

Gilberdyke Primary School

Scalby Lane, Gilberdyke, Brough, HU15 2SS

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in writing are too low at the end of Key Stage 1.
- Pupils who have special educational needs and the most able do not make as much progress as they should.
- Teaching has not been consistently good enough for pupils to make the good progress necessary to raise standards more quickly.
- In some lessons, pupils capable of reaching higher levels are given work that is too easy and are not given enough opportunities to solve problems or make decisions for themselves.
- Teachers' marking does not always show pupils clearly enough how they can improve their work.
- Some teaching assistants are not yet as effective as others in helping individuals and small groups of pupils to gain in confidence and to succeed in their learning.
- Pupils are not given enough encouragement to develop a keenness to learn and a thirst for knowledge, and so their attitudes to learning are not as good as they could be. In some lessons, low-level disruption can arise.
- Improvement planning for the school is not precise enough and leaders, including governors, do not check closely enough what actions have taken place or whether actions are helping to increase rates of progress for the individuals or groups for which they are intended.

The school has the following strengths

- Teaching is good in the Early Years Foundation Stage. Children get off to a good start and enjoy the stimulating range of activities provided.
- Pupils have a good awareness of how to keep themselves safe. There are good relationships between adults and pupils and behaviour around school is good.
- Pupils learn through a wide range of topics and the provision for their moral, social, spiritual and cultural development is good.
- Pupils enjoy coming to school. Attendance is rising and is now above average for all groups of pupils.
- The school is now beginning to forge ahead after a period when improvement was difficult because of the instability of staffing.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons. Three lessons were observed jointly with the headteacher and the deputy headteacher. Inspectors also looked at pupils' books and listened to them read.
- Meetings were held with two groups of children, senior and middle leaders, representatives of the governing body, teachers, parents and a representative of the local authority.
- Inspectors looked at a wide range of evidence, including the school's self-evaluation, development plan, monitoring files, the tracking information used to check on pupils' progress, and safeguarding arrangements. They also looked at reports of visits undertaken by the local authority link officer.
- There were 93 responses to the online questionnaire, Parent View, which inspectors took into consideration. Inspectors talked to parents at the start and end of the school day, looked at the responses to a parent survey carried out by the school and considered comments in a letter written to inspectors by a parent.
- Inspectors took into account 38 responses to staff questionnaires.

Inspection team

Helen Gaunt, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Susan Davis	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of girls is below the average for a primary school.
- The large majority of pupils are White British. The proportion of pupils of minority ethnic heritage and those who speak English as an additional language is well-below average.
- Some children are taught in mixed-age classes. For example, Nursery and Reception children are sometimes taught together. Years 1 and 2, Years 3 and 4 and Year 5 and 6 are also sometimes taught in mixed-age classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus, or with a statement of special educational needs, is below average.
- A lower than average proportion of pupils are supported by the pupil premium, which provides additional government funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- In the last two years, there has been a large turnover of staff, and for a significant part of that time the headteacher was the only senior leader. There has been a complete restructuring of the governing body.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that all pupils, in particular those who have special educational needs and the most able, make at least good progress in all subjects and become keen to learn by:
 - ensuring that teachers set work at the right level of difficulty for all pupils, including the most able and those with special education needs, and give them opportunities to move on when they are ready to do so.
 - providing regular opportunities for pupils to develop their writing skills in a wide range of topics and themes outside English lessons, especially in Year 2.
 - ensuring that marking consistently gives pupils clear advice on how to improve their work.
 - ensuring that when teaching assistants work with pupils they give them opportunities to try to complete tasks on their own and make regular checks on their progress.
 - regularly reviewing the content of lessons so that all pupils remain interested and enthusiastic about their learning, thereby eliminating incidences of low-level disruption.
- Improve leadership and management at all levels, including governance, by ensuring that:
 - improvement planning is more precise about what actions will take place and when and how the impact will be monitored.
 - leaders check the impact of arrangements to support individuals and groups of pupils in making better progress and review provision in light of the information collected.
 - a wider range of partnership activities are developed so that there are more opportunities for teachers and leaders to share good practice and further develop their leadership skills.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement. Most pupils start Year 1 having reached the expected level of development at the end of the Reception Year and they reach average standards at the end of Year 6 in all subjects. This is because teaching has not promoted consistently strong progress across all years and some groups of pupils have made slower progress than could be expected.
- By the end of Key Stage 1, standards are average in reading and mathematics but well-below average in writing. Low standards in writing have resulted in Years 1 and 2 because there have not been enough opportunities for pupils to develop their writing skills in all subjects or to write longer pieces.
- Over time, pupils who have special educational needs have not made the progress they should. Training for teachers and teaching assistants, and more accurate identification of the specific needs of these children, is beginning to enable them to make better progress. However, it is still too early to judge the full effect of improvements on pupils' progress.
- In 2012, Year 1 pupils did not perform well in the national screening check for phonics (the sounds made by letters). Leaders made changes to the teaching of phonics and in 2013 results were better, although still below the nationally expected standard. Evidence collected during the inspection showed that further improvements have been made for the current Year 1 and pupils' skills are improving.
- In 2013, standards at the end of Year 6 were below average in mathematics and writing because not enough pupils had made the progress they should have made from the start of Year 3. Actions taken by leaders to improve teaching are leading to improving standards in these subjects. School data, observations of lessons during the inspection and evidence in pupils' books shows that the pupils are now reaching average standards because, in most years, they are making better progress. Pupils in the current Years 3 and 6 are now making good progress because teaching is strong in these year groups.
- The progress of the most able pupils still requires improvement. Sometimes, they show ready understanding of the work done but often they are not given new work to deepen their understanding of the topic and their progress slows. Leaders have identified this and are working with teachers to ensure that there are more opportunities for these children to reach the higher levels.
- In 2012 and in 2013, pupils reached standards similar to the average in reading by the end of Year 6. Pupils increasingly enjoy reading and are encouraged to read in all subjects.
- The funding for the small number of pupils for whom the school receives the pupil premium, including those known to be eligible for free school meals is well used by the school to provide additional help for this group of pupils. It has resulted in better progress for eligible pupils and any gaps between the attainment of these pupils and that of other pupils in the school have either closed or have almost closed in all subjects in most years. This demonstrates the school's commitment to providing equality of opportunity. However, this is not fully successful in relation to giving the most able pupils the best possible chance to progress as well as they could.
- Children join the Nursery and Reception classes with skills that are lower than typically found, in most areas of learning, particularly in their personal development. They make good progress in these classes because they are carefully assessed and adults provide interesting and stimulating opportunities to develop their basic skills.
- The early indications are that the use of the additional funding for sport is helping to raise pupils' understanding of healthy lifestyles and increase their participation in a range of physical activities such as the twice weekly 'Fit for Fun' club.

