

Drybrook Primary School

Inspection report

Unique Reference Number	115518
Local Authority	Gloucestershire
Inspection number	338597
Inspection dates	13–14 July 2010
Reporting inspector	John Eadie

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	128
Appropriate authority	The governing body
Chair	Colin Smith
Headteacher	Sarah Albon
Date of previous school inspection	20 March 2007
School address	Drybrook Road Drybrook GL17 9JF
Telephone number	01594 542448
Fax number	01594 544428
Email address	head@drybrook.gloucs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 14 lessons and observed eight teachers. Meetings were held with leaders and managers, teachers, the chair and vice chair of the governing body and a group of Year 6 pupils, and informal discussions were held with many other pupils of all ages. Inspectors observed the school's work and looked at a range of documentation, including policies, particularly those concerning safeguarding, the school development plan and the school's data to show the progress that pupils are making. Inspectors analysed the responses to questionnaires by pupils in Years 3 to 6, staff and 42 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the improvements in the assessments in Year 2 in 2009 have been maintained this year
- whether more-able pupils are being challenged sufficiently through the school why attainment in mathematics in Year 6 is not improving as rapidly as that in English.

Information about the school

A very large majority of pupils at this small school are White British, the remainder representing a range of ethnic minorities. Very few speak English as an additional language and none of these is at an early stage of learning English. Almost two thirds of the pupils are boys, which is much higher than average. The proportion of pupils with special educational needs and/or disabilities is higher than average and most of these have specific learning, behavioural emotional and social or speech, language and communication difficulties. A significantly greater number of pupils join and leave the school in year groups other than at the usual starting and leaving points. The majority of these are joining, which is leading to a rising roll. There have been a number of changes in the senior management team over the last two years. There have also been changes of use of accommodation to make room for increasing numbers in the school. There is a pre-school on site, which is managed privately and is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school has improved rapidly over the last two years and is now providing a good education for its pupils. The main reason for this improvement is the concerted drive by the headteacher and the staff team to raise attainment and accelerate pupils' progress. This drive has been markedly successful as attainment has improved from being low in the national tests for Year 6 in 2008 to average this year. There have been similar improvements in the assessments in Year 2 and pupils are now making good progress through the school. However, the school recognises that there is further work to be done in writing and particularly in mathematics, especially in increasing the proportions of pupils gaining the higher levels. Pupils are making good progress because teaching has improved and is now good. Teachers plan well to meet the needs of pupils in their class but do not always set the pupils precise next steps for learning. Marking is encouraging and sometimes gives pupils an indication of how they can improve their work, but it is not often linked to their next steps in learning.

One of the key strengths of the school is the extent to which pupils feel safe. Parents and carers and pupils were almost unanimous in their questionnaires about this and those pupils spoken to were extremely confident that they are safe in school and that there is always someone to turn to if they have concerns. The pupils are developing an excellent sense of what constitutes an unsafe situation and, for example, older pupils are producing leaflets on safe use of the internet. Much of this stems from the good care, guidance and support provided for pupils. All adults are very caring, which is recognised by parents and carers, who say such things as, 'My child is happy and well looked after.' A good example of this care is the very good systems that are in place for pupils who join the school after the normal joining time. They are integrated quickly and other pupils are friendly and welcoming, which helps them to settle. Pupils have good knowledge of their local heritage, but their awareness of the range of cultures in the United Kingdom and further afield is more limited. The school has carried out some analysis of the effectiveness of its promotion of community cohesion, but has not yet produced an action plan, although there are plans to link with a culturally diverse school not far away.

There are good processes for self-evaluation and staff at all levels feel involved in the process. Governors are also involved and have also evaluated their own effectiveness. These self-evaluation processes have built a clear picture of the school's strengths and areas for development. With the rapid progress that has been made in the recent past, the school is well placed to continue its upward movement.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Improve pupils' progress and raise standards, particularly in writing and mathematics, by:
 - using success criteria more consistently in lessons so that pupils can evaluate the success of their own learning
 - setting precise targets for pupils' next steps in learning that accurately match each pupil's abilities and needs
 - ensuring that teachers use these next steps when they are feeding back to pupils on the success of their learning
 - ensuring that more-able pupils are, consistently, provided with sufficiently challenging work.
- Raise pupils' awareness of the range of cultures represented in the United Kingdom and further afield.

