

Little Eaton Primary School

Inspection report

Unique Reference Number	112580
Local Authority	Derbyshire
Inspection number	357137
Inspection dates	2–3 February 2011
Reporting inspector	Jeremy Spencer HMI

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	231
Appropriate authority	The governing body
Chair	Dr Richard Bailey
Headteacher	Richard Bateman
Date of previous school inspection	20 September 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 15 lessons taught by 10 teachers and held meetings with members of the governing body, staff, groups of pupils, and a representative from the local authority. They observed the school's work and looked at a variety of documents, including policies, minutes of governing body meetings and the school's improvement plan. The inspection team also analysed 17 staff questionnaires, 102 pupil questionnaires and 122 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively is the school raising attainment and improving achievement in Key Stage 2, particularly in relation to writing and mathematics?
- How effectively does teaching support the learning and progress of different groups of pupils?
- How accurate and reliable are the school's assessment and tracking systems and how well does assessment inform the planning of lessons and the setting of challenging targets for pupils?
- To what extent do leaders and managers focus the school's efforts on priorities and what is the subsequent impact made on pupils' outcomes?

Information about the school

Little Eaton is a smaller than average sized school. Approximately two thirds of pupils live in the local village and the remainder travel to the school from the surrounding area. Most pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is well below the national average. Some pupils are taught in mixed year group classes. The school has achieved the Activemark award and Healthy Schools status.

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

Little Eaton Primary School provides a satisfactory standard of education. This is underpinned by good quality care, guidance and support and an atmosphere of community and warmth. Central to the school's work are strong relationships with families and the local community.

The majority of children join the Reception class with skills and aptitudes at least in line with those expected of four-year-olds and in some cases above. They make good progress during their time in the Reception class and enter Year 1 demonstrating knowledge and skills which are above national expectations. Pupils then make satisfactory but uneven progress as they move through the school, attaining standards at the end of Year 6 which are above average. However, the latest published data in 2010 shows that the number of pupils achieving the higher Level 5 grades at the end of Key Stage 2 is below the national average, particularly in mathematics.

The quality of teaching and learning in the Early Years Foundation Stage is good. In the rest of the school these are satisfactory, with some good teaching evident in all phases. The most effective lessons provide tasks that are tailored specifically to meet the needs of all pupils and are based on teachers' thorough understanding of pupils' prior learning. Inspectors observed good lessons in both single and mixed year group classes, including one example of an outstanding lesson in a mixed year group class. However, in some lessons the pace of learning is too slow, there is insufficient challenge and pupils are unclear about what they are learning to do. This leads to pupils making slower progress as their attention, concentration and motivation to learn waivers. The marking of pupils' books in some classes enables pupils to see clearly how well they are learning, as well as outlining the next steps they need to take to improve. This standard of marking is not consistently employed across the school. In mathematics, pupils sometimes make slower than expected progress because they are not provided with enough opportunities to use and apply their skills in a range of contexts and in problem-solving activities.

School leaders have implemented a range of strategies, which are beginning to address identified weaknesses. For example, a target-setting system has been introduced for pupils, designed to help them identify the next steps of learning they need to take to progress. Despite these improvements, ongoing tracking of pupils' progress, monitoring and evaluation is not always rigorous enough to accurately measure the impact of these strategies and ensure their effectiveness. Action plans do not make expectations sufficiently clear, or explain how staff will be held to account.

Pupils feel safe in school. Their good behaviour is managed effectively in the classroom, on the playground and around the school. The governing body has a clear overview of the school's strengths and weaknesses and plays a crucial role in supporting and challenging the school. The school embraces the support of key partners, including the local authority

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and evaluates most of its performance accurately. It therefore demonstrates satisfactory capacity for sustained improvement.

Up to 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.

What does the school need to do to improve further?

