

# Temple Normanton Primary School

Inspection report

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<b>Unique Reference Number</b>	112638
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	378524
<b>Inspection dates</b>	6–7 December 2011
<b>Reporting inspector</b>	Jeremy Spencer HMI

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Barnes
<b>Headteacher</b>	Janet Baxter
<b>Date of previous school inspection</b>	25 September 2008
<b>School address</b>	Elm Street Temple Normanton Chesterfield S42 5DW
<b>Telephone number</b>	01246 850389
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors visited eight lessons, observing four teachers and also observed one assembly. They held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at a variety of school documents including: safeguarding arrangements, policies, minutes from meetings, data about pupils' progress, pupils' exercise books and the school's improvement plans. The inspection team also analysed responses on 39 questionnaires from parents and carers, together with nine from staff.

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

- Is teaching good enough to secure improvement in pupils' progress and engagement across the school for different groups of pupils?
- To what extent have leaders and managers, including the governing body, been successful in embedding ambition and driving improvement?
- How successful have the school's strategies been to improve attendance?

## Information about the school

This is a smaller than average-sized school of its type. The number of pupils on roll has increased since the last inspection. The proportion of pupils known to be eligible for free school meals is above the national average. The Early Years Foundation Stage has a combined Nursery and Reception class. A larger-than-average proportion of pupils are from Traveller communities. The proportion of pupils known or believed to speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school has achieved a number of awards, including the Activemark, International Schools and Artsmark awards, and has gained 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Temple Normanton Primary School has made strong progress since the previous inspection and provides pupils with a good education. The school has many strengths. It is well respected in the local community because of the outstanding engagement of staff with parents and carers who feel very well supported and firmly believe that pupils are well cared for and make good progress. As one parent reported, 'The teachers are great and always have time for parents and children.' Pupils behave well and develop strong relationships with peers and adults. Combined with the good teaching and curriculum at the school, this enables different groups of pupils, including those with special educational needs and/or disabilities, and those who come from Traveller communities, to make good progress from their starting points.

Pupils' attendance has fluctuated over the last few years but is currently broadly in line with the national average. Attendance is improving but the school accepts that it must work harder to ensure that pupils come to school as often as possible, and arrive in time for the start of the school day.

Teachers deliver the large majority of lessons with imagination and flair and provide frequent opportunities for pupils to develop their speaking and listening skills across the curriculum. This helps to ensure that pupils enjoy learning and make good progress. Teachers make sure that lessons are carefully planned in order to meet the needs of pupils of different abilities. However, as lessons progress, some teachers are not as flexible as they could be in moving away from their plans when necessary to reshape learning, in order to better meet learners' emerging needs. All teachers explain to pupils what they are intending to learn in each lesson. On occasions, explanations can be rushed, meaning that pupils do not fully understand how their learning is developing. In the best lessons, teachers encourage pupils to discuss their learning with peers as the lesson progresses, and allow time for pupils to reflect upon their own learning. In other lessons, teachers place more emphasis on completing tasks than they do upon evaluating learning, meaning that valuable opportunities to engage pupils in the learning process are missed.

The leadership and management of the school, including the work of the governing body, are good. The school has been successful in addressing issues outlined in the previous inspection, and leaders have an accurate understanding of the school's current strengths and priorities. Action plans identify appropriate areas to improve and develop but do not always link actions to their intended impact upon pupils'

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raised attainment, or improved progress. This makes it difficult for the headteacher and the governing body to accurately evaluate the impact of the school's actions upon improved outcomes for pupils. The strong track record of the leadership team and a motivated and ambitious staff team indicate that the school has good capacity to continue to improve.

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

- Raise pupils' levels of attainment, increase pupils' rates of progress and improve the quality of assessment, teaching and learning by:
  - ensuring that pupils are given more frequent opportunities to evaluate their own learning and progress and, in doing so, become more engaged in the learning process
  - developing teachers' confidence and ability to reshape learning tasks during lessons to meet pupils' needs better
  - working together as a whole-school community to raise and maintain attendance to be at a minimum of 95% by January 2013, and to improve pupils' punctuality.
- Improve leadership and management by:
  - ensuring that action plans for all subjects are closely linked to the expected improved attainment of different groups of pupils
  - ensuring that the governing body monitors and evaluates the impact and effectiveness of the school's actions upon the improved attainment of different groups of pupils in all subjects.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy coming to school and their achievement is good. Children begin in the Nursery with skills that are below expectations for their age. Most pupils meet their targets and make good progress from their starting points as they move through the school. They leave Year 6 with attainment in reading, writing and mathematics that is broadly average. Historically, boys have made slower progress in reading and writing than girls. The school has been successful in implementing a number of strategies to address this issue, including more frequent use of computers to support writing activities. As a result, the gap is now closing. Pupils from Traveller communities who attend regularly achieve as well as their classmates. Pupils with special educational needs and/or disabilities achieve well because their needs are carefully assessed and planned for. Effective intervention groups and good support from teaching assistants in lessons also support them well in their learning. Different groups of pupils were observed in lessons making good progress and enjoying learning.

