giving them ideas about how lessons and playtimes could be even better.

Thank you again for all your help.

Yours faithfully

Anthony O'Malley
Her Majesty's Inspector

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