

William Gilbert End Primary School

Inspection report

Unique Reference Number	112979
Local Authority	Derbyshire
Inspection number	311075
Inspection date	5 June 2008
Reporting inspector	Alison Cogher

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	274
Appropriate authority	The governing body
Chair	Mrs Adele Carmichael Smith
Headteacher	Mrs Susan Whyld
Date of previous school inspection	10 May 2004
School address	Vicarage Lane Duffield Belper Derbyshire DE56 4EB
Telephone number	01332840395
Fax number	01332840395

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well the curriculum supports pupils' learning and how effectively teaching challenges them to make the progress they are capable of; and how well assessment information is used to guide and support pupils in their learning.

Evidence was gathered from lesson observations and scrutiny of school documentation and pupils' work. Parents' questionnaires and discussions with staff, governors and pupils also contributed to the judgements made. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average sized primary school with its own Nursery. Almost all pupils are of White British background and very few are entitled to free school meals. The proportion of pupils who find learning particularly difficult is below average and their needs are varied. A very small number of pupils are learning English as their second language.

The school has achieved a number of awards. These include the Derbyshire ABC Anti-bullying accreditation, The national Active School, FA Charter Marks and Healthy School Award. The school is a Platinum 'Sing Up' Award School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pupils thrive both personally and academically in this outstanding school. Parents are overwhelmingly supportive of the school and many wrote to say how pleased they are with the standard of education it provides. They recognise and appreciate the commitment of staff and the strong Christian values that underpin the school's friendly and caring atmosphere. Within this supportive environment pupils say they feel safe and secure and valued as individuals. The school lives its vision of 'Learning Together' extremely well as adults and pupils aim for excellence in all they do.

Pupils achieve exceptionally well. The progress they make during their time at the school is excellent, as year on year they build very successfully on their previous learning. Typically, children start in the Nursery with standards that are above those normally found. They learn extremely well so that by the time they start in Year 1, they are working well above the expected levels for children their age. This rapid pace of learning continues and as a result, standards in reading, writing and mathematics are often exceptionally high by the end of Year 2. This position has been maintained for a number of years. Pupils' learning in Years 3 to 6 is outstanding and ensures they often reach exceptionally high standards in English, mathematics and science by the end of Year 6. Standards dipped slightly in 2007 but the prompt and effective action taken by the school has secured improvement. Assessment information and pupils' work indicate that standards this year are back to the exceptionally high levels of previous years. Many pupils in Year 6 reach the highest standard recorded by the national tests, although their work in lessons often shows elements of skill, knowledge and understanding that go beyond this level. The progress and achievement of pupils who find learning particularly difficult is comparable to that of other pupils in relation to their starting points because of the very well targeted support they receive.

The school's success is a reflection of very effective teamwork and the extremely high expectations of staff, governors and parents. The headteacher and senior staff lead and manage the school exceptionally well. Very thorough and rigorous systems for checking the school's work identify areas for improvement and lead to prompt and effective action being taken. Challenging targets are set for all aspects of the school's work to ensure pupils are supported extremely well towards achieving the best they can. This is illustrated well by the improved standard of pupils' work in Year 6 this year. A range of strategies has been introduced to ensure lessons are pitched at the right level to take pupils' learning forwards at an extremely good pace and to make learning more fun for them. These include the improved use of assessment information to guide planning, increased use of information and communication technology (ICT), and making better links between subjects. The very positive impact these changes have had on the quality of teaching and learning demonstrates the school's excellent capacity to improve further.

Pupils are extremely well behaved and they work very hard in lessons. They are confident, polite, courteous and have a very mature attitude towards all that they do. Pupils thoroughly enjoy each other's company and show high levels of tolerance, understanding and appreciation of each other. These qualities are modelled extremely well by adults, and relationships throughout the school are both trusting and respectful. Pupils have an extremely good understanding of how to keep healthy and safe. They really enjoy being active at playtime and their involvement in sport or other forms of physical exercise both in and out of school is extensive. Pupils are very enthusiastic about school. They appreciate the wide range of

opportunities the school's curriculum provides, including the excellent range of enrichment activities. Whilst the learning of key literacy, numeracy and ICT skills takes priority, planning for other subjects through 'Themes' is very successful and brings learning to life for pupils. Activities provide pupils with many opportunities to use and apply their key skills, and to develop their investigative and problem-solving skills. Pupils often work together on these tasks, which extend not only their academic learning but also their ability to work as a member of a team. A very wide variety of visits and clubs is organised, including a good range of instrumental tuition. Pupils' exceptionally good singing reflects their enjoyment of music and the performing arts in general. Pupils relish the opportunity to assume responsibilities such as being a member of the school council and, through their charity work, raise funds for those who they appreciate are not as fortunate as they are. Pupils' exceptionally good spiritual and cultural development is extremely well supported by the Christian values the school promotes so effectively, and the rich diversity of learning opportunities provided. The school is a very cohesive and successful learning community.