All pupils spoken to during the inspection told inspectors that they feel safe in school at all times. Pupils also have a good understanding about what might constitute an

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unsafe situation and are aware of risks associated with using the internet. Pupils are aware of the importance of healthy eating and the need to exercise regularly. Exercise-related after-school clubs, including football, dance and a fitness club, are well attended and pupils choose to be physically active at playtimes. They make a good contribution to the smooth running of the school – for example, a ‘playground buddies’ scheme is in operation and pupils told inspectors that they enjoyed helping younger children on the playground. An active school council and ‘eco-committee’ also make helpful contributions. Pupils make good links with the wider community, and have recently sent Christmas cards to members of the armed forces serving in Afghanistan. Pupils’ spiritual, moral, social and cultural development is good. They sing heartily in school assemblies and demonstrate good spiritual awareness during moments of reflection. However, in some lessons, insufficient time is spent reflecting upon learning. Pupils have positive relationships with each other and their behaviour is good. Pupils are becoming increasingly aware of the cultural diversity of society due to improvements being made in the school’s curriculum.

Although attendance is no better than broadly average, it is improving. The school have developed effective reward systems to encourage better attendance and these are valued by pupils. Improving attendance and pupils’ satisfactory basic skills indicate that they are securing satisfactory development of workplace and other skills that will contribute to their future economic well-being.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<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>	3
<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

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## How effective is the provision?

The quality of teaching and learning is good. In the best lessons, pupils make very good progress because they are completely clear about how their learning is developing, and learning is pitched at exactly the right level for them. However, this was not the case in all lessons observed during the inspection. Teachers use questioning well to promote pupils’ use of extended thinking skills. The school also places a strong emphasis on encouraging pupils to develop their speaking and listening skills – and does this well. Pupils listen to and value ideas contributed by their peers and have frequent opportunities to talk with partners and in small groups. Pupils’ exercise books show that they make good progress in learning and this indicates that the quality of teaching is consistently good over time. Teachers mark work carefully and ensure that pupils receive clear guidance as to how they can improve their work. Younger pupils, who are often in the early stages of learning to read, are given clear guidance through verbal feedback.

The school provides a rich and varied curriculum and includes a good range of practical activities. A woodland area has been developed in the school grounds and pupils were observed exploring the area before settling down to make toast very responsibly on an open fire and to drink hot chocolate with their teacher. The pupils demonstrated a high level of enjoyment and made good progress in their learning. A number of other learning activities take place outdoors, as part of the school’s revised curriculum. Topic themes are planned imaginatively and are relevant to the pupils’ needs and interests. Topics maintain a sharp focus on the development of pupils’ skills in all subjects as they move through the school. A range of trips and visitors to the school support the curriculum well and a varied range of extra-curricular activities are actively pursued.

The school makes good provision for pupils’ care, guidance and support. Strong links with external agencies ensure that pupils receive prompt access to specialist services at times of need. Individual case studies indicate that those pupils whose circumstances may make them potentially vulnerable are cared for well by the school and make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

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Staff in this small school demonstrate a clear determination to continue to improve and their responses indicate that they feel proud to be a part of the school. The headteacher has established a calm and well-organised environment and has effectively directed the work of the staff team, many of whom carry out a number of leadership roles. Priorities are clearly communicated and expectations are high across the school. This has led to good improvement since the last inspection.

The governing body has a clear understanding of the school’s current priorities and effective systems ensure good communication with the school. The governing body provides good support to the headteacher and effective procedures hold leaders to account. However, the governing body’s evaluations of the impact of the school’s actions in raising attainment are limited in subjects other than English and mathematics because clear targets are not always included in action plans.

The school listens to the views of parents and carers well, which accounts for the high level of satisfaction expressed in their responses to the inspection questionnaire. There is a strong commitment to inclusion and equality of opportunity and there have been very few reported cases of discrimination at the school in recent years. Leaders and managers closely scrutinize the achievement of each individual and have been successful in taking effective action to close gaps in performance. The school’s contribution to community cohesion is good. Leaders have a clear understanding of the school’s strengths and areas for development in this respect, following an effective audit of the school’s provision. Pupils show a high degree of tolerance and understanding for others in the school who come from backgrounds different to their own.

