

Arboretum Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 112792 |
| Local Authority | Derby |
| Inspection number | 357190 |
| Inspection dates | 29–30 September 2010 |
| Reporting inspector | Krishan Sharma |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 371 |
| Appropriate authority | The governing body |
| Chair | Tahira Waseem |
| Headteacher | Ann Cruickshank |
| Date of previous school inspection | 28 January 2008 |
| School address | Corden Street Derby, Derbyshire DE23 8GP |
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 teachers and made 20 visits to lessons. Meetings were held with two governors, staff and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' current and past written work and the tracking data used to monitor pupils' progress. Seventy questionnaires from parents and carers were analysed as well as those completed by pupils in Key Stage 2 and by staff.

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

- How well pupils progress in English, particularly in Key Stage 1.
- Whether the quality of teaching meets the growing needs of pupils who learn English as an additional language.
- The effectiveness of measures taken by the school to improve the rate of attendance.
- Whether the school's own monitoring and evaluation process is sufficiently rigorous.

Information about the school

This is a larger than average primary school. An overwhelming majority of pupils come from minority ethnic groups, of whom pupils with Pakistani background are by far the largest group. Very few are of White British background. Eighty-five percent of pupils speak English as an additional language and a vast majority of them start school at an early stage of learning to speak English. Punjabi and Urdu are the most common first languages spoken. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Mostly these needs relate to moderate learning difficulties and to difficulties in speech and communication skills. The school has an Enhanced Resource Service which caters for pupils with learning and physical difficulties and/or disabilities; this provision is managed by the governing body. There is a breakfast club, managed by the governing body, which caters for a small number of pupils. The school holds Artsmark, Activemark in recognition of its work in sport, Basic Skills Quality Mark and Green Flag Eco School awards.

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?**3****The school's capacity for sustained improvement****3**

Main findings

Arboretum Primary School provides a satisfactory quality of education. It enjoys good relationships with its parents, carers and the local community. Most parents and carers are satisfied with what the school offers their children. Senior leaders and the governors are committed to making the school a harmonious place where religious, cultural and linguistic diversity is valued. As a result, pupils get on well with each other.

Children get a good start in the Early Years Foundation Stage but what they know and can do remains considerably below average on entry to Year 1. The progress pupils make varies as they move through the school; it is satisfactory, but is stronger in Key Stage 2. Pupils' attainment remains low by the end of Year 6. Even so, it is improving strongly and the gap between the school's and the national performance is narrowing. Pupils are becoming more confident writers, but their vocabulary is limited, and they give brief explanations in response to teachers' questions. Although they enjoy mathematics, their mathematical skills in solving problems and explaining their answers are insufficiently developed. Occasionally, not enough time is given for pupils to work independently. When this happens, pupils' opportunities to practise their skills are limited and their progress slows as a result.

Teaching is satisfactory, with some good teaching spread across the Early Years Foundation Stage and Key Stage 2 classes. Pupils who learn English as an additional language and those with special educational needs and/or disabilities make satisfactory progress. However, the small group of pupils in the Enhanced Resource Service make good progress against their identified needs. In all lessons, teachers are concerned with developing pupils' literacy skills, but do not always focus on strengthening their vocabulary. In the good lessons, teachers make regular assessment of pupils' progress and take it into account to adjust their planning to meet the needs of all groups of pupils. Teachers' oral commentary in lessons and their marking clearly indicate what pupils have to do to improve their work. In the satisfactory and the occasional inadequate lessons, these features are less well represented.

Since the last inspection, the effectiveness of the school's self-evaluation has been sound enough to give senior leaders an accurate view of its performance. It has helped the school to secure sufficient improvement and indicates that it has a satisfactory capacity to improve. The collection and analysis of data are now better established and standards are rising. Although senior leaders monitor the quality of teaching and learning, this information does not always provide a full picture of the impact of teaching on the quality of pupils' learning.

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What does the school need to do to improve further?

