

The Curzon CofE Primary School

Inspection report

Unique Reference Number	112981
Local Authority	Derbyshire
Inspection number	357242
Inspection dates	21–22 September 2010
Reporting inspector	Bob Drew

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Paul Bailey
Headteacher	Geraldine Lowden
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed and all five class teachers seen. Meetings were held with pupils, the governing body and staff. Inspectors observed the school's work and looked at its self-evaluation statement and key policies and monitoring records. Sixty parental questionnaires were scrutinised.

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

- Whether academic progress is good or satisfactory, given the different interpretations that could be placed on data.
- How the school succeeds in promoting apparently good, sometimes outstanding, personal development for its pupils.

Information about the school

This is a smaller than average school. It serves the village of Quarndon, just north of Derby, and its surrounding area. The overwhelming proportion of pupils is White British and virtually none speak English as an additional language. Very few pupils are known to be entitled to free school meals or have special educational needs and/or disabilities. No pupil has a statement of special educational needs. The school holds the FA Chartermark, Active Mark and Healthy Schools award.

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

This is a good school. It already has some outstanding features and shows a good capacity for further improvement. Parents are right to be highly supportive.

Pupils enter the Early Years Foundation Stage with skills and knowledge that are better than expected. Effective leadership and strong teaching strengthen this advantage so that the good initial progress in Reception is sustained and built up incrementally in Key Stages 1 and 2. As a result, pupils' attainment is well above average by the time they leave the school. Recent changes have started a rising trend in attainment, and the work of the current Year 6 shows that the improvements are sustainable. Attainment in reading and mathematics is well above average. Writing standards already exceed national levels, but have not shown quite the high levels of creativity and flair that the school rightly seeks. A new programme is being used in Years 4 and 5 to address this, with some success.

This level of attainment reflects consistently good teaching and the creation of a highly positive ethos. Lessons are productive and enjoyable. Occasionally, lessons lack the swift pace and skilful questioning required for pupils to make outstanding progress. More often, both these features are good. Pupils are good learners. They are enthusiastic and apply themselves well. Their behaviour is good. Their awareness of personal safety and their approach to healthy living are both outstanding. Pupils are keen to help others in school life and contribute to the wider community. Their school holds an important place in the life of the local parish and village.

The curriculum and care and guidance are both good overall, but aspects of provision are exceptional, including the quality of planning in the Early Years Foundation Stage, of information communication and technology (ICT) and of sporting activity in lessons, lunch times and after school.

At every level, the school is well led and managed. The governing body provides clear strategic guidance and strong support. The impact on progress is good and the headteacher sets a very good tone. She has created a very strong sense of team work amongst staff. She has set increasingly demanding targets for colleagues while remaining supportive and encouraging. Subject leaders contribute well to the school's development, building on their own expertise to enrich school life and help develop one another's skills. All levels of management contribute to self-evaluation and improvement planning. This has ensured an agreed and accurate picture of the school's strengths and weaknesses. As a result, there is a shared commitment to improvement backed up by a good track record, all confirming that its capacity to improve further is good.

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What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to 30 per cent by the end of this academic year. Do this by ensuring that all lessons:
 - proceed at a swift pace, with maximum engagement of pupils, including during questioning.
- Raise standards in Key Stage 2 writing to match the attainment levels already found in reading and mathematics. Do this by:
 - extending to all classes the new strategies being adopted by one class to stimulate exciting, creative and extensive writing.

Outcomes for individuals and groups of pupils

2

Attainment is well above national levels and rising. Pupils are active participants in lessons and their answers show far better skills in mathematics and English than is usual for their age. They speak using a very wide vocabulary and good structure. Written work is extensive and of good quality. In mathematics lessons, pupils show very good investigative skills and a real enjoyment of the subject. While pupils start with better than expected skills, they go on to exceed national averages by a widening margin as they progress through the school. Key Stage 2 results in reading and mathematics are particularly high. While writing exceeds national expectations, the school is rightly keen to raise standards further, so new strategies are being adopted this term. These are correctly aimed at promoting even greater freedom to write extensively and creatively, features that are currently less well developed than pupils' other skills. Already long-term progress is good and this is confirmed by the quality of learning in lessons, which is consistently good in all classes. The school also promotes learning very well in science, physical education and ICT so that all these show above-average standards. All pupil groups, including those with special educational needs and/or disabilities, make equally good progress because the school is astute at matching work to the specific needs of pupils.