Outcomes for individuals and groups of pupils**2**

Learning in lessons is typified by enthusiasm and industry. For instance, in a lesson for older pupils, they were working hard to try to discover the prime numbers less than 100. In a lesson for younger pupils, they were, excitedly, creating tally charts, using a variety of data, in preparation for drawing block graphs. Pupils with special educational needs and/or disabilities have good plans made for their learning and are supported well and so make the same progress as their classmates. The few who speak English as an additional language are fully assimilated and are coping well with the curriculum in English and are also making good progress. Despite the relatively small numbers of girls, particularly in some classes, they are not disadvantaged in any way and share the same opportunities and do just as well as boys and, in many cases, better.

Pupils are developing well into responsible and responsive young people. They behave well, with even those who find it difficult to conform very rarely disrupting learning or causing hurt or distress to their classmates. As one pupil put it, 'Everybody has a friend who they can turn to for help.' The pupils make a good contribution to the school and wider community. For instance, they have been involved in a local regeneration project, planning a safe pathway to the local town. Some of the allotments on the school site have been offered to local residents and pupils benefit from the expertise of these gardeners, to whom they chat while they are tending their own gardens. Pupils' good development of basic skills and their involvement in organising and running fetes, which are open to the local community, help to prepare them for their future life in secondary school and beyond.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers organise their lessons well and regular changes of activity, successfully, engage and involve the pupils. Good use is made of technology, particularly the interactive whiteboards in each classroom. Teaching assistants make a good contribution to learning, particularly for those with special educational needs and/or disabilities. Pupils say that they have lots of opportunities to use computers and information and communication technology is used well to support many subjects of the curriculum. Pupils, also, enjoy the many trips out of school and the visitors, such as artists, who work with them in school. There is a wide range of well-attended after-school clubs, including a number of sporting clubs where local expertise is used well for coaching.

Teachers use assessment well to track the progress of pupils, to enable them to identify any potential underachievement. Effective strategies are then used for these pupils to avoid them falling behind. A good start has been made at setting precise next steps in learning for each pupil. However, these are used inconsistently at present and are better in writing than in mathematics. Teachers are usually good at returning to the success criteria at the end of lessons so that pupils can evaluate the effectiveness of their learning, but this does not always happen.

The school makes very good use of outside agencies to support pupils with particular needs and their families. For instance, the school has joined with a group of local schools to employ a family support worker, who provides valuable assistance to a number of families. Systems within school to support pupils are rigorous, but, although very effective, they are not fully embedded. Transition arrangements are particularly

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

good, both for those leaving to go on to secondary school and those moving within the school. Those leaving spend a week at the secondary school during their final term so that it poses few terrors when they join. Detailed conversations take place between teachers and staff from the secondary school so that pupils' abilities and needs are well known. The school has worked hard to improve attendance and has brought it up from low two years ago to broadly average now.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has coped well with changes in the leadership team over the past couple of years. There has been no slowing in the pace of progress as the whole staff team are committed to improvement. The headteacher has engendered a strong team spirit and is supported in this by an able senior leadership team. Governors, also, offer strong support and a valuable range of expertise, though they recognise that further training is required to enable them to support and challenge fully.

The focus in the recent past has been on raising standards and improving pupils' progress and initiatives have been very successful. However, this has meant that some aspects, such as the promotion of community cohesion, have been put on the back burner. Although work has been done with the local community, the school recognises that this needs to be widened and is looking at the possibility of linking with schools in different situations in the United Kingdom and establishing links further afield in Europe and worldwide.

Equality of opportunity is high on the school's agenda and there has been concerted action to ensure that all pupils can share in all aspects of school life and make similar progress. The school has tackled discrimination effectively. For instance, in the recent past, there was some significant gender stereotyping amongst pupils. This has been dealt with very effectively and girls and boys now work and play happily together. Safeguarding is also a priority and all policies and procedures are rigorous. Training is updated regularly, though is not so effective for governors.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children have a good start in the Reception class. Good links with the on-site pre-school, from which most of the children come, help them to settle quickly. Teaching and other provision are good and so children make good progress. All adults have good knowledge of the needs of these young children and there is a good balance between activities led by an adult and those chosen by the children, which are focused well on specific aspects of learning. For instance, children, thoroughly, enjoyed getting on their wellingtons and leggings so that they could go outside to do some number work. Children enjoy the sessions led by an adult where, for instance, teachers have creative ways for them to identify three-dimensional shapes or do simple additions. Just occasionally in these sessions, opportunities are missed to encourage children to offer their own ideas and enhance their speaking and listening skills.