- Raise levels of attainment further and continue to accelerate progress throughout the school, particularly in mathematics by:
 - improving the quality of teaching so that at least 75% is consistently good or better
 - ensuring that the pace of learning in all lessons is suitably brisk
 - ensuring that marking consistently identifies clearly what pupils need to do next to improve their work
 - matching work to pupils' abilities in all lessons, through improved assessment of prior learning
 - providing more opportunities for pupils to develop their mathematical knowledge and skills in practical, investigative work.
- Improve the effectiveness of leaders and managers at all levels by:
 - ensuring action plans for improvement contain precise targets and indicate clearly when actions will be monitored, by whom and how the resultant findings will be shared
 - ensuring that subject leaders monitor the quality of pupils' learning and subsequent findings lead to actions that bring about further improvement
 - improving the pupil tracking system to enable staff to track the progress of different groups of pupils more easily, in order to plan more effectively to meet their needs.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Pupils enjoy their learning, as reflected by their very high attendance rates, and make satisfactory progress as a result of the generally satisfactory teaching. Challenging targets are in place for pupils. In lessons where teaching is good or better, pupils' learning is more rapid because they are inspired by the interesting subject matter and the imaginative ways they are encouraged to think about their work. For example, during an English lesson in a mixed Year 5/6 class, pupils worked enthusiastically together to review and improve pieces of writing, by extending sentences and focusing on building suspense for the reader. However, pupils make uneven progress as they move through the school because the quality of teaching is inconsistent. In a very small number of lessons, pupils did not make enough progress because the work they were given did not provide appropriate challenge and teaching was insufficiently focused to enable pupils to develop their understanding and skills. Pupils respond to teachers' questions and complete tasks willingly, even when they are not particularly inspiring or challenging. In the few lessons where teachers asked probing questions, pupils

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demonstrated an increasing ability to think around issues and learned at a rapid pace. Pupils' current work, observed in lessons and in their exercise books, is slightly above average standards.

Pupils with special educational needs and/or disabilities make satisfactory progress because staff are aware of their needs and work well with other agencies to support them, but their progress is not always monitored in sufficient depth. Pupils' good behaviour is indicative of their good moral understanding and is also helped by the fact that they are motivated learners and engage with the many additional activities and responsibilities offered to them by the school. Pupils undertake responsibility in many ways, for example, through their work with the school council and in undertaking a range of roles and jobs across the school, such as playground buddies and tuck-shop leaders. The school also contributes to the wider community in a number of ways, for example, through participating in carol singing at a local garden centre.

Different groups of pupils feel safe and secure, have a good awareness of how to eat healthily and understand the importance of regular exercise. Older pupils demonstrated a basic understanding of social and emotional aspects of health and well-being. Pupils' moral and social development is very strong and is reflected well in the respectful and courteous way they treat each other. Pupils' appreciation of cultural diversity is less well developed. In the best lessons, pupils engaged in moments of reflection as an integral part of their learning. For example, during a physical education lesson, pupils reflected on their own and others' work and were able to evaluate the quality of dance routines with confidence and precision.

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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	2
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	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	1
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?

While there are good lessons and very occasionally outstanding lessons, the positive features of these are not sufficiently widespread and embedded. In good lessons teaching and learning plans are detailed with clear, well-pitched objectives that are shared with all pupils and referred to during the lesson. Pupils are then focused and engaged in their learning and make better progress. In these lessons, plans for teaching assistants and other supporting adults are clear, enabling them to provide good support. In other lessons, learning objectives lack challenge, or are not made clear to pupils, leading to slower progress. Teaching methods do not always engage all pupils, who sometimes spend too much time passively listening to their teacher. This reduces time available to practise and use skills, particularly in mathematics.

The curriculum is satisfactory and improvements have been made to the topics and themes covered by pupils as they move through the school. Topics frequently span more than one subject, which enables pupils to explore information and gain knowledge in increased depth. Enrichment activities, including several residential trips for pupils and well-attended after school clubs, provide pupils with a range of opportunities to develop new skills and interests. There is suitable provision for personal, social and health education. Staff care for pupils very well and have satisfactory awareness of child protection matters. Those pupils whose circumstances make them vulnerable or at risk are

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supported well by the school, in partnership with external agencies, for example the behaviour support team.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders have an increasingly secure understanding of the school's strengths and its areas for development. Strategies have been adopted which have resulted in some improvements in teaching and learning, particularly in developing pupils' writing skills. Although leaders have identified appropriate areas for development, such as improving achievement in mathematics, and have some relevant strategies planned, they are still at an early stage of development. As a result, there has been very little impact on pupils' improved outcomes. Leaders demonstrate ambition and determination to drive improvement and this is mirrored by most other members of staff.

The governing body is well organised and provides a good level of support and challenge. Governors know the strengths and weaknesses of the school, are active in the school community and have good capacity to continue to challenge effectively the school's performance and drive improvement. They ensure that the school provides satisfactory value for money. The school's systems ensure that equality of opportunity is satisfactory. There is no discrimination and every pupil has the same opportunities to join in with activities and make a contribution. Leaders ensure that procedures to safeguard pupils are satisfactory.

