

Gilberdyke Primary School

Inspection report

Unique Reference Number	117844
Local Authority	East Riding of Yorkshire
Inspection number	312724
Inspection date	16 April 2008
Reporting inspector	Linda Murphy

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 on roll	
School	291
Appropriate authority	The governing body
Chair	Mr Paul Robinson
Headteacher	Mr Martin Alger
Date of previous school inspection	1 July 2004
School address	Scalby Lane Gilberdyke Brough HU15 2SS
Telephone number	01430 440668
Fax number	01430 473070

Age group	3-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards in English, the curriculum and the effectiveness of leadership. Evidence was gathered by observing lessons; scrutinising pupils' work, assessment data, and school documents including the school's self-evaluation; and holding discussions with the headteacher, senior and middle leaders, representatives of the governing body, and pupils. 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 were not justified, except that it was over-cautious in judging achievement and the quality of leadership and teaching. The school's assessments have been included where appropriate in this report.

Description of the school

This larger than average school serves the village and adjacent areas mostly characterised by broadly average socio-economic circumstances. The majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average although it varies considerably between years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This outstanding school provides excellent value for money. At the heart of its success are the excellent leadership and management, which have inspired the exceedingly effective environment for pupils to mature into well rounded individuals with a thirst for learning. Parents place their trust in the school and very much appreciate the way the school works in partnership with them so that their children achieve outstandingly well academically and socially. Information to parents about the progress of their children is much better than at the time of the last inspection.

Pupils' personal development is first-rate because the school provides excellent care, guidance and support. As a result, pupils' behaviour is exemplary. They have a thorough understanding of right and wrong, which they learn through their school community and the wide range of opportunities to take responsibility. For example, pupils are accountable for carrying out their tasks in lessons. These attributes together with good attendance promote pupils' readiness to learn very well. Visits, visitors and really good links with other schools help pupils to understand about communities and contrast different ways of life. Pupils have a thorough understanding of the importance of staying safe and keeping healthy; for example, they are proud of their healthy tuck shop and lunches. An excellent range of clubs are very well attended. They especially provide extra opportunities for pupils to enjoy exercise and sport, as is recognised by the school's achievement of the Active Mark Gold.

All groups of pupils achieve outstandingly well. From starting school with levels below those typically expected on entry to Nursery pupils make excellent progress to reach standards significantly higher than in many schools by the end of Year 6. Over the last three years, in reading, writing and mathematics at Key Stage 1 and Key Stage 2 the trend in standards is one of improvement. Teachers' assessments in 2007 showed standards were significantly above average in Year 2. Results of national tests at the end of Year 6 also show standards are rising to significantly above average by the time pupils move to secondary school. By the end of Year 6 good proportions of pupils exceed the level expected for their age in English, mathematics and science. This positive trend is continuing and any variation is attributed to the differing abilities of the pupils.

It is not only in English and mathematics that pupils achieve well but also in other subjects such as information and communication technology, French and the arts. The reasons for this are twofold. First, the curriculum is of top quality with particular strengths at Key Stage 1 where the school builds exceedingly well on the way of working in the Foundation Stage. This encourages pupils' independence, love of learning and basic skills. The school has yet to build on this success in Key Stage 2 and to provide more opportunities for pupils to make choices, to work collaboratively and independently, and to participate in extra research. There are plentiful opportunities for pupils of all ages to use and apply their developing skills. This is evident in the focus on problem solving which cuts across subject barriers and helps develop pupils' creativity and confidence when they approach new situations. The curriculum is very well planned to incorporate themes and projects. These imaginative events capture pupils' interest and include tasks that are challenging as well as fun. The needs of different groups of pupils such as those with learning difficulties and those with special gifts and talents are met very well and parents are very pleased about this.

The second reason for the pupils' excellent achievement is the outstanding quality of teaching and learning. The talented teachers and teaching assistants create a calm environment for

learning. They have high expectations, use assessment really effectively to match work to pupils' academic needs, plan lessons very well and provide a wealth of resources to encourage practical work. Clear learning objectives and strong subject knowledge lead to a fast pace of learning for the pupils. For example, with five minutes to go to the end of one lesson the teacher set an extra challenge which really kept pupils 'on their toes.' Teachers are adept at developing pupils' basic skills across the curriculum. This is very effective in promoting pupils' skills at speaking and listening which is having a positive impact on standards in writing.

Leadership is strongly focused on raising achievement. Meticulous monitoring of performance means the school knows itself very well. This is evident in the school's self-evaluation which shows a very accurate picture of its strengths and areas to develop although it is modest in judgements about achievement, leadership and teaching. One reason for this clarity of the way ahead is the delegation of responsibilities to manage significant aspects of the school to teams of staff. This leads to a more collaborative approach to management and is a change since the last inspection. This system works very well indeed because staff feel empowered to take priorities forward; the school's focus is very much on developing the skills of all staff. Governors add a great deal to the school's work and readily support and challenge the school in its endeavours.

Since the last inspection the school has a clear track record of improvement. For example, improvements have been made in pupils' achievement, teaching, learning and leadership. Challenging targets are met. This places the school in an extremely strong position to continue its excellent journey of success.

Effectiveness of the Foundation Stage

Grade: 1

The skills of children when they start school are generally below that which is typically expected for their age, although this does vary with the ability of the group. Children make outstanding progress in the Foundation Stage. As a result, many exceed the level expected for their age by the time they join Year 1. This is because the children are very carefully helped to settle into routines, the curriculum is exciting and practical, and they are taught tremendously well. Teaching is very good at helping children gain confidence and access the great variety of opportunities presented. Children learn very rapidly and thrive on the excellent care. A corporate approach to leading the Foundation Stage works very well indeed. The outstanding provision in the Foundation Stage strongly influences the curriculum for pupils in Key Stage 1.

What the school should do to improve further

- Extend the practical curriculum from Key Stage 1 into Key Stage 2 to ensure older pupils have more opportunities to make choices, do research and work independently and collaboratively.

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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	2
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

16 April 2008

Dear Pupils

Inspection of Gilberdyke Primary School, East Riding of Yorkshire,
HU15 2SS

Thank you for welcoming me when I visited your school. A special thank you to Year 6 for helping me with the inspection. You will all be pleased to know that I judge that Gilberdyke Primary School gives you an excellent education!

This is because your school is not only led outstandingly well but the quality of teaching is equally as strong. It means that you learn at a fast pace and reach high standards. Your behaviour is excellent and I see that you really enjoy school. You are given first-rate care and this helps you to know how to keep safe and healthy so that you can enjoy all the high quality experiences the school creates for you.

The curriculum is excellent across the school with great themes and projects for you to study. The way of working in the Foundation Stage and Key Stage 1 is of particular note and I have asked the school to extend that way of working into Key Stage 2 so that all children have even more opportunities to make choices, work in groups and independently and get involved in more research and challenges.

You can help by continuing to try your best.

Mrs Linda Murphy

Lead inspector