- Accelerate pupils' progress in English and mathematics to raise attainment across the school by:
 - building up systematically their vocabulary in all subjects of the curriculum and promoting its use in their oral and written work
 - ensuring that they are given ample opportunities to explain at length what they are learning in lessons
 - giving them regular opportunities to apply their mathematical skills in solving meaningful problems
 - expecting them to work independently and for longer periods.
- Improve the quality of teaching and learning so that by September 2011, 75% is good or better by:
 - ensuring regular, consistent assessment across the school informs teachers' planning to meet the needs of all pupils
 - eradicating inadequate teaching
 - making precise comments on pupils' progress in lessons and in their written work to guide subsequent work.
- Bring rigour to monitoring and evaluation in the school by:
 - making explicit judgements of pupils' progress in lessons and their written work
 - fine tuning leaders' monitoring skills, particularly in observing teaching and learning and in analysing pupils' written work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Most pupils are keen to learn in lessons and behave well. Where teaching is good, pupils feel challenged and are visibly excited about their learning. In one such lesson, Year 3/4 pupils were learning about space race in the 1950's and 1960's. This led to pupils enjoying writing an account of their imaginary trip to the moon and producing some interesting pieces of writing. Pupils generally concentrate well on their tasks, and work sensibly in pairs when they are given opportunities to do this.

Children join Nursery with very low levels of skills for their age. Their progress is good in the Early Years Foundation Stage and they make secure gains in early literacy skills. Pupils make satisfactory progress through Key Stages 1 and 2, but the pace quickens towards the end of Key Stage 2. The results of tests and assessments at the end of both key stages show an upturn, especially in English. Nevertheless, academic standards at the end of Key Stage 2 are low, despite the improvement. Most pupils learning English as an additional language and those with special educational needs and/or disabilities make satisfactory progress. For those who attend the resourced provision, progress is good. This

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is because their needs are met effectively through the curriculum, they are taught well and provided with skilled support.

Pupils' say they feel safe at school. They have a good understanding of how to eat healthily, but some of them do not always follow it through when making choices about what to eat. They enthusiastically take on responsibility for a range of small tasks to assist in the smooth running of the school. They care about others in the community and frequently raise funds to support them. Pupils' sound acquisition of the basic skills, their social skills in getting on with each other and the broadly average attendance prepare pupils satisfactorily for the next stage of their education. They are willing to reflect on their own and others' experiences and have a strong sense of right and wrong.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| 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 | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

How effective is the provision?

Examples of good, satisfactory and occasional inadequate teaching were seen in the school. In the better lessons, teachers focus strongly on building and extending pupils' vocabulary and promote its use. In these lessons, teachers ask searching questions and monitor pupils' work closely to assess accurately their progress. In most lessons, teachers have clear intentions and keep pupils engaged with their work. However, when intentions are confused, pupils lose interest and make inadequate progress. Teaching assistants are suitably deployed to support pupils who have been identified as having additional needs; they provide suitable support so that pupils are not over-reliant on adult help. Although

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generally helpful, teachers' marking and oral commentary on pupils' progress in lessons are not always precise enough and do not guide pupils sufficiently towards ways of improving their work.

The curriculum has been carefully reviewed to cater for newly organised mixed-age classes in Key Stages 1 and 2. The focus on developing pupils' basic skills remains a priority and their cross-curricular use is growing. The good range of educational visits, visitors to school and the variety of extra-curricular activities, all add to pupils' learning and enjoyment. Suitable risk assessments enable pupils with physical difficulties to be fully included in these. Links with special schools help staff to adapt the curriculum for these pupils, to provide suitable sporting activities for instance, and additional programmes, such as physiotherapy, are added to ensure that needs are met effectively. To meet the specific needs of bilingual pupils and pupils with special educational needs and/or disabilities, including those in the Educational Resource Service facility, planning is regularly adjusted.

Arrangements to support and guide pupils with special educational needs and/or difficulties, those who are at an early stage of learning English and other vulnerable pupils are well established and give these groups confidence to fully participate in all classroom activities. The school is able to cite examples of its effective care and support for individual pupils which helped overcome barriers to their education and well-being. As a result of the school's determined efforts, the attendance of sizeable groups is now average and fewer pupils are persistently absent. New arrivals are made to feel welcome and the school has good links with the secondary school that ensure the smooth transfer at the end of Year 6.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| 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?

Senior leaders are committed to improving the school's performance in all aspects of its work. To this end, their continuing focus on improving the quality of teaching and pupils' progress in basic skills is appropriate. Increasingly, challenging targets are set and reflect the upward trend in attainment especially in Key Stage 2. Data are routinely collected to monitor pupils' progress and used to identify pupils who would benefit from additional support. However, the monitoring and evaluation of teaching does not routinely take account of its impact on pupils' progress. Occasionally, this results in the school having a somewhat generous view of its teaching. Governors are supportive of the school and, in general, they know its strengths and weaknesses, but they are not always sure about the reasons for the school's weaknesses.