Lively, focused and challenging teaching ensures pupils' motivation to learn is high. Teachers' subject knowledge is very good and they have high expectations of what pupils can achieve. Extremely good use is made of assessment information to guide the planning of lessons so pupils are able to build very successfully on their previous learning. Good use is made of interactive white boards to engage pupils' attention and to demonstrate teaching points. Teachers manage pupils extremely well, give very clear instructions and together with teaching assistants provide pupils with the encouragement, support and challenge they need to reach their individual targets. Pupils' good attendance and their extremely positive attitudes reflect their enthusiasm and their enjoyment of learning. Well chosen good quality resources are used very effectively to make learning interesting and to capture pupils' imagination. Pupils have many opportunities to work together to develop original ideas, or to act as critical readers of each other's work. The standards pupils reach, together with their extremely well developed personal and social skills, ensure they are very well prepared for the next stage in their learning and the future world of work.

The school is extremely vigilant in the care it provides for pupils. Procedures to keep them safe are extremely thorough and implemented rigorously. Pupils who find learning a particular challenge and those who have specific needs receive excellent support so they are able to take a full part in school life. Extensive and very productive links with other schools and outside agencies ensure pupils' individual needs are catered for, whilst also extending the learning experiences for all pupils. Pupils' progress is checked frequently to make sure they are learning well and to set them challenging targets for improvement. Pupils know their targets and work very hard to achieve them. Teachers' marking of pupils' work is often very helpful to them as it clearly indicates what they have achieved and what they need to do next to make their work better. However, this very supportive practice is not entirely consistent between classes.

Effectiveness of the Foundation Stage

Grade: 1

Exceptionally good leadership and management ensure children get off to a very good start in the Foundation Stage. Children's standards are above those typically found on entry to the nursery class. Excellent teaching provides children with an extensive range of learning experiences that capitalise on their enthusiasm for learning and encourage them to explore and investigate their world. Consequently, children learn extremely well to reach standards overall that are well above those expected by the end of their Reception year. Children settle

quickly and all adults work together very effectively to promote children's personal development so they are able to relate well to others and learn well. Parents are very appreciative of the excellent care and support their children receive as they are integrated into the school. Extremely effective assessment strategies are used to check children's progress and to guide the planning of activities. There is a very effective mix of direct teaching and opportunities for children to make choices, develop their independence and to engage in purposeful play. The classrooms and outdoor learning spaces, together with an extensive range of resources, are used very well to provide a wide variety of activities. These encourage children to use their imagination and ensure their interest is maintained, which supports their enthusiasm for learning. Teamwork throughout the Foundation Stage is very strong and makes a significant contribution to the overall quality of provision.

What the school should do to improve further

- Improve the consistency of teachers' marking so pupils in all classes are clear about what they have achieved and what they need to do next to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

6 June 2008

Dear Pupils

Inspection of William Gilbert End Primary School, Duffield, Derbyshire, DE56 4EB

Thank you very much for making my visit to your school such a pleasure. You made me feel very welcome and I was very impressed by how polite, friendly and caring you were. You behave extremely well and work very hard. You told me how much you like being at school and working and playing with your friends. Yours is an outstanding school and I can see why you enjoy everything that goes on there.

Here are some of the things that I liked best about your school.

- Your headteacher, staff and governors work very hard to make sure that the school helps you to learn as well as you can.
- Teachers make sure your lessons are interesting and that you are very well supported so you can learn new things quickly.
- You have excellent opportunities to go on visits, join clubs and to enjoy music through singing or playing an instrument.
- You are very active and have an excellent understanding of how to stay fit and healthy.
- By the time you reach Year 6 you have become very mature and sensible young people who are well prepared to move on to secondary school.

I have asked your teachers to improve the way some of your work is marked so that you will all know what you have achieved and what you need to do next to improve. You can help by asking them what you need to do to make your work better, and by continuing to work as hard. Well done to all of you.

I hope that you all continue to enjoy your time at William Gilbert and thank you again for a most enjoyable visit.

Best wishes

Alison Cogher

Lead inspector