

# St Giles CE VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	112925
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357223
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Weston
<b>Headteacher</b>	David Channon
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	Sheepcote Road Killamarsh S21 1DU
<b>Telephone number</b>	0114 2482825
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<b>Email address</b>	info@st-giles-killamarsh.derbyshire.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons taught by eight teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 39 questionnaires from parents and carers, 19 questionnaires from staff and 113 questionnaires from pupils were scrutinised.

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

- What are the current rates of progress throughout the school, and to what degree is attainment rising securely and quickly for all groups of pupils?
- Is the vision of the new headteacher shared by all leaders, and what impact are leaders having on school improvement?

## Information about the school

St Giles CE VA Primary School is average in size for a primary school. Almost all pupils come from White British backgrounds and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The school has a lower than average proportion of pupils who have special educational needs and/or disabilities, and their needs cover a broad spectrum. There have been significant changes in leadership in recent years. The previous headteacher left the school in April 2010. The school was then led by the two assistant headteachers for a term and then one continued as acting headteacher until the new headteacher took up his post in January 2011. The school has achieved Healthy Schools status and has been awarded the International School award at foundation level. The inspection included breakfast and after-school clubs that are managed on the school site by the governing body.

**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

St Giles provides a satisfactory and improving education. It provides good care for pupils and their health and safety are given a high priority. Individual pupils, including those with special educational needs and/or disabilities, are supported well. The good care is extended beyond the school day in the breakfast and after-school clubs. It is clear from the pupils' questionnaires that they enjoy school and feel safe and secure. Most pupils behave well and those who have difficulty controlling their behaviour are managed well by staff. Pupils have good opportunities to help with the everyday activities in school and they make a good contribution to the school and the local community. Their enjoyment of school is reflected in their above-average attendance. They have a good understanding of how to stay healthy, and make healthy food choices as well as joining in sporting activities. By the time they leave school their spiritual, social, moral and cultural development is good.

Since April 2010, pupils' progress has risen quickly and securely and is now satisfactory for all groups. Attainment, which was previously low, is now broadly average in all key stages and the current Year 6 pupils are on track to reach above-average attainment by the end of the year. These improvements have accelerated since the appointment of the new headteacher. As a result of actions taken by leaders and managers since April 2010, both safeguarding and the development of community cohesion have also improved and are good. The school's self-evaluation is accurate and although some of the recent initiatives have yet to have a full impact, the successes so far demonstrate a satisfactory capacity for sustained improvement. The staff questionnaires show that all the staff fully support the leadership team and the governing body. Comments made by teachers included the view that the headteacher had brought a 'breath of fresh air' to the school.

Teaching is satisfactory. There are examples of good teaching throughout the school, but not yet enough to raise pupils' achievement to the next level. While teachers have good subject knowledge and have good relationships with pupils, their marking does not consistently help pupils to improve their work, and they do not always give pupils enough opportunities to work independently or to assess their own progress. The school works in close and productive partnership with the local authority and other local schools to raise academic standards, and with external agencies to support the well-being of pupils. In the Early Years Foundation Stage the outdoor learning area is not sufficiently well developed to give children a full range of learning opportunities.

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.

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

- Raise achievement in English and mathematics by:
  - ensuring that the large majority of teaching is good or better
  - ensuring that marking of pupils' work consistently tells pupils how to improve their work
  - encouraging pupils to become independent learners and more involved in assessing their own progress.
- In the Early Years Foundation Stage, improve the opportunities for children to learn outdoors by developing a more effective environment for learning directly outside the classroom.

## Outcomes for individuals and groups of pupils

**3**

Pupils enter the school with broadly average attainment levels and all groups, including those with special educational needs and/or disabilities, make satisfactory progress throughout each key stage. Pupils are always keen to learn and they are confident to ask and answer questions. In the better lessons there is a good pace of learning with the pupils' enthusiasm clearly evident. This was seen in a Year 6 English lesson about the use of semicolons in writing, where the teacher used very 'open' questions to help pupils develop their understanding and kept them actively involved with the use of 'hot seating'. Pupils with special educational needs and/or disabilities learn increasingly well in lessons. This was seen in a Year 3/4 English lesson, where they were taught in a small group with well-focused support that was just at the right level of challenge to ensure good progress. In a few of the less successful lessons pupils found the work too easy. In all lessons pupils enjoy their work, and their overall achievement is satisfactory.

