

Overseal Primary School

Inspection report

Unique reference number	112603
Local authority	Derbyshire
Inspection number	378519
Inspection dates	10–11 May 2012
Lead inspector	Derek Aitken

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	196
Appropriate authority	The governing body
Chair	Dave Baldaro
Headteacher	Fiona Hughes
Date of previous school inspection	7 March 2008
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Age group	4–11
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Introduction

Inspection team

Derek Aitken

Additional Inspector

Roary Pownall

Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 15 lessons taught by nine teachers, and scrutinised pupils' work in a wide range of subjects. Inspectors listened to pupils reading. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at a range of documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 102 parents and carers, 104 pupils and 19 staff.

Information about the school

Overseal Primary is smaller than most primary schools. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is well below average. The school provides for children in the Early Years Foundation Stage through one Reception class.

The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

The school has Healthy Schools status and its other awards include Basic Skills, International Schools and Sing-up (Silver).

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It is not outstanding, because achievement is good rather than excellent as new, well considered initiatives are not yet fully embedded in the curriculum and on a few occasions, teachers miss opportunities to extend pupils' learning.
- Pupils achieve well and leave Year 6 with attainment that is significantly above average. They make outstanding progress in Reception, where they quickly demonstrate a secure command of basic skills. Key personal and social skills, such as an enthusiasm for working with others and an aspiration to succeed are nurtured exceptionally well and underpin pupils' consistent good progress in Key Stage 1 and Key Stage 2.
- Teaching is good with no weakness in common across the school. Some outstanding elements were observed, for example, when stimulating resources and techniques were used to inspire pupils to contribute strongly to lessons. However, on a few occasions, teachers hold back learning through less effective organisation in lessons. The curriculum is regularly reviewed to maximise achievement for each pupil.
- Pupils' behaviour is exceptional. Pupils demonstrate high levels of respect for each other and the staff. They respond eagerly to challenges and concentrate fully during activities which require their sustained attention. Pupils and their parents and carers are right to think that the school provides a very safe environment where pupils can thrive socially and emotionally.
- Staff, under the sharply focused guidance of senior leaders, have been highly successful in maintaining pupils' attainment at consistently above-average levels. Provision in Reception has been strengthened and pupils' writing skills have improved in Key Stage 2. Imaginative initiatives to further raise attainment in reading and mathematics in Key Stage 2 have not had their full impact on pupils' achievement. School performance is managed well and the leadership of teaching is firmly established, so that all staff have high expectations and are fully accountable for pupils' progress.

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What does the school need to do to improve further?

- Further raise pupils' achievement by:
 - ensuring that the school's strategies for raising pupils' attainment are fully embedded across the curriculum.
- Increase the proportion of outstanding teaching and enable more pupils to achieve the higher levels by:
 - ensuring all opportunities are taken in lessons to extend pupils' learning
 - ensuring that teachers always organise lessons so that pupils, when ready to do so, move on quickly to the next activity and that all lesson summaries are highly focused to review pupils' learning.

Main report

Achievement of pupils

Inspection findings fully endorse the views of parents and carers that pupils make good progress. Children's skills and development on entry to Reception is usually in line with age-related expectations but this year they are significantly lower in some areas of learning. Children make rapid progress as work excites their imagination, is well matched to their different levels of ability and is sharply focused on improving comparatively weaker areas in their development. In the last two years children's progress has quickened, so that the large majority start Year 1 with at least the skills and knowledge expected for their age and an increasing proportion exceed this.

Pupils build steadily on this highly promising start, and by the end of Year 2 pupils are working typically at least a term ahead of their peers nationally. For example, in a good Key Stage 1 lesson, pupils wrote accurately in paragraphs, used speech marks and punctuation appropriately and developed their ideas on 'Owl Babies' well, using imaginative ideas and vocabulary. This good progress is maintained consistently throughout Key Stage 2, and by the end of Year 6 attainment is usually significantly above average at both Level 4 and Level 5. Basic skills are taught very effectively, so that pupils quickly acquire the confidence, for example in mathematics, to apply their secure computational skills successfully to solving multi-step problems. Pupils' targets are firmly embedded in English and mathematics both to raise aspirations and to develop their skills well in writing for different purposes.

