

# Grassmoor Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112553
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357125
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Jeremy Spencer HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Schofield
<b>Headteacher</b>	Christine Moorcroft
<b>Date of previous school inspection</b>	14 September 2009
<b>School address</b>	North Wingfield Road Chesterfield S42 5EP
<b>Telephone number</b>	01246 850349
<b>Fax number</b>	01246 859119
<b>Email address</b>	info@grassmoor.derbyshire.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 October 2010
<b>Inspection number</b>	357125

---

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 assesses 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 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 13 lessons taught by 10 teachers and held meetings with governors, members of staff, and groups of pupils. They observed the school's work, and looked at a variety of documents including policies, minutes and the school improvement plan. The inspection team also analysed 11 questionnaires from staff, 75 from pupils and 49 questionnaires from parents and carers.

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

- Whether safeguarding arrangements are robust and if they meet statutory requirements.
- Whether the school is raising standards effectively in teaching, particularly mathematics in Key Stage 2.
- Whether the school is able to identify when pupils make less progress than they should and the effectiveness of the school's monitoring of pupils' progress.

## Information about the school

Grassmoor is a slightly smaller-than-average sized primary school, situated near Chesterfield in a former mining community. Most pupils come from the local village and the surrounding area. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of pupils with special education needs and/or disabilities is above the national average. The majority of pupils are from a White British background.

The school was last inspected in September 2009 and received a Notice to Improve. Significant improvement was required in relation to its safeguarding procedures. A monitoring inspection visit took place during February 2010 and judged that good progress was being made towards addressing the issues for improvement and also in raising the pupils' achievement.

**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

Grassmoor has made considerable improvements during the last year and now provides a good standard of education. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The highly effective and motivating headteacher and the staff are committed to raising all aspects of pupils' development: there is a clear sense of purpose and direction amongst the staff. Pupils' achievement is good. Effective teaching ensures that pupils reach demanding targets. The pupils' good behaviour is managed effectively in the classroom, on the playground and around the school, which makes a strong contribution to good learning. The strong relationships between adults and pupils ensure positive attitudes to learning. The school has well-developed management systems in place and has accurately identified relevant areas for further development, thus demonstrating good capacity to further improve.

The pupils feel safe in school. Since the previous inspection, the school has worked diligently, with the governing body, to ensure that all safeguarding regulations and duties are now met. The school's policies for safeguarding are in line with government requirements and all staff have received relevant training.

Children make a satisfactory start in the Early Years Foundation Stage, where they begin with skills levels below those expected for their age. They make good progress throughout the school and leave at the end of Year 6 with average standards. The pupils achieve well because their progress is monitored carefully and nurtured. The school identifies any pupils who are underperforming and implements successful intervention programmes to provide them with extra support. Standards are improving and the rate of progress is increasing. Improved rates of pupils' achievement and discussions with pupils indicate that the school is successful in raising their aspirations.

Teaching and learning are good with some examples of outstanding practice. However, teachers' questioning does not always extend pupils' thinking and speaking skills and work is not always matched sufficiently to pupils' abilities, especially for more-able pupils. Lessons are frequently imaginative and the teachers make good use of technology to bring learning to life. High-quality professional development in mathematics from the subject leader has meant standards have risen and the teaching of the subject is now good. Systems to track and support pupils' academic progress are now well established. However, in some cases, teachers' marking does not inform pupils about how to improve their work. The curriculum is varied, imaginative and stimulating.

Pastoral care, especially for pupils whose circumstances mean they need additional support, is effective. The specialist care provided by the learning mentor and the 'art therapist' has a significant impact on enabling all pupils, including those with emotional and behavioural difficulties, to benefit from all that the school offers.

**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 school works hard to encourage and enable parents and carers to support their children's learning. Many parents and carers engage effectively with the school. However, the school acknowledges that the potential of the school's website is not fully exploited to support parents and carers.

## What does the school need to do to improve further?

- Raise levels of attainment and continue to accelerate progress throughout the school by:
  - ensuring marking consistently identifies clearly what pupils need to do to improve
  - matching work to pupils' abilities, particularly for higher-attaining pupils
  - improving teachers' questioning skills to develop pupils' extended thinking and speaking skills.
- Improve communication and engage all groups of parents/carers in their children's learning by developing an effective website/learning platform to inform, educate and unite all members of the school community.