Pupils are a credit to the school and their families. Their behaviour, contribution to others and attendance are all good. Their awareness of personal safety matters and how to develop healthy lifestyles are both outstanding. This is because of the strong impact of well managed safeguarding arrangements and the prominence given to personal safety in the curriculum. The school's small size and very detailed knowledge of its pupils contributes too. Health issues are so effective because the school teaches, and demonstrates through the meals it provides, how to eat well and has extensive programmes fully justifying its national awards for sport. Preparation for the next stage of education is good. A minority take some time to adopt fully the school's expectations for behaviour in lessons, but most pupils are highly mature, very polite, confident and keen to look out for one another. The playground leaders scheme illustrates this especially well, with older pupils going out of their way to befriend any apparently lonely pupils and organising a wide range of games for them to join in. Pupils are reflective, trustworthy and aware of cultures other than their own, so that spiritual, moral, social and cultural development is good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
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	2
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?

Teaching is good and promotes good learning. Occasionally, the quality of both is outstanding. Lessons are consistently well organised and pupils enjoy their learning. Attitudes are good and in some lessons exceptionally positive, with pupils showing real concentration and persistence for long periods. A small minority of pupils need a strong steer from staff to help them focus and this is provided effectively. There is variety and active participation for pupils in all lessons, but in the very best the pace is outstanding. Questioning is generally good and draws many pupils into discussion, but best practice in the school involves rapid-fire questioning that engages the whole class extremely well. Occasionally, pace can slip in part of a lesson when a teacher waits too long for individuals to reply.

Work at different levels of challenge is provided in all lessons and staff are good at showing pupils how they can improve. In most lessons, the collaboration between teaching assistants and teachers is a strength. In a minority of lessons, coordination is uneven and pupils' attention confused. More often, pupils find it a major advantage to have two or three adults from whom they can seek direction or support.

There is a good formal curriculum that gives better prominence than usual to ICT and sport. It currently leads to good academic progress, with some of its more imaginative features in mathematics and writing being relatively new. Their full impact has yet to be felt. It is enhanced by a very effective range of out-of-hours activities, including the

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science club - famous amongst pupils for its rocket launching - the eco-club growing food for the school kitchen and a great number of specialist sports from golf to gymnastics. Participation rates in sport are exceptionally high.

Care, guidance and support are good, leading to good attitudes and confidence amongst pupils. Those aspects that promote safety, care for others and healthy living are particularly effective. The school exploits its small size, good links with parents and extensive use of parent helpers very well. As a result pupils are extremely well known. Their particular talents or special needs are appreciated and catered for on an individual basis.

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?

Leaders have a good impact on all aspects of the school's work. The headteacher has created a very strong staff team. With her colleagues, she sets high academic expectations and provides good care for pupils. She has been very successful in encouraging subject leaders to develop professionally and take initiatives that contribute to the whole school, a fine example being the excellent ICT 'Learning Platform'. She works well with the governing body, which shows exceptional awareness of the school's performance. It supports and challenges the headteacher effectively and has a good impact on standards and progress.

Community cohesion is effectively promoted. Local involvement with the community is well established and the school is now one of the focal points for village life. The Women's Institute visits for lunch once a week, for instance, and members then lead sewing classes and have also contributed heavily to eco-days. National and global dimensions have been developed well through good planning and there are now multiple links with schools in the United Kingdom and abroad. These help give the pupils a coherent picture of lifestyles and issues in other communities. Leaders also succeed well in helping pupils to see the need for equality and anti-discrimination, both of which are strongly promoted. Through the personal and social curriculum and in a school which also excels at competitive sport, pupils are able to participate extensively, irrespective of aptitude, in a wide range of activities and events.