Pupils' behaviour is good, both in lessons and around the school. Pupils say that any bullying is quickly dealt with. They have lots of opportunities to take responsibility, including being a member of the school council, helping in collective worship and acting as mini-leaders and playground friends, as well as providing general support in the classroom. They make a good contribution to the local community through the strong links with the church and the village. An example is their participation in the bi-annual Killamarsh Cultural Festival. They make a contribution to the wider community mainly through fundraising activities.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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?

Teaching assistants provide good support and guidance in lessons, especially to pupils with special educational needs and/or disabilities. In good lessons teachers match the work to pupils' abilities, but in a few less successful lessons some of the work is too easy. However, in all lessons there is evidence that teachers are improving their skills at using data to support their lesson planning. The setting of targets for pupils is variable across the school but again there is evidence of improvement. Teachers mark pupils' work regularly, although they do not always give pupils sufficient guidance on how to improve.

A monitoring visit in February 2010, which focused mainly on Years 5 and 6, identified improved teaching and an improved curriculum which made lessons more interesting and challenging. This improvement is not yet consistently seen across the school, and both the teaching and the curriculum are satisfactory overall. Middle leaders are currently working to ensure consistency across different year groups. Cross-curricular links are developing well. The International Schools award reflects the school's commitment to supporting pupils' cultural development through the curriculum, which is enriched by a range of visits and visitors. Most of the day trips are linked to the learning of literacy and numeracy and staff plan to increase the enrichment to bring more fun into the curriculum. Pupils in Years 4 and 6 have the opportunity for a residential trip, for example, to a Derbyshire activity centre. The wide range of extra-curricular activities is well supported. The many sport activities available reflect the school attaining Healthy Schools status.

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Pupils, parents and carers agree that pupils are safe and well cared for in school. Pupils with special educational needs and/or disabilities are well integrated in lessons and these pupils speak enthusiastically about their learning and the support they receive. Good partnerships with external agencies and the local authority provide additional support for pupils' academic and social needs. School records show that there are very effective links to support those pupils in potentially vulnerable circumstances. There are good links with the secondary school, and pupils and their parents and carers say children are well prepared for the move.

The breakfast and after-school clubs provide a secure and caring environment where there is a happy atmosphere and pupils can enjoy healthy food. Pupils made comments such as, 'It's brilliant' and 'A good breakfast makes me feel better, I can concentrate.' The after-school club is well managed and includes a few children from the Early Years Foundation Stage. All the requirements for the care of pupils are met, including thorough risk assessments. There is a good range of supervised activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, aware of the school's situation, worked quickly with the staff and the local authority to ensure improved attainment. He produced, in conjunction with other leaders, an action plan for the first term which had a clear priority on raising standards at a realistic but challenging pace. Staff at all levels support the headteacher's vision for the future. In a short time there has been significant improvement in teaching and learning as well as the motivation of staff within the school. Many procedures are not yet fully embedded or applied consistently across the school, but their impact on raising attainment is already clear. Teaching and learning have improved, although too much is still satisfactory. In response to the improvement the local authority removed the school from its 'concern' list in early May. Governance is satisfactory. Members of the governing body are enthusiastic and are more involved in monitoring school performance. They fully support the headteacher's drive for improvement. Statutory requirements are fully met.

The effectiveness with which the school promotes equal opportunities is good. There is no evidence of any discrimination and pupils say that they are all treated fairly. All pupils have the same opportunities within lessons and other school activities. As one pupil commented, 'It's a good school. No one is left out and it's really friendly.' Safeguarding arrangements are good. During the day there is a single point of entry through the reception area where staff let authorised visitors through a locked door. Records of the suitability of all staff to work in the school are all up-to-date, as are risk assessments.

