

Drybrook Primary School

Drybrook Road, Drybrook, Gloucestershire, GL17 9JF

Inspection dates 5–6 February 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Good teaching means that pupils make good progress throughout the school in reading, writing and mathematics.
- Pupils typically leave the school with standards at least in line with national averages and often above them.
- School leaders and governors have improved the quality of teaching and pupils' achievement in this improving school.
- Children make a strong start to their education in the early years. The school makes good use of outdoor learning to promote children's development.
- Pupils throughout the school have a love of reading. They read a wide range of books for pleasure.
- Disadvantaged pupils, disabled pupils and those who have special educational needs receive a high level of support and care. As a result they make good progress.
- The school promotes pupils' physical well-being very well. Physical education is of a high quality and pupils participate in a wide variety of competitive sports.
- Pupils throughout the school learn to manage their own safety well. They know how to stay safe in school, out of school and on the internet.
- Pupils behave well and have positive attitudes to their learning. They become increasingly confident speakers, good at expressing their ideas and opinions.

It is not yet an outstanding school because:

- Pupils in Key Stage 2 have too few opportunities to practise their mathematics skills in other subjects.
- Teachers' marking does not always help pupils to improve their work.

Information about this inspection

- The inspector observed pupils' learning in 11 lessons across the school. All of these were observed jointly with the headteacher. The inspector also looked at pupils' work in their books.
- As well as conversations in lessons and at social times, discussions were held with a group of pupils about the quality of their educational experience and the standard of behaviour in the school.
- The inspector held meetings with senior leaders, members of the governing body and a representative of the local authority.
- The inspector took account of the 22 responses to Ofsted's online questionnaire, Parent View, and considered the 19 responses to a staff questionnaire.
- The inspector examined the school's information on pupils' progress, its evaluation of how well it is doing, its records of the monitoring of the quality of teaching and those relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Full report

Information about this school

- Drybrook Primary School is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- About one fifth of pupils are supported by the pupil premium (additional funding for pupils in the care of the local authority and those known to be eligible for free school meals), which is below the national average. Fewer than five Year 6 pupils were eligible for the pupil premium in 2014.
- The proportion of disabled pupils and those who have special educational needs, at around one sixth, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school shares the school site with Ducklings Pre-School. This is run by the same governing body but is registered separately.
- Pupils attending the school's early years provision do so full time.
- The school is a member of the West Gloucestershire Support Partnership of primary schools.
- Since the previous inspection, the school has received support from The Dene Magna Teaching Alliance, Mitcheldean.

What does the school need to do to improve further?

- Raise pupils' achievement and improve the quality of teaching further by making sure that:
 - teachers' marking is consistently good and that pupils always know how to improve their work
 - pupils in Key Stage 2 have more opportunities to practise their skills in mathematics in a wide range of subjects.

