

Inspection of a good school: Gorseybrigg Primary School and Nursery

Balmoral Crescent, Dronfield Woodhouse, Dronfield, Derbyshire S18 8ZY

Inspection dates:

19 and 20 April 2023

Outcome

Gorseybrigg Primary School and Nursery continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Gorseybrigg Primary School and Nursery. They appreciate the attractive school building and grounds. They love the eco garden where they grow fruit and vegetables. They are thrilled when they spot foxes and badgers visiting the school grounds on the wildlife camera.

Pupils care for each other. They work well together in lessons. They are confident to give their ideas and opinions. They know that everyone will listen with respect to what they have to say. They chat and play together happily at social times. Pupils do not worry about bullying. They are certain that the adults in school will listen to them if they have a concern and will help them to sort the problem out. The school is a harmonious and happy place.

Leaders' expectations of pupils are high. They are committed to ensuring that every pupil fulfils their potential, academically and personally. Pupils rise to these high expectations. They live out the school's motto, 'be the best you can be'.

The large majority of parents recognise the many strengths of the school. One parent described the school as: 'the hub of the community'.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that is broad and balanced. They have planned out what they want pupils to learn from the early years to Year 6 in all subjects. Curriculum plans break this knowledge down into the small steps of learning that will enable pupils to reach these ambitious end points. Leaders have taken care to ensure that new learning builds on what pupils already know.

Teachers deliver the intended learning with skill. Their subject knowledge is good. Typically, they provide learning activities that helps all pupils, including pupils with special educational needs and/or disabilities (SEND), to remember the intended learning. Pupils

with SEND receive the support they need. Staff know how to make the adjustments that may be needed, so that pupils with SEND can learn well and experience success.

Pupils learn subject-specific vocabulary and use these words with confidence in their work. In music lessons, children in the early years use the word 'composer' as they listen to the music of John Williams. In Year 2, pupils describe the 'tempo' and 'dynamic' of Grieg's 'The Hall of the Mountain King'. Year 5 pupils discuss their response to 'Toccatina and Fugue' by Bach and produce their own 'graphic score'.

Teachers check that pupils remember the intended learning. In English and mathematics, lessons are adjusted if additional support is needed for pupils who have not fully secured key knowledge. In some of the other subjects, the information that assessment provides is not used as effectively.

Reading is celebrated. Pupils have access to a wide range of books in each classroom and in the school's inviting library. Leaders want pupils to regard reading as, 'a window into the world of others.' Teachers prioritise story time. The books they read to pupils are chosen with care. They become increasingly challenging as pupils get older.

Phonics is taught well. From the start of school, the teaching of reading is prioritised. Children in nursery play games, so that they can begin to hear the sounds in words. Pupils who find reading more challenging get extra help. Teachers make sure that pupils read books that match the sounds that they know.

There is a vast array of opportunities for pupils to develop personally. They learn to care for their own community and the wider world in meaningful ways. They debate big questions. For example, Year 6 pupils think about how they can be fair to everyone. Pupils learn to play a musical instrument and participate in performances. Every pupil has the chance to represent the school in a sports event. Pupils' physical and mental health is prioritised. As a result of the school's work, pupils leave the school with the qualities they need to become responsible citizens. They show respect for others and accept those who may be different to them.

Leaders, including governors, have identified the right priorities for school improvement. They work without complacency to continue to improve the school. However, there are a few aspects of the school's work where leaders do not keep a close enough eye on the implementation of the curriculum or the impact of their work.

Almost all staff agree that they feel well supported and that leaders consider their workload. Many staff describe the school as, 'a team'.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive appropriate safeguarding training. They keep a close eye on pupils and are alert to the signs that a pupil may be at risk of harm. They understand their responsibility to pass on any concerns they may have without delay. The records that designated

safeguarding leaders keep are thorough. They detail the concern and the action that has been taken. Safeguarding leaders seek support from external agencies at the right time. They meet regularly to review safeguarding concerns.

Through the curriculum, pupils learn about how to keep themselves safe, including when working and playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in the foundation subjects is not fully developed. The checks that teachers currently make are not used as effectively as they are in English and mathematics to address gaps that pupils may have in the key knowledge they need to know and remember. Leaders should ensure that these checks are made to the same high standard as they are in core subjects.
- Aspects of the school's work are not monitored with enough precision. Leaders do not always have the knowledge they need to identify where staff may need additional support to deliver the intended curriculum or fulfil their roles as well as they could. Leaders should ensure that all areas of the school's work are scrutinised sufficiently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133516
Local authority	Derbyshire
Inspection number	10254932
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair of governing body	Wendy Temple
Headteacher	Corinne Thornton
Website	www.gorseybrigg.co.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and an after-school club that is managed by the governing body.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID–19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the assistant headteacher. The lead inspector met with seven governors, including the chair and vice-chair of the governing body. She spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited lessons, spoke with some pupils about their learning and looked at samples of their work. An inspector observed pupils reading to a member of staff.

- To inspect safeguarding inspectors spoke with leaders, teachers, staff, governors and pupils about the culture of safeguarding in the school. The lead inspector checked the single central record and reviewed how safeguarding incidents are reported and recorded. She also checked safeguarding training records.
- Pupils' behaviour was observed in lessons, at social times and around the school. Inspectors also spoke with pupils and staff about behaviour in school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors met with groups of staff and pupils and considered the responses to the staff and pupil surveys.

Inspection team

Caroline Poole, lead inspector

His Majesty's Inspector

Ged Philbin

Ofsted Inspector

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