## Outcomes for individuals and groups of pupils

**2**

Over the last three years, standards in the national tests at the end of Key Stage 2 have shown a steady improvement. Work observed in lessons and in pupils' exercise books is of a good standard, indicating that the school is well placed to continue this trend. Observations also show that the pupils' positive attitudes make a strong contribution to their good progress; they sustain their concentration well, collaborate productively when working independently, in pairs and small groups, and take a pride in their work. The pupils with learning difficulties and/or disabilities make good progress through the support of effective and well-trained teaching assistants who make a valuable contribution to their learning. The progress of other groups is also good, though, occasionally, the pace of learning drops for the most able when work is not sufficiently challenging. The pupils achieve well and enjoy school.

The school encourages pupils to be responsible and considerate towards others and their positive response and good behaviour demonstrates particularly good social, moral and spiritual development. The pupils demonstrated very good standards of spiritual development, for example, when taking part in Tai-Chi sessions on the playground in a completely focused manner. They commented that the sessions leave them feeling calm and ready for learning. The pupils' good cultural development includes taking part in stimulating sports and arts projects and links with schools in Pakistan. The pupils make a noticeable contribution to their own school and also to the wider community, for example, through the effective school council, links with the local community centre, participation in charity events and in an 'inter-generational project' to develop an allotment site. Subsequently, the school donated vegetables they had grown on their local allotment site to a local pensioners' luncheon meeting.

The pupils feel secure and all of the pupils questioned said that rare incidents of bullying are resolved quickly. The school has received an award for its successful work in tackling bullying. The pupils have a good understanding of how to develop healthy lifestyles and demonstrate this in their eating habits and in the high uptake and enjoyment of physical

**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

activities. The pupils are well prepared for the next stage in their education and demonstrate satisfactory basic working skills. However, some pupils are not always clear about the targets they have been set and do not understand clearly the next steps they need to take in order to improve.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Care, guidance and support are good because of the focused attention the school pays to the needs of individuals, including those with special educational needs and/or disabilities. The school works effectively with families and is able to cite clear examples of how external agencies are used to promote pupils' well-being. Concerted work on improving behaviour and attendance has had a very positive impact on the outcomes for individuals and for the school.

High-quality teaching is based on strong relationships, lively and skilful delivery and, in the best lessons, systematic assessments of pupils' progress. There are some inconsistencies in the quality of teaching, but the school's leadership team has recognised this and has taken action to provide appropriate support. The pupils enjoy their work, particularly when they are encouraged to participate actively and undertake practical inquiry. The pupils learn best when work is modelled skilfully and when activities are prepared carefully. In such lessons, the pupils develop and consolidate their understanding through working independently, in pairs or small groups, often with well-focused additional support from

**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

teaching assistants. Lesson planning is thorough, but, occasionally, teaching limits outcomes because lessons are not sufficiently challenging for some pupils. The best marking is particularly thorough, although its impact is not maximized when the pupils do not respond to the guidance given. The curriculum is adapted well to meet the pupils' different needs and provides varied enrichment opportunities for pupils to enjoy their learning and develop wider skills and interests. The pupils spoke passionately about the school radio station and film and art projects.

The school supports groups of pupils in danger of underachieving with additional activities. For example, there are the 'Basketeers Group', an enterprise activity designed to raise the aspirations of a group of girls in mathematics, and the 'Free-Radicals' group for higher-attaining pupils, who work on challenging projects. The school introduced a revised curriculum in the last academic year and cross-curricular provision is good. The teaching of literacy and numeracy skills is woven into creative and practical activities in all subjects. Pupils' learning is brought to life by many visits and visitors and the excellent range of after-school activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership is strong at all levels because senior and middle leaders have a shared vision for the school and are ambitious to see it continually improving. All members of staff who responded to the inspection survey say that the school is well led and that their contribution is valued. While pupils' safety and individual well-being are paramount, the school also has high expectations for their academic achievement. Procedures for tracking pupils' progress are systematic and thorough and the school's improved performance demonstrates its success in embedding ambition and driving improvement.

The governing body is well organised and provides a satisfactory level of support and challenge. It knows the strengths and weaknesses of the school and is active in the school community. The school makes a strong contribution to promoting community cohesion. Links with many parents and carers and the local and the wider national communities have had a positive impact on pupils' personal development and achievement. The global aspects of community cohesion are well developed and links with schools in Pakistan have enabled pupils to work actively with others in different contexts. Equality of opportunity is good because of the school's commitment to supporting the pupils most in need.

