

Markeaton Primary School

Inspection report

Unique Reference Number	112739
Local Authority	Derby
Inspection number	367397
Inspection dates	16–17 June 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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Gill Black
Headteacher	Clare McGarey
Date of previous school inspection	3 October 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 20 lessons taught by 11 teachers. Meetings were held with staff, the Chair of the Governing Body, groups of pupils, and parents and carers. School documentation, including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent reports of the School Improvement Partner were scrutinised. In total, 105 parents' and carers' questionnaires were analysed. The team analysed also 100 responses to the Key Stage 2 pupil survey, and 19 responses to the staff questionnaire.

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

- Have leaders and managers halted the decline in attainment by the end of Year 2 and have they ensured good progress throughout the school, especially in mathematics in Years 3 to 6?
- Does the curriculum match all pupils' learning needs, especially those of higher-attaining pupils in Years 1 and 2, and pupils with special educational needs and/or disabilities?
- How effectively does the outdoor environment support children's learning and progress in the Early Years Foundation Stage?
- How aware are pupils of the different cultures and communities that exist in the United Kingdom?

Information about the school

In this above-average-sized primary school the majority of pupils are White British. There are a very few pupils who speak English as an additional language. A below-average number of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of those with a statement of special educational needs is well-above average and most of these pupils are sight-impaired or blind. Although this school is designated as a school with enhanced resource provision for pupils with a sight impairment or who are blind, this provision is provided within mainstream classes alongside pupils of their own age. Provision for the Early Years Foundation Stage is in two Reception classes. All other classes are mixed-age, consisting of pupils from two year groups. The school has attained a number of externally accredited awards, including Healthy Schools status, Activemark Gold, the 'Sing Up' Award, Artsmark and 'Leadership Development School' 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?

2

The school's capacity for sustained improvement

2

Main findings

Markeaton Primary School is a good school. It provides a happy and stimulating atmosphere in which pupils grow into mature young people. Pupils behave well and are very polite. They feel safe because they are well cared for. Pupils enjoy all aspects of school, which is reflected in their above-average attendance. The vast majority of parents and carers are happy with the quality of education provided. This comment, typical of many, 'We are very happy with the school and would recommend it to anyone!' reflects the parents' and carers' positive opinions of the school's work. Pupils' spiritual, moral and social development is good, with particular strengths in the latter two areas. Pupils know right from wrong clearly, showing respect and care for one another. They are eager to help each other as members of the school council or 'song leaders' at playtime. Whilst pupils have a good awareness of their own locality and cultural development in terms of art, music, dance and drama is good, their understanding of the richness of culture and diversity of people living within the United Kingdom is underdeveloped.

Attainment is broadly average, but it is rising sharply, as evidenced by the teacher assessment results for Year 6 pupils in English and mathematics in 2010. Current assessment information and the work completed in lessons suggest this improvement has been maintained in 2011. Pupils are making good progress in English and mathematics. This is due to good teaching, the accurate matching of tasks to pupils' abilities, and the lively and engaging curriculum, which appeals to all pupils. Those pupils with special educational needs and/or disabilities make good progress also. Pupils who are sight-impaired or blind make outstanding progress, because the highly skilled support staff ensure these pupils access all curriculum activities.

A good emphasis has been given to improving reading, so that attainment is now above average. In mathematics, progress is improving and is good. However, although pupils enjoy writing and have good opportunities to write in a range of different subjects, the quality of writing is variable. This is because insufficient attention is given to ensuring the accuracy of pupils' basic skills of spelling, punctuation and grammar, especially when they are writing in different curriculum areas. Not all teachers have high enough expectations of pupils' presentation or handwriting and marking is sometimes inconsistent.

School leaders, including the governing body, are not complacent and the work on improving teaching and the use of assessment information is having a positive effect on raising attainment throughout the school. Self-evaluation is accurate and leaders have a secure knowledge of the school's strengths and areas for development. When weaknesses are identified, for example, the decline in attainment by the end of Year 2 in 2010, the governing body asked why, leaders responded and actions were taken. Consequently, attainment has risen this year. Monitoring and evaluation are rigorous and lesson observations focus clearly on pupils' learning. The improving picture of attainment, good-

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quality teaching, good leadership and management, alongside the progress in rectifying the key issues from the previous inspection, show the school has good capacity to improve.

What does the school need to do to improve further?

