

Gorseybrigg Primary School and Nursery

Balmoral Crescent, Dronfield Woodhouse, Dronfield, S18 8ZY

Inspection dates 1–2 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well because they are taught well, are keen to learn and are supported effectively.
- By the end of Year 6, attainment is above the national average.
- Pupils enjoy school. Parents and carers are engaged well. Attendance is above the national average.
- Behaviour is good. Pupils are considerate, confident and caring. Relationships, including with adults and among pupils of different ages, are warm and helpful.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, and a wide range of visits, visitors and special events.
- Strong partnerships with, and deployment of, a range of other professionals and agencies enhance the achievement and overall development of pupils, especially of disabled pupils and those who have special educational needs.
- Leaders' actions to improve the quality of teaching throughout the school have, despite recent difficulties and turbulence, maintained teaching and achievement as good. Staff are positive and morale is high.
- Governors know the school well. They successfully challenge and support leaders, as well as play an effective role in school development and improvement.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Consequently achievement is good rather than outstanding.
- Tasks are not always well matched to pupils' learning and are, occasionally, too difficult or too easy for some of them.
- Marking varies too much. It does not always show pupils how to improve and when it does, pupils are not always given time to respond to teachers' guidance.
- Teachers do not always implement what they have learned in training about their teaching of writing. As a result, progress in this skill is not

always as rapid as it could be.

Information about this inspection

- The inspectors observed 22 lessons and part lessons, taught by the 10 teachers who were working at the school on the days of the inspection and one teaching assistant. Half of these observations were done jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, governors, a representative from the local authority, leaders, teachers and other staff.
- Inspectors considered the views of parents from the 35 online responses to the Parent View questionnaire and informal discussions with parents.
- They considered 13 responses to the staff questionnaire and the views of pupils, through both informal and pre-arranged discussions.
- The inspectors observed the school's work and looked at a number of documents, including: the school's information on pupils' current progress, pupils' work, leaders' reports on lesson observations, the school's development plan, other planning and monitoring documents, documents relating to safeguarding, and records of behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Joan McPhail

Additional Inspector

Full report

Information about this school

- Gorseybrigg Primary School is smaller than most primary schools. It is situated in a residential area on the edge of a town in North Derbyshire.
- The proportion of pupils known to be eligible for the pupil premium – pupils who are looked after by the local authority, those known to be eligible for free school meals and those with a parent in the armed services – is much smaller than in most schools. No pupils in this school are, currently, looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus, or with a statement of special educational needs is also below average.
- The school works in partnership with a range of specialists.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Over the past two years, there has been considerable turnover of teaching staff, sometimes at very short notice, particularly in Key Stage 2.

What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding and make progress even better by making sure that:
 - work is always suitable for pupils' different learning needs so that it is not too difficult, and not too easy for any of them
 - pupils are able to get to work on tasks quickly because they understand what to do
 - teachers' marking of pupils' work tells them how to improve and teachers give pupils time to respond to, and learn from, this guidance.
- Improve progress in writing, by ensuring that all teachers implement what they have learned in recent training, to improve the teaching of this skill.

Inspection judgements

The achievement of pupils is good

- Children start at the school with a range of knowledge, skills and experience similar to those usually found at this age.
- Children make good progress in the Early Years Foundation Stage because they are taught well and engage in a wide range of interesting practical activities, both indoors and outside.
- Pupils continue to progress well higher up the school and, by the end of Year 6, attainment is usually above the national average. The proportion of pupils who reach higher levels is generally above the national average in English and mathematics.
- In 2012, due to frequent staff turnover and some less effective teaching, progress, especially in Key Stage 2, was slower. Leaders have successfully overcome the difficulties and, over their time at the school, all groups of pupils achieve well. There are no significant differences between the achievement of any groups. More-able and less-able pupils all, currently, make good progress because they are supported and challenged well.
- By the end of Key Stage 1, attainment in reading is above the national average. Pupils read for meaning, making sense of the words they read. Largely because of this, the proportion of pupils who did well in the phonics check for six year olds, which focuses on the way letters and sounds combine rather than on whole words, was lower than the national average. Pupils now have a stronger understanding of the way letters link to form sounds because they are taught to read words which are real, and those which are made up.
- Achievement in writing is slightly lower than that in mathematics and reading but, over pupils' time at the school, is still good.
- Recent initiatives on writing, including considerable staff training, are beginning to have a positive impact on achievement in this skill, particularly on pupils' motivation and enjoyment. For example, some boys in Year 4 spontaneously took pencils and paper outside at break time to make books for younger children. However, teachers are not yet implementing all that they have learned to advance pupils' writing skills.
- Disabled pupils and those who have special educational needs achieve well, because staff work well with parents and carers and have high expectations for pupils' learning and development. A parent of one of these pupils reported how much her daughter 'had blossomed and developed' during her time at the school.
- Pupils known to be eligible for pupil premium funding are progressing well, but in 2012 there were not enough of these pupils to comment on their attainment.

The quality of teaching is good

- There have been considerable changes in teaching staff since the previous inspection, particularly in Key Stage 2. Some weaker teaching has occurred, but this has been addressed well and the quality across the school remains good. Consequently, pupils achieve well.