The quality of teaching

requires improvement

- Over time, teaching has not been good enough to challenge all groups of pupils sufficiently, especially the most able pupils and those who have special educational needs, and there have

been inconsistencies in the quality of teaching across year groups and subjects.

- As a result of action taken by the headteacher, and other recently appointed senior leaders, teaching is improving, but some teaching is still failing to engage pupils' interest fully, and this slows their progress and can result in low-level, disruptive behaviour.
- Teachers mark pupils' work frequently. Marking does not always help pupils to improve their work; sometimes, teachers praise work but do not explain clearly enough how it could be better. Pupils know what their targets are, and they have record sheets on which to monitor their progress.
- Teachers now have adequate information about pupils' abilities in order to plan to meet all of their needs. Because they possess better information and use it more effectively, their planning has improved, but not all teachers consistently set tasks at a suitable level of difficulty.
- Teaching assistants know the pupils they work with very well and support them in their learning. Some are less skilled than others in knowing when to help the pupils and when to allow them to think for themselves. This leads some pupils to become over-reliant on them, with the result that pupils lack the confidence to try to complete tasks on their own.
- Relationships between staff and pupils are good, and behaviour is well managed. Teachers establish clear expectations for behaviour in the classroom and pupils follow these. Pupils appreciate the recognition and rewards they get for trying hard in lessons or for producing high-quality work.
- When all pupils are fully engaged in their work and inspired to do the best they can, pupils' progress speeds up. For example, in a mixed Years 3 and 4 lesson where pupils were learning about how to write a newspaper article, the teacher had very high expectations of what pupils could achieve; her enthusiasm was infectious and was passed on to the pupils who were absorbed in their learning. Pupils worked effectively in pairs and groups and were encouraged to use and apply some quite complex writing skills, which they did successfully. The work in these pupils' books indicates that this is what generally happens in this class.
- The Nursery and Reception classes are stimulating workplaces, and the children learn from a good range of well-planned practical experiences. Teachers check how well children are doing regularly and use this information to plan activities that will help each child make good progress. Children are eager to learn and to talk about their learning.
- Classroom and corridor displays and other resources are attractive and used to celebrate pupils' achievement and to promote pupils' spiritual, moral, social and cultural development. For example, in a Year 2 classroom, pupils' letters to soldiers were displayed along with a response thanking them for their correspondence and telling them how much the soldiers had appreciated receiving the letters.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Although pupils enjoy their lessons, they are not always as keen to learn as they might, one reason being that they have few opportunities to explore ideas and problems for themselves. This limits the progress they make.
- Pupils know about many of the different types of bullying, including fighting, persistent name-calling, racist and cyber-bullying. Those spoken to by the inspectors said there are very few incidents of bullying. This was confirmed by school records. All pupils were confident that adults would look after them if they had any concerns. Although some older children are aware of the inappropriateness of using certain terms, for example the word 'gay', most pupils do not have a proper understanding of what is meant by homophobic bullying as the teaching of this has only recently been introduced into Years 5 and 6 in pupils' personal development lessons.
- There are effective arrangements to support children whose needs are sometimes complex and which make them potentially vulnerable.
- Pupils show respect and courtesy for each other and for adults. Their conduct in and around the school is good. They move around the building and come in from playtimes in an orderly fashion, and arrive at the next lesson ready to learn. They show care and respect for school

property and for others' belongings. Pupils show concern for each other's well-being, and are aware that their behaviour can affect others.

