

Gilberdyke Primary School

Inspection report

Unique Reference Number	117844
Local authority	East Riding of Yorkshire
Inspection number	395512
Inspection dates	28–29 June 2012
Lead inspector	Michael Wintle

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	319
Appropriate authority	The governing body
Chair	Paul Copley
Headteacher	Helen Bunting
Date of previous school inspection	16 April 2008
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Introduction

Inspection team

Michael Wintle

Jan Lomas

Lyn Field

Additional Inspector

Additional Inspector

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 19 lessons taught by 14 teachers. One lesson was observed as a joint observation with the headteacher. Meetings were held with staff, pupils and members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, the school's own web site, observed the school's work and looked at a range of documentation, including behaviour and bullying records, documents relating to the school's self-evaluation and safeguarding records. They also listened to pupils reading, looked at the work pupils were doing in their books and examined the tracking systems used to monitor pupils' progress. Inspectors considered the 82 questionnaires received from parents and carers as well as others from pupils and staff.

Information about the school

This is a larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Fewer pupils than average belong to minority ethnic groups and few speak English as an additional language. The proportion of those supported at School Action Plus and those with a statement of special needs is below average. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress. Since the last inspection in 2008, the school has experienced significant challenges to staffing, including the appointment of a new headteacher who was appointed in September 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not good because pupils' achievement is inconsistent across the school and tracking systems lack the robustness to identify pupils' underperformance fully, especially in writing and mathematics. The inconsistent quality of teaching has also impacted on the quality of learning. The school is improving and the headteacher is effectively steering the school through a period of change. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next inspection.
- Achievement is satisfactory because pupils make satisfactory progress in all subjects throughout their time in school and their attainment is broadly average by Year 6. The school's development of pupils' communication and language skills and the early identification of pupils who have difficulty reading, ensure that most pupils make good progress in reading. Disabled pupils and those with special educational needs make good progress in all areas.
- The overall quality of teaching is satisfactory. Its quality varies too much between classes, which mean that pupils' progress is uneven during their time at school. Relationships are strong and routines and expectations are consistently applied. In some classes marking is inconsistent in its quality, teaching is too didactic and there are few opportunities for pupils to lead on their learning.
- Behaviour and pupils' attitudes to learning are satisfactory overall. Where teaching is good, pupils respond with good behaviour and show good attitudes to their learning. If teaching fails to capture their attention, pupils begin to chatter and are distracted. The majority of pupils feel safe in school.
- Leadership and management, including governance, are satisfactory overall. The senior leadership team is newly formed but it knows the school well and has a strong commitment to making the school as good as possible. Leaders satisfactorily manage performance, including having an accurate knowledge of the quality of teaching and how this is impacting on pupils' learning.

What does the school need to do to improve further?

- Improving pupils' progress in writing and mathematics by ensuring that systems for monitoring and evaluating the work of the school, including robust systems for tracking pupils' progress, are sufficiently rigorous to lead to accelerated progress.
- Improving the quality of teaching and learning so that it is consistently good or better by:
 - ensuring that lessons are brisk and exciting and sustain pupils' interest and motivation
 - clearly identifying through marking how pupils can improve their work
 - creating more opportunities for pupils to take greater responsibilities for their learning.
- Strengthen the quality of leadership by:
 - developing middle leaders so that they are better able to contribute to self-evaluation and school improvement
 - enhancing the role of the governing body so that it is able to effectively challenge leaders on pupils' and teachers' performance.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills expected for their age and make satisfactory progress. Throughout the school, pupils develop their reading skills effectively in class and as a result of well-matched intervention strategies. This means that pupils make good progress in reading and by the time they reach the end of Key Stage 1, their attainment in reading is above that expected nationally. By the time pupils leave Year 6, their attainment in reading is above average. Pupils' attainment and progress in writing and mathematics are not as strong as in reading, and girls outperform boys in these areas. Because pupils are not making the same amount of progress in these areas of the curriculum, this represents only satisfactory progress.

In the best lessons, pupils make most progress when they are fully involved in their own learning by taking part in group work, discussions and working in teams. Correspondingly, they respond with good behaviour. In a Key Stage 1 lesson, pupils developed their speaking and writing skills, which required them to discuss their thoughts about winning a gold medal at the Olympic Games. The pace was quick and all pupils were very engaged with their work, which was of a high standard. However, in a number of lessons, pupils are passive as they listen to overlong instructions that sometimes lack precision. This means too much time is wasted, as pupils are not directly involved in their own learning. The inconsistency in the pace of teaching means that learning is uneven. Consequently, by the time pupils reach the end of Year 6, overall they have made satisfactory progress and their attainment is broadly average. Disabled pupils and those with special educational needs make good progress and receive the necessary support to ensure that they do not fall behind with their reading, writing or mathematical skills.

Most parents and carers are generally satisfied with the progress their children are making, with some praising the support offered for disabled pupils and those with special educational

needs. Some express concerns about the lack of teachers' feedback, both in their children's books and in being kept insufficiently informed about their child's progress. The inspection findings endorse these views.