- In the Early Years Foundation Stage, children benefit from imaginative, engaging teaching, inside and outdoors. For example, a group of more-able children learned very successfully by busily finding groups of 12 objects outside, including stones, sticks and plastic blocks. They counted and rearranged them, accurately writing 'number sentences' to represent what they had done
- Teachers encourage pupils to read frequently at home and at school. Consequently, pupils read widely for pleasure and to strengthen their learning. For example, Nursery children were captivated as they took part in learning the letter and sound 't'. Their teacher told a story, illustrated with visual props, of a train's journey along the tracks hindered by obstructions including a tomato, a teapot and a teddy. Children's learning was strengthened as they took mystery obstructions out of a bag and joined in repetitive refrains in the story.
- Teachers make lessons interesting learning experiences and meaningfully link different subjects. For example, in a design and technology lesson, pupils in Year 2 made cardboard houses. They read instructions, discussing their actions and choices, using mathematical skills to estimate, measure and match.
- Because pupils are positive about learning and behave well, teachers are able to use time in lessons effectively to move between pupils – checking their work and guiding them how to improve.
- Occasionally, progress is slowed because teachers do not ensure that all the pupils know exactly how to do the tasks expected of them. Work is not always accurately matched to their levels of learning.
- Teaching assistants are well trained, supporting pupils learning skilfully and effectively. They ably help disabled pupils and those who have special educational needs. For example, one successfully helped an older pupil concentrate and participate in discussion in an English lesson, while another helped a younger girl develop independence and social skills with friends.
- Achievement and motivation in writing have increased because teaching of this skill has improved. Nevertheless, some teachers are not yet implementing all they have learned in training to advance pupils' learning in this skill more rapidly.
- Mathematics is taught well. Teachers use similar, effective approaches to the subject and emphasise the use of numerical skills in everyday life.
- The effectiveness of teachers' marking of pupils' work varies too much. It does not always show pupils how to improve and time is not frequently given for pupils to respond to any guidance which teachers give.

The behaviour and safety of pupils are good

- Pupils are positive, considerate and helpful. They welcome visitors and spontaneously hold doors open for each other and for adults.
- Children in the Early Years Foundation Stage successfully learn to share, take turns and work together, for example, taking turns in games and playing together in the popular willow domes.
- Pupils work well together and play and eat with those of different ages. They show acceptance

of, respect to and appreciation of each other, for example, celebrating each other's successes in assemblies and warmly greeting others, including disabled pupils and those who have special educational needs, both in and out of school.

- Pupils are enthusiastic about their learning because they find lessons interesting and learning relevant. For example, one pupil said, 'I enjoy maths. If you want to get a good job as a builder you need to be good at maths.' Another said, 'Learning percentages in maths helps you know how much you have to pay for things.'
- Pupils quickly and willingly comply with teachers' requests. This attitude helps their learning, safety and use of time. For example, pupils' silence in a Year 2 physical education lesson where gymnastic apparatus was used helped their achievement, concentration and safety.
- Despite their positive attitudes, pupils' independent, proactive approach to learning is, occasionally, frustrated because they do not always understand exactly what to do in tasks set. For example, not all of a class understood how to complete sums which they are asked to do because teachers' directions and explanations were not clear enough.
- The vast majority of pupils behave well in and out of lessons. Disruptions are rare and almost all pupils continue to try hard even when they are unclear what to do in a task.
- Pupils feel safe. They have a good understanding about different forms of bullying, including physical, verbal and cyber. They know what to do if this occurs and are confident that occurrences are rare and will be dealt with effectively if they do.

The leadership and management are good

- Changes of staff, sometimes at extremely short notice, and some weaknesses in teaching have been particularly challenging and time consuming for leaders over the past two years. The headteacher and deputy headteacher have worked well together to successfully meet these challenges – positively, calmly and resourcefully.
- Leaders, including subject leaders and managers, have successfully addressed weaker areas of teaching through effective management of staff performance, well-focused training, mentoring, external support and challenge from specialists. There is a strong focus on the achievement of all pupils and rapid action is taken to ensure improvement where necessary by improving teaching and learning. Although only a small proportion of teaching is outstanding, most is good.
- Training has improved the quality and effectiveness of the teaching of writing and pupils are motivated and enthusiastic about writing. However, not all teachers are implementing what they have learned in training, for example, allowing sufficient time for pupils to talk about the subject before they begin to write.
- Leaders and managers know the school well. They use their accurate self-evaluation effectively to identify weaknesses and to drive improvement. For example, they deploy staff carefully to teach smaller groups of more-able and less-able pupils, especially to enhance writing skills.
- Over time, leaders have refined assessment procedures and practice showing pupils' progress and attainment. Current arrangements are detailed, rigorous and used well to identify pupils' learning needs so as to focus improvement in teaching where necessary.

- Parents and carers are positive about the school and the school helps them to be well engaged in their children's learning.

- Partners in the local authority have been closely and effectively engaged with the school, particularly in its drive to maintain and develop a good quality of teaching. They have introduced links with other successful schools, provided experienced coaches to model and advise on high-quality teaching and worked alongside leaders, in their decisions about deployment of staff and dealing with weaknesses. Leaders have appreciated and benefited from this support.

- **The governance of the school:**
 - Governance is effective. Governors are experienced and well trained. All their statutory duties, including those for safeguarding, are met. They analyse their knowledge, practice and impact on the school and use findings to make further improvement. They know the school well, including the quality of teaching, how well pupils are achieving compared with other schools locally and nationally, through regular visits and detailed reports. They support and challenge leaders and are fully involved in school improvement, building on strengths and diligently tackling any underperformance. Their financial management is competent. They know how pupil premium funding is used and what the progress is of those for whom the school receives the extra funding. They take responsibility for how the school rewards staff, managing the performance and salary of the headteacher and other staff.

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	133516
Local authority	Derbyshire
Inspection number	413052

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	223
Appropriate authority	The governing body
Chair	Wendy Temple
Headteacher	Nancy White
Date of previous school inspection	29 September 2009
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