All groups of pupils make good progress in lessons. Consequently, there are no major variations in lessons or across key stages with regard to gender, ethnicity or eligibility for free school meals. By the end of Years 2 and 6, attainment in reading has risen to above-average levels. Most pupils enjoy reading and they appreciate the recent enhancement to library provision, designed to encourage them to read a wider range of texts. Year 2 pupils read accurately, segmenting and blending 'tricky' words appropriately and some pupils are able to hypothesise on how the story might

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end. More-able pupils in Year 6 demonstrate a keen awareness of variations in authors' styles and understand the meaning of sophisticated, complex language.

Disabled pupils and those with special educational needs are challenged and supported well by the staff and also make good progress. For example, in a Key Stage 2 mathematics lesson these pupils worked independently and systematically through a series of diagrams to work out correct answers to fraction questions.

Quality of teaching

Parents and carers rightly believe that pupils are taught well, and their children agree. Reception children are exceptionally keen learners and imaginative, topic-based activities are carefully chosen to excite their curiosity and challenge them, for example in writing messages to a treasured 'missing' animal. Regular assessment informs lesson planning sharply and staff are deployed skilfully to reinforce and extend children's understanding of new concepts. In all lessons, teachers' strong expectations for pupils' progress and behaviour promote a 'can-do' climate of enterprise, fostering trusting relationships and pupils' good spiritual, moral, social and cultural development.

Lessons are usually characterised by a brisk pace, suitable levels of challenge and effective support for all groups of learners. Pupils are continually asked for their ideas and contributions and are keen to demonstrate their proficiency. In the outstanding lessons, teachers make expert use of stimulating resources to enthuse pupils. This was demonstrated in an excellent geography lesson where pupils devised their own symbols and annotations to create a map of the local area. Similarly, in a mathematics lesson, well-judged contributions from the teacher enabled pupils to explore and understand complex mathematical language. Teachers are usually adept at providing the right balance between explanation and practice of new concepts and moving the lesson quickly on to its next stage. On a few occasions, teachers miss the opportunity to extend pupils' learning and challenge the more-able further, for example when pupils are held back from moving on quickly to the next activity or when lesson summaries are focused on earlier rather than new learning. Reading skills are taught well in letters and sounds lessons in Key Stage 1 and this underpins pupils' confident acquisition of written language. Teaching assistants support disabled pupils and those with special educational needs skilfully, for example, in improving the quality of language used to debate the advantages and disadvantages of school uniform. Marking is of good quality. Teachers provide pupils with regular, useful guidance on how they can improve their work and make frequent reference to pupils' targets and success criteria in lessons to help them review and amend their work. Older pupils are accustomed to self- and peer-assessment practices, which develops their confidence in taking responsibility for their learning.

Behaviour and safety of pupils

Pupils' eager responsiveness to the school's 'Shine' motto and very positive attitudes towards their learning underpin their enjoyment of lessons, their sense of well-being

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in school and good achievement. These qualities are apparent from the moment children start Reception. Reception children follow routines well and display excellent teamwork skills, for example during activities where they explore volumes of sand or water. Throughout Key Stages 1 and 2, pupils behave very responsibly, show respect for each other's views and take pride in their work. They are exceptionally keen to support each other in paired or group tasks, for example when grouping counters into containers to work out division sums. The pace of learning rarely drops which ensures pupils are kept alert and focused throughout lessons. Pupils respect the school rules and respond quickly to reminders, praise and encouragement for good behaviour. Even the youngest pupils behave exceptionally well in public areas such as the dinner hall, the playground and in assemblies. Pupils fully understand the school's expectations and respond promptly to guidance as reflected in the extremely rare incidence of exclusions. Records demonstrate that any untoward incidents, including those with a homophobic or racist intent, are similarly rare.