Procedures for safeguarding pupils are now implemented rigorously and reviewed. The school makes use of a wide range of different partnerships to promote pupils' personal well-being and has positive relationships with most parents and carers. Generally,

**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

management systems run smoothly and some good systems are in place for monitoring teaching and assessment. However, some aspects of self-evaluation are not presented clearly and in sufficient detail. This leads to inconsistencies in the depth and quality of self evaluation at all levels. Given the good outcomes, the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills levels that are below those expected for their age, particularly their communication, personal and social skills. Generally, they make satisfactory progress during their time in the Nursery class and good progress by the time they leave the school's Reception class. This is attributable to the greater participation of parents and carers in their children's learning.

The new Early Years Foundation Stage manager is already beginning to make a positive impact. Assessment systems have, until very recently, not been sufficiently sophisticated to enable the staff to track the progress of all groups of pupils accurately, particularly lower-attaining pupils. A new system is now in place and is well designed to enable the staff to plan more effectively to meet the learning needs of all pupils. A broad range of appropriate learning resources is available to children and good use is made of the available classroom and outdoor spaces.



**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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The views of parents and carers were very positive. One parent/carer commented, 'My child loves this school and she looks forward to going every day. Teachers make learning fun and provide lots of activities to keep the children happy.' A number of parents and carers made similar comments.

Whilst the great majority of parents and carers were happy with the school, a very small minority commented that they believed that bullying and poor behaviour could sometimes be an issue. Others brought up individual concerns. All of these issues were considered during the inspection and discussed, preserving anonymity, with the headteacher. The inspectors could find no evidence to suggest that bullying and poor behaviour were problems within the school. Pupils of different ages all said that any incidences of poor behaviour were dealt with effectively by the school. They were also confident in the school's systems for tackling bullying.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grassmoor 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	73	10	20	2	4	1	2
The school keeps my child safe	30	61	15	31	4	8	0	0
My school informs me about my child's progress	36	73	10	20	3	6	0	0
My child is making enough progress at this school	31	63	14	29	3	6	0	0
The teaching is good at this school	31	63	15	31	2	4	0	0
The school helps me to support my child's learning	32	65	14	29	3	6	0	0
The school helps my child to have a healthy lifestyle	29	59	18	37	2	4	0	0
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)	29	59	16	33	2	4	0	0
The school meets my child's particular needs	29	59	16	33	4	8	0	0
The school deals effectively with unacceptable behaviour	23	47	20	41	3	6	2	4
The school takes account of my suggestions and concerns	26	53	18	37	3	6	2	4
The school is led and managed effectively	29	59	16	33	1	2	2	4
Overall, I am happy with my child's experience at this school	33	67	12	24	3	6	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 October 2010

Dear Pupils,

**Inspection of Grassmoor Primary School, Chesterfield, S42 5EP**

On behalf of the inspectors, I would like to thank you for helping us so much when we came to find out how well you are getting on. We particularly enjoyed talking to you and visiting your lessons. Some of you asked how you would find out what inspectors thought about your school. I promised that I would write a letter to you to explain, as part of my report. I think that you go to a good school. There is so much I like about your school that I cannot mention everything, so here is a list of what I think are the most important things.

You told us that your teachers provide lots of interesting things for you to do and I think lessons are usually good.

All of the adults in your school make sure that you are well looked after.

Your behaviour is good in school and you attend school regularly.

You know a lot about how to be healthy and safe.

The people who help to run your school, such as your headteacher, do a good job in making sure that you get a good education.

Even in a good school like yours, there is always something that could get better. Your headteacher agrees and wants your school to be excellent. Firstly, I think that your teachers could look more closely at your completed work to make sure that it is marked carefully and the next work they give you is at just the right level. Sometimes the work in lessons is not quite hard enough for some of you. I think also that your teachers could ask you some different types of questions in lessons to make you think a little harder. Finally, I think that your parents/carers could use a school website/learning platform to help them work more closely with you and the school and support your learning in different ways.

You can help too by continuing to work as hard as you can. Thank you once again for being so helpful and remember always to enjoy your learning.

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

**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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**