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There are good records of meetings with external agencies to support pupils whose circumstances make them potentially vulnerable. School leaders carried out an audit of their community in 2010 and produced an action plan to develop community cohesion. A governing body sub-committee was also set up. Leaders have ensured that the cohesion within the school is good. There are good links with the local community and the vast majority of parents and carers who returned the questionnaires are pleased with what the school provides. Links with the wider and the global communities enable pupils to have direct contact with people from different backgrounds and cultures; opportunities to have e-mail links with pupils in other countries are developing.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are broadly at the levels expected for their age, but weaker in communication and calculation. They make satisfactory progress and reach average attainment levels when they enter Year 1. Parents and carers say they are very happy with the induction procedures for children and how their children are helped to settle. There are strong links with the pre-school providers and children are visited at home before they start school on a part-time basis for the first week. Parents and carers bring the children into school at the start of the day and they made very positive comments about the school including 'Great!' and 'I am really glad I decided to bring her here.' They also say that staff are very approachable and always have time to listen.

Children are keen to talk about their activities and enjoy the role play opportunities such as paying for goods in a flower shop, scanning goods and giving change. The learning opportunities tend to be through teacher-led activities and there are limited opportunities for children to choose their own activities, especially in the outdoor area, which is a small



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area blocked off from the playground. The monitoring of progress is based on a focused observation of each child three times a year plus incidental observations by teachers and teaching assistants. Children's progress is reviewed each half term and the results are used to ensure that planned work is appropriate.

The children are well cared for throughout the day and all health and safeguarding requirements are met, including appropriate first aid provision. Relationships between adults and children are good and children's behaviour is good. Adults encourage children to take responsibility for looking after themselves and eating healthy food. Leadership and management are satisfactory and there is a strong sense of teamwork among all the adults. The leaders are aware of the strengths of the provision and what needs to be done to develop it further. A few children attend the after-school club, where the provision fulfils the Early Years Foundation Stage requirements.

*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	3
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

Parents and carers are overwhelmingly satisfied with the school. Although there was a low return of questionnaires, they reflected a higher level of satisfaction than in most schools. A few parents and carers made written comments such as, 'I am more than happy with the school,' 'The new headteacher is making good changes and this is good to see,' and 'St Giles caters for all my daughter's needs.' A very few parents and carers had individual concerns which were all considered as part of the inspection process and contributed to the overall findings.

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

Ofsted invited all the registered parents and carers of pupils registered at St Giles CE VA 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	67	13	33	0	0	0	0
The school keeps my child safe	27	69	12	31	0	0	0	0
My school informs me about my child's progress	21	54	18	46	0	0	0	0
My child is making enough progress at this school	24	62	13	33	1	3	0	0
The teaching is good at this school	26	67	13	33	0	0	0	0
The school helps me to support my child's learning	27	69	11	28	1	3	0	0
The school helps my child to have a healthy lifestyle	21	54	17	44	1	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)	16	41	18	46	1	3	0	0
The school meets my child's particular needs	23	59	15	38	0	0	0	0
The school deals effectively with unacceptable behaviour	12	31	21	54	4	10	0	0
The school takes account of my suggestions and concerns	15	38	19	49	0	0	0	0
The school is led and managed effectively	21	54	16	41	1	3	0	0
Overall, I am happy with my child's experience at this school	26	67	12	31	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



19 May 2011

Dear Pupils

**Inspection of St Giles CE VA Primary School, Killamarsh, S21 1DU**

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you and looking at the work you do. Your school is giving you a satisfactory education.

There are many things we admire about your school and these are a few of them.

You enjoy school and attend regularly.

You told us that you feel safe in the school and most pupils behave well.

You all make satisfactory progress as a result of improved teaching.

There are good relationships throughout the school.

Adults look after you well in school.

Mr Channon and the staff are successfully improving the school.

These are the things we have asked the school to do to make it even better:

- ensure more of your lessons are taught well, so you make even better progress
- ensure that when teachers mark your work, they always tell you how to improve it
- give you more opportunities to assess your own progress and take more responsibility for your own learning
- improve the area outside the Reception classroom so that children have better facilities to help them learn.

All of you can help the school to move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood

Lead inspector

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