Inspection findings are endorsed by the parent community. Every parent or carer who responded to the questionnaire stated that pupils behave well and that their child feels safe in school. Pupils agree and believe that the school is a strong, cohesive community, promoted, for example, through the energetic efforts of school councillors and 'smiley faces' (peer mentors). Pupils know that their voice is heard and respected by the staff, for example in influencing the acquisition of audio-books for the new school library. Their respect for diversity is demonstrated in their active links with schools in Bangladesh. Vulnerable pupils are closely monitored and records demonstrate the tenacity of leaders in pursuing all available avenues in support of their academic and pastoral well-being. Pupils have a sharp perception of various types of bullying. They report that bullying in any form is rare and that when it happens it is invariably restricted to name-calling and staff take swift and effective actions to sort it out. Pupils' enjoyment of school is reflected in their attendance, which has been maintained at significantly above-average.

Leadership and management

Incisive and sharply focused school development planning and self-evaluation allied to strong expectations for pupils' performance underpin the leadership's drive to improve outcomes for pupils. The school has delegated leadership responsibilities thoughtfully to ensure that staff at all levels share high aspirations and are fully accountable for pupils' achievement. Professional development is precisely linked to comprehensive, practical, imaginative strategies aimed at further improving pupils' key skills and advancing other curriculum priorities. These actions are not yet fully embedded in the school's work. Challenging targets are, however, regularly met or exceeded. Systems for monitoring provision, including teaching, are efficient. Records maintained by leaders and inspection findings provide convincing evidence of the positive impact of professional development on individual practice, for example of new teachers. Best practice is usefully shared with other schools. Staff are consistent in their practice and implementation of policies, so that procedures run smoothly.

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The school provides a broad and balanced curriculum which is adapted well to advance pupils' consistently good achievement across the school. Leaders promote equal opportunity in learning very effectively. Pupils' progress is closely monitored, appropriate strategies are implemented and thoroughly evaluated to support any pupil in danger of falling behind in their learning. Leaders are now starting to focus on adapting provision to ensure that more very able Year 6 pupils are challenged to reach the highest possible levels. Relationships throughout the school are very positive; the school's strong pastoral systems ensure there is no discrimination. Disabled pupils and those with special educational needs are identified early and the success of provision for them is reflected in their above-average attainment in Year 6. The curriculum promotes pupils' spiritual, moral, social and cultural development well, especially the moral aspect, as reflected in pupils' strong sense of self-direction and motivation to succeed. The governing body deploys the expertise of its members usefully to monitor and develop provision. Strengths of the school's good arrangements for safeguarding include the school's work with vulnerable pupils. All current requirements for safeguarding are met.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 May 2012

Dear Pupils

Inspection of Overseal Primary School, Swadlincote, DE12 6LU

I would like to thank you for your help when the inspection team visited your school and for sharing your views with us, including through the questionnaires some of you completed. Yours is a good school.

- Reception children make excellent progress in their learning.
- You are taught well in Key Stage 1 and Key Stage 2 and this helps you to reach above-average levels of attainment by the end of Year 6. You achieve well in all subjects.
- You told us you feel safe and that you are well looked after by the staff. You behave exceptionally well around the school and your willingness to support each other in lessons and desire to succeed in all that you do is very impressive.
- The school is led well. Senior leaders work hard to ensure all groups of pupils are supported effectively in their learning and get equal chances to do their best. Leaders plan very carefully to make further improvements to your education.

We have asked the staff to do the following things to help you achieve even better.

- Make sure all their plans for improving your achievement are fully developed across the curriculum.
- Increase the number of outstanding lessons and make sure teachers always make the best use of every opportunity to extend your learning.

You can help by continuing to show first-class attitudes towards your learning and by keeping up your above-average attendance.

Yours sincerely

Derek Aitken
Lead inspector

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