Quality of teaching

Inspectors found the overall quality of teaching to be satisfactory, but improving. There are examples of good teaching in most year groups, but there is not yet enough consistently good and better teaching to ensure that pupils, particularly in Key Stages 1 and 2, are able to make up for previous underachievement. Most parents and carers who expressed an opinion feel that their children are well-taught and their needs are met, and most pupils agree. As a result, the vast majority of parents and carers would recommend the school to other parents. One parent wrote that she was 'very impressed with the school and the staff who have really developed my child's confidence 100%.' Inspectors found that this was the view shared by most of the parental and carers' responses but that the quality of teaching was satisfactory, rather than good.

Teachers have created a satisfactory climate for learning and lessons are typically calm and organised well. Teachers' knowledge of teaching letters, sounds and other early reading skills is particularly strong in the Reception class and in Key Stage 1. In a Reception class session, teachers and all adults were deployed well and collaborative play was effective because children were being encouraged to converse, check and negotiate with each other. This is contributing to pupils' rising attainment, in reading in particular. The planned curriculum is having a mainly positive impact on learning. Teachers' planning is mostly effective and includes the lesson objectives and measureable success criteria. Relationships between adults and pupils are good. In the best lessons, work is matched well to the needs of pupils, including tasks for disabled pupils and those with special educational needs, which are often personalised to promote their good progress.

Teachers pick up on misconceptions quickly, but marking in pupils' exercise books is limited and inconsistent in quality. In some classes marking is exemplary. However, in others it is minimal and pupils are not given sufficient guidance on how to make progress. This means that some pupils fail to use their next targets to understand where they are in their learning and what steps they must take to move to the next level of attainment. Teachers promote pupils' spiritual, moral, social and cultural development well. Consequently, most pupils' self-esteem and confidence are contributing to their improved learning.

A number of parents and carers said that their child had experienced too many teachers over the last year and the inspection team agrees that this has led to inconsistencies in the quality of teaching and pupils not reaching their full potential quickly enough.

Behaviour and safety of pupils

The overwhelming majority of parents and carers and pupils feel that the school is safe and secure. Very few parents and carers expressed concerns about bullying. The inspection team found that pupils were confident that staff deal with bullying issues effectively and quickly. One group of Year 5 pupils, for example, was unanimous in saying that the school was 'a good place to learn and we have pride in our school.'

Pupils are well aware of the different kinds of bullying and have a good understanding of safety in relation to the internet and mobile electronic devices. Pupils say they generally

enjoy school. At lunchtimes and break times, pupils say there is equipment available for them to play with and they respond well.

Children in Nursery and Reception classes learn to take turns and share; across the school pupils collaborate well in groups. Their enjoyment of school is reflected in an improved attendance rate that is now above the national average. However, there is some evidence to show that in mathematics, boys do not apply themselves well enough to their learning and are too passive. Occasionally pupils' become chatty and distracted because the pace of learning slows. Pupils enjoy taking responsibility, for example, as school monitors.

Leadership and management

School leaders analyse differences in achievement between subjects and introduce appropriate measures to tackle known areas of weakness. In the national tests for Year 6 in 2011, pupils made less progress in writing and mathematics than they did in reading. Improvements to the quality of teaching and measures to engage pupils, parents and carers demonstrate a satisfactory capacity to improve further. However, while middle leaders have a role in introducing such new schemes as part of teachers' professional development, they are not fully involved in the monitoring or evaluation to ensure that they are applied consistently or that the quality of teaching is consistently good. The headteacher, through staff training and management of teachers' performance, has been successful in helping teachers to assess pupils' work accurately. However, the systems used to track progress are less helpful in enabling staff and leaders, including the governing body, to measure progress over time or to analyse the progress of different groups of pupils.

The headteacher has established a clear and shared vision for the school. One parent wrote, 'From what I have seen so far the headteacher has a clear vision for the school and is making positive changes.' The curriculum satisfactorily meets the needs of pupils and helps them to make connections between different subjects. The range of visits, visitors to the school and a variety of musical events, and including 'Best Work' assemblies, add to pupils' enjoyment of the curriculum and contributes to their satisfactory spiritual, moral, social and cultural development. In one assembly led by the headteacher, pupils reflected thoughtfully on the work they had recently undertaken and could confidently say how well they were progressing and what their long- and short-term goals were.

The school satisfactorily promotes equality of opportunity, which is most evident in promoting pupils' good achievement in reading, in which boys are now generally achieving good standards. Discrimination is tackled decisively and record-keeping in relation to behaviour and bullying is satisfactory. The school meets current safeguarding requirements.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 July 2012

Dear Pupils

Inspection of Gilberdyke Primary School, Brough HU15 2SS

Firstly, may I say what an enjoyable time my colleagues and I had when we inspected your school. Thank you showing us your work and for talking to us. We especially enjoyed hearing about what you were learning and how many of you enjoyed reading and PE and games. You obviously enjoy school.

You told us that you thought the school was a happy place, where you feel very safe; we agree with you. We found that you are making satisfactory progress in your work. We have asked the headteacher and other teachers to do three things which will help you make even more progress.

- We want you to continue to do as well in writing and mathematics as you do in reading, so we have asked your teachers to set you work which really makes you think hard.
- We would also like some of the teachers to support you better in the way that they mark your books and support you in your learning. We also feel that you are ready to take control of your own learning by working more in teams and talking more about your work.
- Finally, we have asked the headteacher and the governors to do all they can to ensure that the other teachers have more experience of leading the school so that it improves your experiences.

You can help by attending every day and doing the very best you can with your work.

Best wishes for your future.

Yours sincerely

Michael Wintle
Lead inspector

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