- Improve the quality of pupils' writing by
 - ensuring accuracy of spelling, grammar and punctuation
 - raising teachers' expectations of presentation, including handwriting
 - using oral and written feedback to improve basic skills and providing pupils with time to respond to the useful comments made.
- Develop pupils' understanding of community cohesion by giving them more opportunities to interact with others from different ethnic, religious and socio-economic backgrounds that are representative of the different groups found within the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and talk about how lessons are fun. They are motivated to learn and particularly like opportunities to engage in practical activities. This was seen in Years 1 and 2, as pupils, eagerly, estimated which objects were the heaviest and which containers would hold the most liquid. In Years 3 and 4, pupils learnt to empathise with different characters in a story and, through their role-play activities, realised that body-language could indicate a great deal about how a person was feeling. The use of role-play is adopted well in all classes and, in Years 5 and 6, pupils were immediately engaged in their work by the teacher dressing in the style of an ancient Greek. Good questioning enabled the pupils to extend their knowledge of the features of writing a good Greek myth. All groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, enjoy learning and their achievement is good. This is because work is planned carefully to meet their individual needs. However, those pupils who are sight-impaired or blind make outstanding progress as a result of support from highly skilled support staff. No difference in the attainment or progress of boys and girls was noted during the inspection.

Pupils' high levels of enjoyment in lessons and their good work ethic are resulting in good progress throughout the school. Many parents and carers agree, as shown by comments such as, 'My daughter has come on leaps and bounds since moving to this school'. Pupils work well together and enjoy sharing ideas, either during 'talk partner' work or 'learn to learn' activities. They feel safe and secure within school, and understand what to do if they have a concern. Pupils understand the importance of leading a healthy lifestyle and the school supports this by offering many after-school sporting activities. Pupils are active within their local community, for example, as 'Sing Up' groups perform at care homes, the local Church Christmas party for elderly parishioners, and the secondary school Christmas Fair. They raise funds for a range of charities including 'Children in Need'. Pupils' above-average attendance, improving basic skills and good social skills prepare them satisfactorily for the next stage of their education.

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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	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	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?

Teachers modify the content of lessons well to suit the needs of pupils who learn at different rates. Higher-attaining pupils are given appropriate work in all year groups. In mathematics, the pupils are grouped by ability and this strategy has been effective in ensuring lessons are more tailored to pupils' abilities, resulting in good progress in this subject. Classrooms are bright and stimulating learning environments, with good resources to promote learning. The curriculum is imaginative and includes a wide range of experiences which meet the needs of all pupils well. The strong emphasis on active learning has engaged all pupils, but especially boys. A good proportion of pupils participates in a wide range of extra-curricular activities and visits and visitors to the school such as the police, enrich pupils' experiences effectively.

Assessment information is used well to plan learning and to provide additional group work or one-to-one support if needed. The pace of lessons ensures pupils are challenged and there is a high expectation that they should work independently and cooperate with each other in pairs or groups. In most lessons, tasks are generally well-planned and extend pupils' learning. Teaching assistants play a significant role in helping pupils with special educational needs and/or disabilities to learn. Their expertise in Braille and in the use of a variety of technical equipment enables sight-impaired or blind pupils to make outstanding progress. Oral feedback to pupils on how well they are doing is often good. However, written feedback is not consistently rigorous in guiding improvement and raising standards

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of presentation. Also, pupils are not always given time to respond to the comments made in their books.

A strength of the school is its caring and supportive family atmosphere. It accounts for why pupils feel safe and happy in school. Staff know pupils well and a high priority is given to their care and support. The care provided for pupils whose circumstances might make them vulnerable is particularly strong and is appreciated by parents and carers. Child protection procedures are good. 'Link Up' sessions and 'Meet the Teacher' sessions ensure induction and transition procedures are effective.

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?

The headteacher provides strong and focused leadership and is supported well by staff and the governing body. All have a clear idea of what needs to be done to raise attainment and the school improvement plan provides a useful tool for improving provision. The monitoring and tracking of pupils' progress is thorough and this helps to identify where intervention is necessary. Discrimination has no place in this school and all pupils are given good opportunities to succeed. Staff morale is high and there is clear determination to succeed and to continue to improve.

Governance is satisfactory. The governing body knows the strengths and weaknesses in provision. It is supportive and the Chair is particularly 'visible,' making regular visits to the school. The role of challenge is well developed. However, although the governing body monitors progress and attainment thoroughly, it is less effective in monitoring the well-being and safety of staff and pupils. Even so, the arrangements for safeguarding the welfare of pupils and staff meet all requirements. Staff are suitably trained and well-informed on all issues relating to child protection.