The school has formed good partnerships with a number of other providers, including the local secondary school and a local centre providing specialist education and care for children and young people with autism and learning disabilities. The school works hard to encourage and enable parents to support their child's learning. The school website is well developed and supports good communication between the home and school. Most parents and carers believe that the school engages effectively with them. A number of projects promote community cohesion well at a local level. However, the school's work to develop pupils' understanding of the school's characteristics in a national and global context are underdeveloped.

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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	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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress during their time in the Reception class and achieve good outcomes. This is attributable to focused and effective leadership, which has ensured that resources are well deployed in order to meet the needs of different groups of children. A broad range of appropriate learning resources are available to children and good use is made of the outdoor space in particular. The atmosphere in classrooms and outdoor play areas is calm and purposeful due to the good relationships between children and adults and good behaviour demonstrated by the children. Children are encouraged to develop skills to enable them to become independent learners and they are able to focus on activities for sustained periods without adult intervention. Although assessment procedures are generally effective, observational assessment of children's learning sometimes lacks rigour, with not all adults working in the setting able to contribute to continual assessment.

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

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Views of parents and carers

The views of most parents and carers were positive. One parent commented, 'Little Eaton is a lovely, supportive school which offers great opportunities for the children.' Other parents and carers made similar comments.

While the great majority of parents and carers were happy with the school, a very small minority commented that poor behaviour and split year group classes were problematic. Others brought up individual concerns. All of these were considered during the inspection and discussed, preserving anonymity, with the headteacher. Inspectors could find no evidence to suggest that poor behaviour was an issue in the school. Pupils' behaviour around the school was good. However, in those lessons where the pace of learning was not brisk enough, or where teaching was not effective enough to challenge them all, pupils tended to lose concentration and standards of behaviour declined slightly. Inspectors observed good teaching in both single and mixed year group classes. The school has been asked to develop greater consistency in the quality of teaching and learning, so that pupils in all classes maintain focus and make improved progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Eaton 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	65	37	30	3	2	0	0
The school keeps my child safe	75	61	43	35	3	2	0	0
My school informs me about my child's progress	50	41	62	51	6	5	0	0
My child is making enough progress at this school	55	45	55	45	8	7	0	0
The teaching is good at this school	64	52	52	43	4	3	0	0
The school helps me to support my child's learning	59	48	53	43	5	4	0	0
The school helps my child to have a healthy lifestyle	61	50	56	46	3	2	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)	43	35	59	48	11	9	0	0
The school meets my child's particular needs	57	47	52	43	11	9	1	1
The school deals effectively with unacceptable behaviour	41	34	54	44	15	12	1	1
The school takes account of my suggestions and concerns	40	33	70	57	7	6	1	1
The school is led and managed effectively	62	51	49	40	2	2	1	1
Overall, I am happy with my child's experience at this school	71	58	42	34	5	4	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 February 2011

Dear Pupils

Inspection of Little Eaton Primary School, Derby, DE21 5AB

You were all so welcoming and the inspectors really enjoyed talking to you. Inspectors have judged that your school provides you with a satisfactory education. This means that there are more strengths than weaknesses. We were pleased with your good behaviour and the way you try hard in lessons. We would like to thank you and your parents and carers for filling in a form that let us know about your school.

Your headteacher and all of the teachers and other adults in your school work hard and take good care of you. You also take good care of each other. We really liked the 'Friendship Stop' in the school playground and the buddy system. It is no surprise that so many of you told us that you enjoy coming to school and your attendance rates are so high.

There were many good things in your school but we think that there are some areas to work on to make school even better. Firstly, there are times when we think some of you do not do as well as you could, particularly in mathematics. So we have asked the school to make sure that teaching improves and the work you are given is at just the right level of challenge for you. Sometimes lessons could move at a slightly faster pace, so that you do more activities and learn more in the time you have available. We think that teachers could improve the way they mark your books, so that you can clearly see what you need to do next to move forwards with your learning. In mathematics, we think that lessons could improve if you had more time to practise your numeracy skills, for example, by taking part in problem-solving activities. We have asked school leaders to make sure all the plans for developing the school are clear and help them to show how things continue to improve.

You can all help too by carrying on trying hard and keeping up your excellent attendance by coming to school every day and on time. We wish you, your parents and carers, staff and governors the very best and are so pleased to have met you all.

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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