Inspection judgements

The leadership and management are good

- Since the previous inspection, the headteacher and her senior teacher have had a strong and positive impact on the quality of teaching. New teachers and support staff receive very effective support and coaching while existing staff make good use of the range of well-targeted training available to them. This has led to rising achievement in the school, including in the early years, and to a culture of good behaviour and high expectations.
- The subject leaders for mathematics and English have taken on greater responsibilities in their subject areas since the last inspection and have developed the curriculum to match pupils' needs and abilities more closely. These changes have helped pupils to develop positive attitudes to their work and pupils spoke enthusiastically about, in particular, their reading and mathematics.
- School leaders and governors regularly check the effectiveness of teaching in the school. They support teachers when necessary and hold them to account by setting targets that are linked to the performance of pupils. New systems for checking pupils' progress are well advanced and communication with parents and carers about how well their children are doing is good.
- Most of the school's policies, including those related to safeguarding, are clearly communicated to and followed by school staff. However, although there have been improvements since the previous inspection, the good approach to marking which is clearly spelt out in the marking policy is not yet consistently applied by all teachers.
- The school makes good use of additional funding from the pupil premium to provide targeted, one-to-one support. This includes providing mentor support for pupils' well-being and Forest School activities. As a result, eligible pupils make at least as good progress as their classmates, demonstrating the school's successful commitment to equality of opportunity and to tackling discrimination.
- The school has worked very effectively with representatives from the local authority, who know the school well, and this has helped it to improve. Most recently the school has benefited from a review of mathematics and the subject leader has enthusiastically taken up and developed its recommendations. While pupils' progress in mathematics is good, there are too few opportunities in other areas of the curriculum for pupils to use their mathematical skills.
- Membership of the West Gloucestershire Support Partnership has meant that the school has been able to make considerable cost savings and benefit from shared resources. The links to the local secondary school provide good training opportunities for staff while the links with Ducklings Pre-School help to create a smooth transition to the Reception Year.
- There is a dynamic and thriving culture of reading throughout the school and all pupils have access to a range of high-quality texts. There are numerous reading events, including a book fair, a story café and the celebration of National Poetry Day. In 'extreme reading', pupils share photographs of themselves reading in unlikely and unusual places. All these events foster a love of reading.
- School leaders ensure that disabled pupils and those who have special educational needs are very well supported. For example, the school works hard to achieve as smooth a move as possible to secondary school for these pupils, working closely with staff and parents and carers.
- Pupils' spiritual, moral, social and cultural development is good, as is their understanding of life in modern Britain. There is an emphasis on respect and celebrating difference. Since the previous inspection, the school has given pupils experience of a more diverse range of cultures and faiths. This has included visits to a synagogue and a mosque, a school assembly taken by an imam and an exchange with an urban school in Gloucester.
- A programme of assemblies about rights and responsibilities supports pupils' knowledge and understanding of British values. Pupils spoke about a recent assembly on the theme of Magna Carta which explored themes of liberty and the rule of law. These values are also included in the school's curriculum, and themes of democracy and tolerance, for example, are evident in topic work in history, geography and religious education.
- The school's curriculum is broad and balanced and makes good use of staff skills, such as in Spanish and in information and communication technology.
- Pupils' physical well-being is strongly promoted from Reception onwards with the help of the primary sport and physical education funding. For example, each child has high-quality gymnastics coaching and access to off-site facilities, while a 'Change for Life' fitness programme is provided for selected children at lunchtimes. The school has strong links with the Gloucestershire Cricket Board and the Gloucester Rugby Club.
- Safeguarding procedures are followed closely and meet all the statutory requirements for the safety of

pupils.

■ The governance of the school:

- Governors know how well the school is doing and share with senior leaders the ambition to improve it further. Since the previous inspection, following training, governors have been able to offer greater challenge and support to senior leaders. Governors visit the school frequently and are aware of its strengths and weaknesses. They understand about the importance of high-quality teaching, check how teachers' performance is managed and help to tackle any underperformance. They understand the school's performance data and play their part in checking that school funding is used to achieve the best outcomes for pupils. This includes the use of the pupil premium and the primary sport and physical education funding. Governors ensure that all legal requirements for safeguarding are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are proud of their school and take pride in their work. Parents and carers, staff and governors are all positive about the behaviour of pupils at this calm and orderly school.
- Pupils behave very sensibly around school and listen carefully in lessons. Although they often start school with limited language skills, they quickly become good communicators, speaking with confidence. This begins in the early years and continues throughout the school.
- Pupils' attitudes to their learning are very positive and their good behaviour helps their progress in lessons. Low-level disruption in lessons is rare and teachers manage any poor behaviour skilfully and swiftly. This includes incidents of bullying, although pupils are clear, and school records show, that bullying seldom occurs.
- Pupils' attendance is average and has been steadily improving. This is as a result of the school's effective work with families to reduce absences and, in particular, the proportion of persistent absentees. Only very rarely are pupils temporarily excluded from school and there have been no permanent exclusions in recent years.
- The impact of the school's work to promote pupils' moral, social and cultural development is evident in their willingness to take on responsibilities and to contribute to school life. Pupils apply for 'jobs' within the school and their confidence in speaking publicly is increased by the speeches they make to their peers and teachers in support of their applications. They are introduced early on to the democratic process; by being voted on to the school council, for example.

Safety

- The school's work to keep pupils safe and secure is good.
- The school site is safe and appropriate risk assessments are carried out for all activities and events. All visitors to the school are checked and accompanied as appropriate.
- Pupils learn to manage their own safety by contributing to the school's risk assessments themselves. Pupils help plan ahead for their visits, to Gloucester or Cardiff for example, and identify potential risks and hazards.
- Pupils are very clear that any discriminatory language is not acceptable, including homophobic or racist comments.
- The school ensures that pupils know how to stay safe on the internet and are aware of its potential dangers. Pupils understand the need to protect their identity and only to engage in secure and safe communications.