There is good leadership on safeguarding so that the pupils and their parents report 100 per cent satisfaction. E-safety is exceptionally well managed. Engagement with parents is good, especially in the high level of support the headteacher elicits from parent helpers. Links with local secondary and primary schools are good, enabling the school to review

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jointly policies and improve provision as a result, offering a shared website that benefits greatly from the input of other staff and pupils.

Improvement since the last inspection has been good. New approaches to mathematics teaching and the use of assessment have had a marked impact on attainment. Fresh moves to raise already above average attainment in writing even higher are in place.

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
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage gives pupils a good start to their education. All aspects of its work are at least good and some features are excellent. For example, the newly upgraded curriculum and assessment arrangements show outstanding planning skills. There is excellent interaction with parents, and the strategies for settling children as they start school are very effective.

Most arrive with skills and knowledge that are above expectations. Staff assess these closely and build on them well. Teaching is good, with the Early Years Foundation Stage leader and teaching assistants collaborating very effectively. Together they provide a good range of activities at a brisk pace, successfully exploiting both indoor and outdoor facilities and balancing well pupils' choice with teachers' guidance. Pupils make good progress in all aspects of the curriculum so that they exceed expectations by the end of Reception. This is especially so in their personal, social and emotional development, their knowledge and understanding of the world and in physical development. Writing skills start and end a little behind other areas, but still show good progress. Leaders have created an excellent environment for learning, are highly organised and provide very good care for pupils. The impact on progress reflects the good quality of teaching.

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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:	
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

Parents take a very strong interest in the school, indicated by the unusually high proportion returning inspection questionnaires. They were virtually unanimous in saying they were happy with their children's experience at the school. One hundred per cent also say that their children enjoy school. Strong support is given to most other aspects of school life. A small minority believes that more could be done to make sure any unacceptable behaviour is dealt with effectively and that children's particular needs are met. Inspectors find that behaviour in the school is good, sometimes outstanding, and that correct procedures are followed when issues are raised by parents. Inspection evidence indicates that the particular needs of pupils are met well at this school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Curzon CofE 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	77	14	23	0	0	0	0
The school keeps my child safe	44	73	16	27	0	0	0	0
My school informs me about my child's progress	36	60	20	33	3	5	0	0
My child is making enough progress at this school	30	50	26	43	2	3	0	0
The teaching is good at this school	31	52	26	43	1	2	0	0
The school helps me to support my child's learning	27	45	22	37	5	8	0	0
The school helps my child to have a healthy lifestyle	30	50	27	45	2	3	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)	33	55	21	35	1	2	1	2
The school meets my child's particular needs	28	47	21	35	7	12	0	0
The school deals effectively with unacceptable behaviour	20	33	22	37	10	17	1	2
The school takes account of my suggestions and concerns	21	35	32	53	1	2	1	2
The school is led and managed effectively	31	52	25	42	0	0	1	2
Overall, I am happy with my child's experience at this school	42	70	17	28	1	2	0	0

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). 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.



23 September 2010

Dear Pupils,

Inspection of The Curzon CofE Primary School, Derby, DE22 5JA

Thank you for the very warm welcome you gave me when I visited your school. I enjoyed meeting you all and hearing the views of a group of you one lunch time. You are right to be very proud of your school, because it gives you a good education and some of its work is outstanding. These aspects are particularly good:

The high standards you reach in tests and the good progress you make.

Your own behaviour, which is good and sometimes outstanding.

The good teaching you receive.

The way the school provides so many interesting extra activities for you, such as the Eco Club and after-school sports.

Your excellent awareness of how to stay safe and live healthily.

The good leadership provided by the headteacher and the support she has from all other staff and from governors.

In order to help the school improve even further, the headteacher and other teachers need to do the following.

Increase the number of lessons where teaching is outstanding, so that it amounts to at least 30 per cent by the end of this school year. It should do this by keeping all lessons fast moving, including when the teacher is asking you questions.

Make sure standards in Key Stage 2 writing rise to those in reading and mathematics. This should be done by letting all classes have more times when they can write imaginative accounts based on something really exciting. This is already happening in Year 4/5 literacy lessons.

You all can help by being willing to answer questions and join in even when you may not feel you have the right answers.

Best wishes for the rest of your time at Curzon,

Yours sincerely

Bob Drew

Lead inspector

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