Partnership work is strong. The school benefits from its links with clusters of schools, local businesses, the police and the Education Welfare Officer. Also, as a 'Leadership Development School,' Markeaton has influenced other schools through its good practices in teaching and learning. Partnerships with parents and carers are good and parents and carers appreciate 'the inclusion of sight-impaired provision within the school, which promotes inclusiveness and tolerance of diversity'. Although the school is a cohesive community in which pupils show tolerance and respect, pupils' understanding of the diversity of culture within the United Kingdom is at an early stage of development.

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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	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills on entry to the Reception classes are broadly matching those expected for their age. Progress is good and, on entry to Year 1, most pupils are meeting the early learning goals and some are exceeding them. Adults know the children well and support their learning effectively by developing opportunities that will capture the imagination of all children both in the indoor and outdoor environments. The leadership of the Early Years Foundation Stage ensures good provision and the strong focus on learning ensures children are purposefully engaged, which accelerates their progress. The focus on systematic phonics teaching (focussing on the sounds that letters make) has ensured good progress. Assessment is used carefully to track children's achievements and parents and carers appreciate the opportunity to view their children's learning through the ongoing 'Learning Journey' folders. Children work well independently and show good concentration when engaged in their own initiated activities. They show respect for each other so that the classroom has a harmonious atmosphere. Behaviour is good and children demonstrate that they can work together well, such as during their play in the 'soft play' area. The sight-impaired or blind children are supported very well and join in all the indoor and outdoor activities.

A large outdoor area offers good opportunities throughout the day to extend children's learning. It is used particularly well to extend children's knowledge and understanding of the world and physical development. At times however, adults miss opportunities to extend children's learning in the outdoors. Welfare requirements are met fully.

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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

The proportion of parents and carers who responded to the questionnaire was above average. Almost all of them are pleased with the school's work. They are most pleased that their children enjoy school, are kept safe and that the school helps their children to lead a healthy lifestyle. A few parents and carers expressed concerns about knowing how well their children are progressing and how well the school takes account of their suggestions and concerns. The inspection found that parents and carers have a termly meeting with staff and an annual report is sent home. The school has a variety of strategies to find out from parents and carers their views about school, including questionnaires, comments on reports and a suggestion box. The headteacher says staff always listen to parents and carers and they try hard to respond to any concerns or suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Markeaton 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	54	47	45	1	1	0	0
The school keeps my child safe	59	56	45	43	1	1	0	0
My school informs me about my child's progress	33	31	60	57	10	10	1	1
My child is making enough progress at this school	34	32	65	62	6	6	0	0
The teaching is good at this school	53	50	48	46	4	4	0	0
The school helps me to support my child's learning	39	37	56	53	6	6	3	3
The school helps my child to have a healthy lifestyle	43	41	59	56	2	2	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)	41	39	56	53	1	1	0	0
The school meets my child's particular needs	42	40	58	55	5	5	0	0
The school deals effectively with unacceptable behaviour	32	30	62	59	4	4	4	4
The school takes account of my suggestions and concerns	36	34	57	54	7	7	0	0
The school is led and managed effectively	43	41	56	53	5	5	1	1
Overall, I am happy with my child's experience at this school	52	50	49	47	4	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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">■ 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.



20 June 2011

Dear Pupils

Inspection of Markeaton Primary School, Derby, DE22 1HL

Thank you for making us so welcome when we came to inspect your school. We were particularly impressed with your good manners and the courtesy you showed us. You told us you think your school is a good one and we agree. You told us your lessons are fun and they are certainly lively and interesting; this helps you to make good and sometimes outstanding progress. We were impressed about how much you knew about leading a healthy lifestyle and about how to keep safe. We enjoyed you telling us about your 'song leaders' particularly, who help others to feel happy at playtime. We think this is an excellent idea! You told us you do lots of things to help each other within the school and the local community. We think your school council does a good job and makes sure your views are known to the staff. However, although you know lots about your school and local community, we feel you should learn more about different communities in the United Kingdom and we have asked the staff to look at ways of developing this.

In lessons, it was good to see how interested you are in your learning and how you enjoy talking to each other and sharing ideas. Your behaviour is good, both in lessons and in the playground. Because you have such good attitudes towards learning and the teaching is good, we think your attainment in English and mathematics is improving. However, although we could see you work hard, we think your teachers need to help you more to present your work neatly and to improve your spelling, grammar, handwriting and punctuation skills.

You can all help by continuing to work hard and by asking your teachers to give you time to respond to the helpful hints they give you about how to improve your work. We wish you all the best for the future and thank you again for your help.

Yours sincerely

Lois Furness

Lead inspector (on behalf of the inspection team)

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