

Duke of Norfolk CofE Primary School

Inspection report

Unique Reference Number	112868
Local Authority	Derbyshire
Inspection number	357211
Inspection dates	6–7 April 2011
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair	Cilla Hollman-Sykes
Headteacher	Andrew Card
Date of previous school inspection	10 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Twenty-nine lessons were visited and 13 teachers observed. Inspectors held meetings with the headteacher, staff and two members of the governing body. They spoke informally with parents and carers, and with pupils. The school improvement plan, safeguarding documentation, assessment records, planning documentation and the School Improvement Partner's reports were scrutinised, as was pupils' work in lessons and on display. In total, the team analysed responses to questionnaires from 153 parents and carers. Responses to questionnaires from 28 staff and 102 pupils were also considered.

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

- If the decline in attainment at the end of Year 6 has been halted, and if the progress of different groups of pupils is improving through the effective use of assessment information.
- How well the curriculum matched the needs of boys and challenged more able pupils throughout the school.
- How rigorously self-evaluation identified key improvement points in order to raise attainment and accelerate progress.
- How effectively the governing body challenged the school's performance.

Information about the school

In this above-average-sized primary school most pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is well below average, and the proportion of those with a statement of special educational needs is below average. A well-below-average proportion of pupils are known to be eligible for free school meals. Provision for the Early Years Foundation Stage is provided in two Reception classes, and in a Reception and Year 1 class. These classes are housed in a building approximately one mile from the main school site. There have been several staffing changes since the previous inspection, and a new headteacher was appointed in January 2009. The school has a number of externally accredited awards such as the Activemark and Eco-school awards, and has achieved national 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

The main reason why this satisfactory school is not better is that the quality of teaching varies too much in different year groups. As a result, pupils do not make as much progress as they could. However there are strengths in pupils' personal development, and the care, guidance and support provided for them. Relationships between adults and pupils are good, resulting in pupils enjoying school and feeling safe, confident that any concerns will be dealt with quickly and effectively. Pupils have a well-developed sense of moral and social responsibility, as shown by their willingness to take part in activities such as the 'Glossop jog', in order to raise funds for charity. They are eager to take responsibility by being school council members or playground buddies to the younger children. Partnerships with parents and carers are good, and almost all of those who responded to the inspection questionnaire were pleased with their children's experience of school.

Children enter the Reception classes with skills that broadly match those expected for their age. They make good progress and, on entry to Year 1, their attainment is above average. This good progress however, does not continue throughout the school. Progress is satisfactory, as teaching varies too much in quality and in the levels of challenge it provides. Good teaching is evident in Years 1, 5 and 6 and, in these year groups, pupils make good progress. However, in Years 2 to 4, although teaching is mainly satisfactory, the pace of learning is not fast enough. At times teachers talk to the pupils for much too long and do not use teaching strategies that ensure pupils are actively engaged in all parts of the lesson. Assessment information is not used consistently well to match activities to the needs of all pupils, especially more able pupils. In these year groups, teachers ask too many undemanding questions and do not effectively develop pupils' thinking skills.

Staff have worked hard to develop a thematic curriculum that is interesting, particularly to boys. However, teachers make too much use of worksheets, especially in subjects such as history, geography and religious education. This limits pupils' independence, and results in pupils having too few opportunities to practise and extend their skills of literacy and numeracy. Teachers mark pupils' work regularly and often make helpful comments on how to improve their work. However, this practice is not consistent throughout the school and pupils are given too little time to respond to the comments made.

Over the last three years, attainment at the end of Year 6 has declined from above average to broadly average in 2010. The school's leaders have responded well and this decline has been halted. Current assessment information shows that attainment is on target to rise by the end of Year 6 in English and mathematics, as more pupils are expected to attain Level 4 and Level 5 than in the previous year. Leaders have an accurate view of the school's strengths and weaknesses. However, they do not evaluate well enough the impact of teaching on pupils' progress or follow up meticulously whether the agreed actions to improve the quality of teaching have made a difference. The school's

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scrutiny of planning, pupils' work and pupils' progress are not sufficiently frequent to identify underachievement quickly and take remedial action. Staff are not held accountable for the progress of pupils through the setting of challenging targets. Furthermore, not all teachers with leadership responsibilities are well enough involved in monitoring and evaluation activities. Good practice in teaching is evident but staff have not had sufficient opportunities to learn from their colleagues. The governing body knows the school's strengths and weaknesses and is supportive of the school's work. However, it does not challenge the school's performance strongly enough. Self-evaluation is too generous, and has not taken account of the uneven progress of pupils. However, the halt in the declining attainment at the end of Year 6, the good teaching and good progress evident in some year groups, and the satisfactory resolving of the key issues from the last inspection indicate the school has satisfactory capacity to sustain 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?

