

# Drybrook School

## Inspection report

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<b>Unique Reference Number</b>	115518
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	290245
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Lorna Brackstone

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	S Hardy
<b>Headteacher</b>	A Osborne
<b>Date of previous school inspection</b>	12 March 2001
<b>School address</b>	Drybrook Road Drybrook GL17 9JF
<b>Telephone number</b>	01594 542448
<b>Fax number</b>	01594 544428

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small school where most pupils have White British backgrounds. It serves a very mixed socio-economic area. An above-average number of pupils have learning difficulties. When children enter the Reception Year their attainment is below the level expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that is well led and managed. It cares well for its pupils and provides them with a high quality education. The outstanding partnerships that have been established with other schools and organisations ensure that the pupils benefit from a good curriculum which promotes their personal development well.

The overall achievement of the pupils is good. Standards in English, mathematics and science have improved since the last inspection and are now average. Pupils are satisfactorily prepared for the next stage of their education. This is because teaching and learning are good, the curriculum is well balanced and the effective support and guidance ensures that pupils have a good understanding of how they can improve their work. The rigorous monitoring and evaluating by the senior management team has identified some dips in pupil progress. This is being rectified by providing support to teachers where needed and by developing a whole-school approach to academic support, particularly marking pupils' work.

The quality and provision in the Foundation Stage are good. Activities are well planned and made interesting to ensure that high quality learning takes place.

Pupils' personal development and well-being are good, including provision for spiritual, moral, social and cultural development. Pupils have a good understanding of how to keep fit, healthy and safe. The good range of rewards and explicit sanctions ensures that they behave well. Pupils are enthusiastic about school and enjoy working and playing together. This is reflected in their much-improved attendance. As one pupil explained, 'School is much better than watching TV'. The pupils take time to think about the world around them and appreciate aspects of art, music and literature. However, although they are knowledgeable about life in other countries, their understanding of cultural diversity in everyday life in Britain is limited.

Nearly all parents are very happy with the school. Their views were summed up by one parent who explained that 'Drybrook is a great school, serving the village and the wider community. Our children have benefited greatly from the care and attention, not to mention the wide and varied educational opportunities, they receive'.

The school has an accurate picture of its own performance. It is well placed to make further improvements because of the sharp focus and strengths in its leadership and management.

### What the school should do to improve further

- Improve the consistency of teaching so that pupils progress well at all times.
- Ensure that all marking is consistent and conforms to the school policy.
- Improve pupils' understanding of living and working with the cultural diversity of modern-day Britain.

## Achievement and standards

### Grade: 2

By the time the pupils are ready to leave for secondary school, standards are in line with those expected for this age group. In relation to their low starting point in Reception, pupil progress is good overall. However, it is better at the beginning and end of their time in school. This is particularly noticeable in writing, which the school is rectifying through improved teaching and learning. The school has accurately identified the need to improve boys' achievement. For

example, they have introduced topics that are based on adventure and these interest them. Greater use is being made of ICT equipment to motivate and stimulate them further.

## **Personal development and well-being**

### **Grade: 2**

Pupils of all ages show a genuine respect for each other and adults. They have good attitudes in lessons and are keen to do well. All pupils make a valued contribution to their community. Reception children eagerly join in singing songs and play together in their 'café'. Older pupils take on a wide range of responsibilities, such as decision-making through the school council. They involve themselves in the wider community with fund-raising events, sporting activities and by working together with neighbouring schools on dance and music sessions. The pupils' good knowledge of physical fitness and their clear understanding of healthy eating habits have been recognised in their recent recognition as a 'Healthy School'. Most pupils leave the school satisfactorily prepared for later life. They have good levels of confidence and social skills and their basic skills are average. However, their understanding of cultural diversity in Britain is less well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Throughout the school the positive relationships between pupils and their teachers ensure that learning is enjoyable. Lessons are well planned and teachers share with their class what they intend them to learn. This helps the children evaluate their learning at the end of the session. In many lessons the teachers ask lots of questions to keep the pupils motivated. The response to the different levels of challenge set is good. Occasionally the pace of lessons is slow, the content lacks interest and pupils become less attentive. In such lessons pupils make satisfactory rather than good progress. Resources, such as interactive whiteboards, are used well to engage pupils and good quality support from teaching assistants enables pupils with learning difficulties to be fully involved in the lesson. Teaching in the Reception class is successful because it is lively, with lots of practical activities to keep the children interested in their learning.

### **Curriculum and other activities**

#### **Grade: 2**

Children in the Reception class have a good range of worthwhile learning opportunities which helps them make good progress. In Years 1 to 6 the whole-school focus on the development of pupils' literacy and numeracy skills has successfully promoted higher standards. The school is well aware that it needs to develop investigative skills further in science. Provision for personal development is high quality and enriched through a good range of additional experiences. Many of these have been made possible through the outstanding links with other schools. For example, the local cluster schools have worked together to improve curricular provision for history and geography by planning units of work based on the local area. Joint trips, such as theatre trips to London, enable the pupils to have extremely enriching experiences.

## **Care, guidance and support**

### **Grade: 2**

Pupils thrive and grow in confidence in the caring and supportive environment. The staff take all reasonable steps to make sure that pupils are kept safe. They know each individual and children feel well supported both by teachers and assistants. Pupils with learning difficulties or disabilities are well supported in class and are carefully monitored through regular meetings and discussions between home, school and other agencies.

Pupils work towards whole-school, class and individual targets and this ensures that they make good progress. In most classes, pupils' books are looked at regularly and written comments are encouraging and supportive. However, this is not consistent throughout the school. This means that not all pupils are provided with sufficient information on how they can improve their work on a day-to-day basis.

## **Leadership and management**

### **Grade: 2**

The commitment, determination and high expectations of the headteacher, coupled with the deputy headteacher's shared vision, have been the key to driving up standards. This is particularly so in English, where the expertise of the deputy headteacher as a lead literacy teacher has resulted in the improvement of teaching, learning and pupil achievement. There are systematic and well-organised procedures for monitoring and evaluating the school's work and these are used well to identify where improvements are needed. The school recognises that co-ordination of other subjects is less well developed and this is a focus for future improvement planning. Governors are well trained, knowledgeable and informed in all aspects of the school's work. They have successfully improved the weaknesses in accommodation identified at the last inspection.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome at your school. It was very interesting seeing you at work in your classrooms and watching you play. We would like to say a special thanks to the group of pupils we met who told us all about life at Drybrook.

Your school provides you with a good education. You feel safe and cared for because the school looks after you well. It gives you good quality support with your learning. You make good progress and, by the end of Year 6, reach average standards. You behave well and enjoy your learning because teaching is good and lessons are well planned. We were very impressed with the outstanding links you have with other local schools which enable you to enjoy an interesting range of activities that support the good curriculum.

You are proud of the after-school activities you are involved in. You particularly enjoy the visits out of school, which help you learn more about different topics. We were impressed with how you take seriously the importance of keeping fit and healthy.

The adults in charge of the school are leading and managing it well. Your headteacher is very determined to give you the best education and knows what must be done to make it even better.

We have asked the school to make sure that the teaching is always good and your work is marked consistently well. We have also asked the school to help you to learn more about the many people from different backgrounds who live in Britain today.

Once again, thank you for your help. Keep doing your best and working with the adults to make sure that Drybrook remains a good school.