The leader has adapted a commercial scheme of learning the sounds that letters make to suit the children's needs and they make good progress in developing early reading skills. A welcoming and stimulating environment has been created and the outside area has been developed well in the recent past to provide a good range of learning opportunities. However, problems with the roofing of the covered area mean that it cannot be used during wet weather as the decking becomes slippery, although the school has plans to address this.

The Early Years Foundation Stage is led well and the leader has good plans for further development. There are very good links with parents and carers, who are encouraged to be involved in their children's learning by sending 'Wow!' vouchers into school recording achievements at home. Similarly, 'Wow!' stickers are sent home regularly so that parents and carers can share in their children's successes at school. However, analysis of data is not sufficiently rigorous to enable identification of relatively weaker and stronger areas of learning to refocus provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaires were positive about the provision the school makes for their children. They are particularly pleased with their children's enjoyment of school, that the school keeps their children safe, enables them to lead a healthy lifestyle and prepares them for moving through the school and onto secondary school. There are some concerns expressed about the way that the school deals with unacceptable behaviour, though evidence from the inspection is that behaviour is good and pupils confirmed that unacceptable behaviour is dealt with well. Some also think that their children's needs are not met well, although during the inspection inspectors found that all are being given equal provision and enabled to make good progress. There are a few who think their views and suggestions are not taken into account, while others expressed the contrary view, saying such things as, 'Any issues or problems raised have been dealt with quickly.' There is also a view amongst a few that the school is not led and managed effectively. The improvements in pupils' attainment and progress show that leadership and management are effective. A number of very positive comments were made such as, 'Teachers are extremely friendly and approachable. The curriculum is delivered in a fun and enjoyable creative way. As parents we have been encouraged by the school to take an active role in our child's education. Our child thoroughly enjoys going to school and has grown tremendously in confidence due to the nurturing and encouragement of her teachers and the support staff.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drybrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 128 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	48	22	52	0	0	0	0
The school keeps my child safe	23	55	18	43	1	2	0	0
The school informs me about my child's progress	10	24	26	62	5	12	1	2
My child is making enough progress at this school	11	26	26	62	4	10	1	2
The teaching is good at this school	18	43	19	45	4	10	1	2
The school helps me to support my child's learning	13	31	24	57	4	10	1	2
The school helps my child to have a healthy lifestyle	15	36	25	60	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	31	28	67	1	2	0	0
The school meets my child's particular needs	15	36	21	50	6	14	0	0
The school deals effectively with unacceptable behaviour	12	29	20	48	8	19	1	2
The school takes account of my suggestions and concerns	14	33	20	48	6	14	1	2
The school is led and managed effectively	13	31	22	52	6	14	1	2
Overall, I am happy with my child's experience at this school	18	43	19	45	4	10	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 July 2010

Dear Pupils

Inspection of Drybrook Primary School, Gloucester GL17 9JF

Thank you so much for welcoming us so warmly when we came to visit your school recently. We really enjoyed talking to you and hearing how much you enjoy school and the many things that are provided for you. We are not surprised that you enjoy it as it is a good school.

These are some of the best things that we found.

- You told us that you feel exceptionally safe in school and this is because all adults look after you well.
- You are making good progress because you are being taught well. This has improved recently as two years ago pupils were only making satisfactory progress.
- Your teachers plan a lot of interesting things for you to do and you use computers well to support your work in other subjects.
- You are developing well into sensible and responsible young people who behave well.
- Your headteacher, the governors and all the staff have good plans to continue to help you do even better and improve your school even more.

There are just two things we have suggested that need to be improved.

- You need very clear targets to show you what you need to learn next in these subjects, like the ones that some of you have in writing. Teachers can then refer to these when they mark your work. Some of you who find your work easy also need to be given more challenging work sometimes. Although you are making good progress in writing and mathematics, this could be better if you always looked at your WILFs at the end of lessons to see how well you have done.
- You need to learn more about the range of cultures in the United Kingdom and around the world.

You can help by remembering to look at your marking and by asking your teachers how you can improve your work more often. We are sure you will continue to work hard and do your best.

Yours sincerely

John Eadie Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.