- Improve the quality of teaching in Years 2 to 4 so that, by December 2011, 75% is at least good by:
 - ensuring assessment information is used rigorously to plan activities that match the range of pupils' needs
 - raising teachers' expectations of pupils, especially of more able pupils and increasing the pace of learning in lessons
 - improving teachers' questioning skills
 - sharing the good practice in teaching with staff that need additional support.
- Increase pupils' involvement in learning, enabling them to produce their best work, by:
 - providing pupils with clear advice about the good features of their work and how they can improve
 - giving pupils opportunities to respond to written comments
 - informing pupils, when marking subjects other than English and mathematics, how well they are using their basic literacy and numeracy skills
 - limiting the use of worksheets, so pupils can develop their independent recording skills
 - using strategies throughout lessons to ensure pupils' active engagement in their learning.
- Strengthen the effectiveness of leadership and management by:
 - establishing a rigorous cycle of scrutiny of planning, lesson observation and book analysis focusing on pupils' learning
 - setting challenging end-of-year targets for all pupils to ensure their progress is consistent, year-on-year
 - developing the skills of middle leaders and the governing body in monitoring and evaluating the work of the school.

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Outcomes for individuals and groups of pupils

3

Achievement and progress are satisfactory, although progress is good in lessons where expectations are high. For example in Year 1, a teacher challenged pupils to complete sequences of numbers between 100 and 200. One pupil explained it was quite easy, 'Just ignore the hundred and count in tens!' In a Year 6 English lesson, pupils made good progress as they explored the features of good writing. Good subject knowledge and targeted questioning ensured that all pupils fully understood what was necessary to include when starting their independent work. However, in too many lessons in Years 2 to 4, the pace of learning is no better than satisfactory. There is no sense of urgency and at times the intended learning is not clear. In an information and communication technology (ICT) lesson for Year 4 pupils, the task was a low-level game which did not satisfactorily promote the use of ICT skills. Pupils with special educational needs and/or disabilities make similar progress to their peers, as do more able pupils. No significant difference in the attainment of boys and girls was observed during the inspection.

Pupils enjoy school and their above-average attendance confirms this enjoyment. They play well together and are polite and considerate. Although behaviour is good, pupils are often too passive in lessons because some teachers do not involve them sufficiently actively in their learning. Pupils know how to keep healthy, and enjoy the range of physical activities provided. Achieving Healthy Schools status and the Activemark show the school's commitment to encouraging this aspect of pupils' development. Pupils understand how to keep safe. For example, they know the importance of not speaking to strangers, and say the 'worry boxes' help them to share any concerns they may have. Responsibilities are undertaken enthusiastically, and pupils have organised fundraising events for charities such as Children in Need and the Red Nose Day appeal. They are keen to help in the local community with members of the ECO club, planting wild flowers at the railway station, and organising the 'Big Tidy Up' to clean up the school grounds. Broadly average literacy and numeracy skills, alongside pupils' good personal skills and above average attendance, mean that they are satisfactorily prepared for the future.

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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	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Good teaching was observed during the inspection but there are inconsistencies in the quality of teaching which lead to the unevenness of pupils' progress. In all lessons, teachers share the intended learning with pupils but do not always make clear how pupils are expected to achieve their learning outcome. Assessment is not used consistently well in all classes to ensure pupils are given the right activities to enable them to make the progress of which they are capable. Probing questioning is not a strong feature and, too often, pupils are asked questions which require a single word reply and these do not help them to develop higher-order thinking skills. Some teachers encourage pupils to share ideas through the use of 'talk partners'. This strategy is effective in most cases, but in others it is ineffective, as pupils are asked to discuss ideas for too long a period of time. This slows the pace of learning. Pupils sometimes sit passively listening to over-long teacher explanations. Teaching assistants support pupils with special educational needs and/or disabilities satisfactorily, so they are able to access all parts of the lesson. Although there is some good marking practice, this is not consistent throughout the school.

The school has worked hard to provide an interesting and imaginative curriculum which engages the interest of boys. In some respects, this has been successful as pupils appreciate the visits they make and the many visitors to the school. Dance workshops, science clubs, ECO clubs, sports coaching and science weeks all help to enliven provision. However, the curriculum does not yet ensure that pupils' academic needs are fully met.

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Additionally, the overuse of worksheets in 'topic work' means pupils do not have the opportunity to plan and organise their own learning, and to practise their literacy and numeracy skills. Provision for personal and social development ensures that pupils are able to make properly informed choices about their well-being and relationships by the end of Year 6.

Almost all parents and carers agree that the school takes good care of their children. The pastoral and personal needs of each pupil, including pupils whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities, are well known to the school. Arrangements for the induction and transfer of pupils to the high school work well, and the school works effectively with other agencies to ensure pupils' safety and well-being.

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?

Senior leaders demonstrate a commitment to pupils, parents and carers, staff and governors alike. Staff questionnaires show that morale is high. Although leaders are determined to eliminate uneven progress, they recognise there is still more to do to accelerate progress and raise achievement, and to secure consistently good teaching and learning. Monitoring and evaluation is accurate in identifying weaknesses, but leaders do not check rigorously enough that agreed actions have been implemented. Targets are not sufficiently challenging to ensure pupils make good progress year-on-year and in making staff accountable for their class of pupils. Middle leaders are not yet monitoring the quality of teaching and learning well enough to help them to evaluate the provision in the subjects for which they are responsible.