- Since the last inspection, leaders have worked hard, and have introduced a number of strategies, to reduce absence rates and to cut down on the number of children who are persistently absent from school. Attendance is now above average for all groups.
- The school's work to keep pupils safe and secure requires improvement. Safeguarding arrangements meet national requirements. However, there have been occasions when parents have felt that the school could have done more to advise families about the benefits of safe practices. For example, the school recently provided cycle racks, to encourage children to cycle to school and be more active. However, this was not matched with a letter to parents reminding them to encourage their children to wear cycle helmets.
- Pupils report that they feel safe and are happy in school. Parents and staff share this view.
- Parents are satisfied that the school takes good care of their children and that children are well behaved when they are in school. There were mixed reports from parents in terms of their general level of satisfaction with the communication between home and school. Inspectors explored these comments during the inspection and found little evidence to support the concerns. However, leaders and governors are committed to working closely with parents to involve them fully as members of the school community and in their child's learning.
- Pupils respond well to opportunities to take on jobs and responsibilities within the school, for example, as members of the school council or as part of the charity fundraising teams.

The leadership and management

requires improvement

- The headteacher and governors have taken some effective actions to ensure that teaching and pupils' achievement are improving, but they have not yet done enough to secure consistently good teaching and learning.
- Prior to the recent appointment of a deputy headteacher and two other senior leaders, there has been too much reliance on initiatives being led by the headteacher alone. The headteacher has had to take on too many roles because of the instability within the staff in the past two years. This has had an effect on pupils' achievements in writing, where there has been no leader for English, and on the achievement of pupils with special educational needs and the most able. However, the headteacher has secured improvement in the teaching of phonics and this is now helping pupils in Key Stage 1 to improve their reading and spelling.
- The recently appointed leader of numeracy has ensured that all staff have received training so that they are able to be effective in teaching the new schemes for learning in mathematics. Standards in numeracy are rising for current cohorts of pupils as they are now making better progress in most years.
- Leadership of the Early Years Foundation Stage provision is strong and ensures that children are well prepared for national curriculum work when they start Year 1.
- Senior leaders have an accurate grasp of the school's strengths and areas where improvement is needed. However, targets written into improvement plans are not always precise enough and are not checked regularly enough to see whether planned actions have taken place when they were meant to or, if they have, what impact they have had on pupils' learning and progress. This means that pupils' underperformance is not always picked up as quickly as it might be.
- Reviews of staff performance are well managed. Teachers are set clear targets which link to the attainment of pupils in their classes. There are a range of in-school training opportunities, and courses, for staff to improve their teaching and leadership skills. However, as yet, leaders have not made the most of the potential partnerships and collaborative opportunities that exist within the local community to broaden these opportunities beyond the school.
- The new curriculum is under constant review and changes have been made so that pupils are able to develop skills, knowledge and understanding across a range of topics and themes. Pupils' awareness of the moral, social and cultural aspects of life is adequately developed.
- Although the local authority has provided a variety of support for the school since the last

inspection, this is only now beginning to make a difference to pupils' achievement and the quality of teaching. Governors are receiving support and local authority officers are working with teachers to check the quality of assessments.

■ **The governance of the school:**

- Since the last inspection, there has been a restructuring of the governing body so that roles and responsibilities are now much clearer, and governors are undertaking a wide range of training to ensure that they are able to carry out their duties more effectively. Governors are very supportive of the school and visit regularly. They bring enthusiasm to their roles and a determination to ensure that weaknesses will be tackled and the pupils will have a successful future. They have supported the headteacher through a period when there has been a high turnover of staff and have been involved in making some difficult decisions about tackling underperformance. They are gaining a better understanding of how the school's performance compares with that of other schools and are beginning to ask more challenging questions relating to pupils' achievement. However, they have not always known how this relates to school improvement planning.
- Governors know how much money the school receives through the pupil premium, how it is spent and the impact the extra spending has on eligible pupils' progress. They have appropriate arrangements to manage the performance of the headteacher. The governing body is involved in discussions relating to managing the performance of staff and makes sure that teachers only receive pay rises when pupils make good progress.

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	117844
Local authority	East Riding of Yorkshire
Inspection number	430878

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	290
Appropriate authority	The governing body
Chair	Graham Thornalley
Headteacher	Helen Bunting
Date of previous school inspection	28 June 2012
Telephone number	01430 440668
Fax number	01430 473070
Email address	gilberdyke.primary@eastriding.gov.uk

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