The quality of teaching is good

- Improvements in the quality of teaching since the last inspection have had a clear and positive impact on pupils' achievement in reading, writing and mathematics.
- Teachers plan their lessons carefully alongside experienced and well-trained support staff. They ensure that their teaching meets the needs of all groups of pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs.
- Teachers know their pupils exceptionally well in this small school and are able to check on the progress of each individual and offer support and guidance as appropriate.
- Teachers have high expectations of their pupils. This includes the most able pupils, who are set activities

that allow them to deepen and extend their learning, and tackle challenging texts in their reading.

- Pupils' work in the classroom is extended with regular homework and their efforts are celebrated in displays and assemblies. However, teachers' marking is not always as good as it should be, so pupils are not always clear what they need to do to improve.
- Teachers share their enjoyment of reading with their pupils who respond enthusiastically. Pupils' literacy is effectively promoted not only in English but in other subjects as well. Pupils' skills in mathematics are less well promoted in other subjects.
- Pupils enjoy their lessons and are encouraged to voice their opinions and ideas and enter into classroom debates. Drama and movement are very effectively used, particularly with younger pupils, to help them enter into the imaginative world of stories and characters.
- Staff are confident and increasingly well trained in the teaching of physical education and dance. This helps children's coordination and balance in the early years and their physical fitness as they get older.

The achievement of pupils

is good

- Since the previous inspection, from starting points below those found typically, pupils have left the school having made at least the expected progress in reading, writing and mathematics. For example, in 2013, every pupil made the expected progress and the proportion doing better than this was also above the national average. The individual circumstances of a small number of pupils in a small year group meant that the proportion making good progress slipped somewhat in 2014.
- Pupils currently in the school are making good progress. This is supported by their positive attitudes to learning and their willingness to work together to solve problems and to share ideas. They are being well prepared for the next stage in their education.
- Pupils achieve standards similar to those nationally in the Year 1 phonics check and typically leave the school with standards in reading, writing and mathematics that are at least in line with national averages. While there was a dip in attainment in mathematics in 2014, much of the work seen in current pupils' mathematics books during the inspection was of a high standard.
- The school is very successful in promoting the achievement of disadvantaged pupils. Eligible pupils are making good progress throughout the school as a result of well-targeted support.
- Since the previous inspection, the proportion of the most able pupils achieving the higher levels at the end of Key Stage 2 has been above the national average in reading, writing and mathematics. Some in this higher achieving group have been eligible for the pupil premium or had special educational needs.
- The school provides high-quality care and support for disabled pupils and those who have special educational needs. These needs are identified at an early stage and as a result these pupils make good progress throughout the school.

The early years provision

is good

- The early years leader has created a bright and lively setting that successfully promotes children's social development and communication skills. Children are keen and attentive and learn how to make contributions to group discussions. They learn to concentrate for lengthy periods and are often engaged in a wide range of activities outside. They are well prepared for Year 1.
- Children enter the Reception Year with levels of language and understanding of the world that are frequently below those typically found. The majority of children, including disadvantaged children and the most able, make good progress and go on to achieve well.
- The quality of teaching is good. Teachers and support staff know the children well. They take every opportunity to develop children's language skills and encourage them to work and play in pairs and in groups. Their enjoyment of reading is encouraged throughout the early years and children talk animatedly about their favourite books.
- Disabled children and those who have special educational needs are well cared for and there are strong links between home and school. The early years leader is keen to broaden children's experiences, making particularly good use of the school's excellent outdoor facilities. Children's resilience and independence are promoted through the use of 'all weather gear'.
- Staff have high expectations of children's behaviour. By the consistent use of praise and rewards, they create an encouraging environment that reinforces positive messages. Pupils learn how to stay safe, for example discussing risks when cooking, and how to be healthy, with a focus on healthy eating and regular physical exercise.

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	115518
Local authority	Gloucestershire
Inspection number	448673

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	Pat Hulbert
Headteacher	Sara Albon
Date of previous school inspection	13–14 July 2010
Telephone number	01594 542448
Fax number	n/a
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