The governing body makes a satisfactory contribution to the school's leadership. It is committed to school improvement and is involved in self-evaluation. However, it does not rigorously challenge the staff in relation to the quality of education provided and pupils' outcomes. All statutory requirements regarding pupils' health and safety and equality of opportunity are met so that, at the time of the inspection, requirements for safeguarding were satisfactory. Much effort has been put into ensuring the good pastoral care of pupils. While this work has done a great deal to ensure equal opportunities for those with specific needs, it has been less successful in providing consistently good progress for all. The school tackles any form of discrimination effectively.

The school's engagement with parents and carers is good. They are kept well informed of school events. Partnerships with local schools are used satisfactorily to support pupils' learning and well-being. Community cohesion is strong within the school and the local

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community, but pupils are less aware of the diverse range of other communities that exist in the United Kingdom and throughout the world.

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	3
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 join the Early Years Foundation Stage with skills and understanding that broadly match those expected for their age. They settle quickly in the Reception classes because of well-organised induction arrangements, and good adult care and support. As a result, children feel safe and enjoy their learning. A strong emphasis on children's personal and social skills ensures they soon begin to share, to learn and to play together. All adults are vigilant in meeting the needs of children, and welfare requirements are fully met. Teaching is good because staff have a good understanding of how children learn. They work well together as an enthusiastic team. They provide a broad range of activities that promote good outcomes in all areas of learning. For example the 'dinosaur den' provides a good play area for children to develop their language and creative skills. The leader of the Early Years Foundation Stage is knowledgeable and quickly responds to any weaknesses in provision. For example, after identifying that linking sounds and letters was a weaker area of pupils' development, provision has been improved. Observational assessments are used to build up a picture of children's learning. However, these observations are not collated in a way that would provide an effective on-going record for teachers to share with parents and carers.

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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

An above-average proportion of parents and carers responded to the Ofsted questionnaire. Of those who responded, all of them felt that their children are happy in school. Almost all said that their children are kept safe, and that the school helps them to lead a healthy lifestyle. Parents and carers are pleased with their children's experience of school and think teaching is good. The inspection found that, although there is evidence of good teaching in some year groups, teaching is satisfactory overall. Pupils told inspectors that they felt safe in school and they enjoy their lessons. The pupils who spoke with inspectors knew about the importance of leading a healthy lifestyle.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duke of Norfolk 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 153 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	65	54	35	0	0	0	0
The school keeps my child safe	108	71	42	27	2	1	0	0
My school informs me about my child's progress	69	45	72	47	6	4	0	0
My child is making enough progress at this school	81	53	62	41	5	3	2	1
The teaching is good at this school	92	60	55	36	4	3	0	0
The school helps me to support my child's learning	83	54	58	38	9	6	0	0
The school helps my child to have a healthy lifestyle	80	52	66	43	5	3	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)	74	48	61	40	3	2	1	1
The school meets my child's particular needs	73	48	75	49	3	2	0	0
The school deals effectively with unacceptable behaviour	62	41	72	47	9	6	2	1
The school takes account of my suggestions and concerns	58	38	80	52	7	5	2	1
The school is led and managed effectively	82	54	59	39	7	5	0	0
Overall, I am happy with my child's experience at this school	102	67	45	29	5	3	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	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.



8 April 2011

Dear Pupils

Inspection of Duke of Norfolk CofE Primary School, Glossop, SK13 7RD

As you know, inspectors visited your school recently to see how well you are learning. Thank you so much to all of you who spoke with us and told us about the things that you enjoy doing. We really enjoyed meeting you. This letter tells you what we found. We decided that your school is satisfactory, with some things that are good and some things that could be better.

We were pleased to hear how you keep healthy, and the school's Healthy School status and the Activemark award confirm how much you know about leading a healthy lifestyle. You told us you feel safe and we agree that adults in school take good care of you. You said you enjoy your lessons and your above average attendance supports this. We think you do a lot to help each other. School council members, playground buddies and ECO committee members all do a good job. Those of you in Reception and Year 1 make good progress and learn lots of new things.

Although some of the teaching we saw was good, it varies and is satisfactory overall. As a result, your progress is also satisfactory. So we have asked your headteacher and governing body to help improve the quality of teaching and learning in Years 2 to 4 to bring it up to level of the good teaching seen in other year groups. We have also asked for you to be given more opportunities to take an active part in your learning. For example we think you need to be clearer about what you are learning and how you can improve your work. Teachers can help you to do this through improving their marking. Finally we have asked that all leaders and governors closely check that you are all learning as much as you can.

We know that you will continue to work hard and will help the adults when they make the changes needed so that your school can get even better. Thank you again for sharing the two days with us, and keep up your very good attendance.

Yours sincerely

Lois Furness

Lead inspector

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