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The school enjoys positive relationships with parents and carers and is always keen to listen to their views. Partnerships with local services and external agencies make a good contribution to pupils' well-being, for example, for bilingual pupils from Eastern Europe and those with specific behavioural, emotional and social needs. The presence of different cultural groups is used well to promote tolerance and discrimination is not tolerated. Safeguarding procedures are in place and are kept under review to ensure that they follow known good practice. The school is a cohesive community. It reaches out effectively to communities, which are dissimilar to its own religious, social and cultural context to broaden pupils' horizons.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| 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 | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Most children make good progress from their starting points on entry to Nursery. They make rapid gains in early literacy as a result of the regular opportunities given to them to talk and to learn letters and sounds. This focus is paying off, especially for those early learners of English who are reluctant to speak. Children settle quickly to the routines and enjoy good relationships with their peers and adults. They move around safely and play together harmoniously. Their understanding of healthy lifestyles is growing as a result of the adults' persistent promotion of healthy eating and personal hygiene. Planning has a good balance and caters for all areas of learning. During the inspection, children showed great enthusiasm in taking on different roles on a building site and in a doctor's surgery. In most cases, adults intervened successfully to extend children's vocabulary and its use. Close observation of children assists adults to identify precisely their individual needs, particularly of those learning English as an additional language or those with special educational needs and/or disabilities. The leadership and management remain effectively focused on ensuring children's progress across all areas of learning and their welfare. Links with parents and carers are valued and vigorously promoted.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | 2 |
| 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

Just less than one in five of the parents and carers returned their questionnaires; this is lower than usual. Of those who responded, a large majority are well satisfied with the school's provision, particularly in ensuring that their children are kept safe and that they enjoy being at school. A few of them are concerned about the effectiveness of leadership and management, progress their children make and the quality of teaching at the school. Examples of good teaching were seen, where pupils made good progress, and the leadership and management have strengths, but overall all three aspects are satisfactory. The recommendations made in this report reflect what can be done to strengthen them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Arboretum 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 41 | 59 | 26 | 37 | 0 | 0 | 3 | 4 |
| The school keeps my child safe | 34 | 49 | 31 | 44 | 4 | 6 | 1 | 1 |
| My school informs me about my child's progress | 31 | 44 | 31 | 44 | 6 | 9 | 2 | 3 |
| My child is making enough progress at this school | 30 | 43 | 28 | 40 | 7 | 10 | 5 | 7 |
| The teaching is good at this school | 33 | 47 | 26 | 37 | 3 | 4 | 7 | 10 |
| The school helps me to support my child's learning | 26 | 37 | 34 | 49 | 8 | 11 | 2 | 3 |
| The school helps my child to have a healthy lifestyle | 27 | 39 | 37 | 53 | 5 | 7 | 1 | 1 |
| 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) | 22 | 31 | 36 | 51 | 4 | 6 | 7 | 10 |
| The school meets my child's particular needs | 25 | 36 | 34 | 49 | 7 | 10 | 3 | 4 |
| The school deals effectively with unacceptable behaviour | 26 | 37 | 34 | 49 | 5 | 7 | 2 | 3 |
| The school takes account of my suggestions and concerns | 19 | 27 | 38 | 54 | 6 | 9 | 6 | 9 |
| The school is led and managed effectively | 27 | 39 | 29 | 41 | 4 | 6 | 9 | 13 |
| Overall, I am happy with my child's experience at this school | 33 | 47 | 27 | 39 | 5 | 7 | 5 | 7 |

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 all 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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



1 October 2010

Dear Pupils

Inspection of Arboretum Primary School, DE23 8GP

Thank you for welcoming the inspection team to your school. We enjoyed looking at your work and talking to you. We judged your school to be satisfactory. It does some things well and there are things it could do better.

Here are some of the positive things we found out about your school.

Most of you make satisfactory progress. Those in Nursery and Reception classes make good progress.

Teaching is satisfactory overall. There are good lessons, particularly in Key Stage 2 and Nursery and Reception classes.

You behave responsibly in lessons and around the school.

Adults take good care of you.

You care about others in the community and raise money to help.

You say you enjoy being at school and feel safe. Your parents agree with you.

To improve the school further, the adults in charge should make sure that:

- all of you make faster progress in English and mathematics so that you achieve better academic standards
- teachers teach more good or better lessons to meet your needs
- senior leaders check more thoroughly the progress you make in lessons and in your written work.

You can also help your school by working harder at reading, writing and mathematics. You might even ask your parents and carers to help you at home.

Yours sincerely

Krishan Sharma

Lead inspector (on behalf of the team)

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