Good partnerships enable the school to access opportunities that would not be possible if it were working alone to improve provision and outcomes for pupils. For example, a partnership with the Derbyshire Wildlife Trust enabled the school to develop its new woodland area, which plays an important role in the improved curriculum. Strong partnerships with other local schools have led to improvements in the school’s information and communication technology provision and have enabled pupils to make a smooth transition to the next phase of their education.

Nationally required safeguarding checks have been undertaken by the school and child protection arrangements are secure and robust. Staff and members of the governing body demonstrate a good understanding of child protection processes and procedures. Carefully considered risk assessments are in place for all school activities and resources.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the</b>	<b>2</b>



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<b>school so that weaknesses are tackled decisively and statutory responsibilities met</b>	
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</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>2</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>2</b>

## Early Years Foundation Stage

School information shows that children enter the Nursery and Reception class with skills, particularly in communication, language and literacy that are below expectations for their age. Children make good progress throughout their time in the Early Years Foundation Stage, particularly in the development of their speaking, reading and writing skills and personal and social skills. They enter Year 1 at levels broadly in line with expectations for their age, due to good teaching.

Children are happy and confident because they feel safe and well cared for. They thoroughly enjoy taking part in the stimulating activities inside and outside the classroom. Relationships between adults and children are good and caring, and children also interact very positively with each other. Learning areas, including the refurbished outdoor learning space, are well organised and are made appealing to children. Teachers and teaching assistants have good observation and assessment procedures that ensure activities are tailored to meet the needs of individuals, including those with special educational needs and/or disabilities. Parents and carers receive weekly updates in ‘information books’ about their children’s progress towards their targets and are able to respond in writing, adding their own observations to comments made by staff. Parents and carers value this system and say that it plays an important role in helping them to support their children’s learning.

Leadership is strong and this is reflected particularly well in the high-quality record keeping, self-evaluation and planning documents produced by staff. It is also reflected in the good outcomes achieved by children, good provision and the strong desire evident in all staff to want to continue to improve. Leaders have a clear and accurate understanding of the strengths and areas requiring further development in the Nursery and Reception class.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2

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Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The views of parents and carers were overwhelmingly positive. All parents and carers responding to the questionnaire, or spoken to directly by inspectors during the inspection, reported that they were happy with their children’s overall experience at the school. One commented, ‘The school has a nurturing ethos and knows all of the children well. Staff are approachable and friendly. It is a great school.’ Other parents and carers made similar comments. A very small minority of parents and carers raised individual concerns and these were carefully considered during the inspection by the team and discussed with the headteacher, while preserving anonymity.

The proportion of parents and carers who responded to the Ofsted questionnaire was higher than in most primary schools.

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

Ofsted invited all the registered parents and carers of pupils registered at Temple Normanton 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 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	59	16	41	0	0	0	0
The school keeps my child safe	29	74	9	23	0	0	1	3
The school informs me about my child’s progress	26	67	12	31	0	0	0	0
My child is making enough progress at this school	27	69	12	31	0	0	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	25	64	14	36	0	0	0	0
The school helps my child to have a healthy lifestyle	27	69	12	31	0	0	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)	25	64	11	28	1	3	0	0
The school meets my child’s particular needs	25	64	14	36	0	0	0	0
The school deals effectively with unacceptable behaviour	24	62	14	36	0	0	0	0
The school takes account of my suggestions and concerns	23	59	16	41	0	0	0	0
The school is led and managed effectively	27	69	12	31	0	0	0	0
Overall, I am happy with my child’s experience at this school	28	72	11	28	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



8 December 2011

Dear Pupils

### **Inspection of Temple Normanton Primary School, Chesterfield, S42 5DW**

Thank you for making inspectors so welcome when we inspected your school recently. We were impressed by your friendliness and really enjoyed talking to you.

You are lucky because you go to a good school. Most things about your school are good and some are excellent. Here are some of the best things.

- You all told us that you feel safe and happy in school and your parents and carers told us the same.
- The school and your parents and carers work really hard together to try to help you to learn as well as you can.
- Your teachers make sure that your classrooms and outdoor areas, including the woodland area, are exciting places for you to be in. They also make sure that learning is fun and this helps you to make good progress while you are at school.

There are some things that can make your school even better. Here are some of the most important things.

- Everybody needs to work together to make sure that you come to school as often as possible and arrive in time for the start of lessons.
- Your teachers need to get even better at checking your work in lessons, so that they can change your work to something easier or harder if you need it. They also need to give you more chances and time to think about how much you are learning during lessons, so that you can get even better at it.
- Your teachers need to think really carefully about how plans to make things better in each subject are measured and checked to see if they are working.

You can all help too by trying hard in lessons, coming to school as often as possible and arriving in time for the start of lessons.

Yours sincerely

Jeremy Spencer  
Her Majesty's Inspector

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