

Firfield Primary School

Sawley Road, Breaston, Derby, DE72 3EF

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards in reading, writing and mathematics are above average by the time pupils leave school in Year 6. This shows good progress from when children first start at school in Reception.
- Teaching is good and this accounts for pupils' good learning and progress. Teachers make lessons interesting and pupils particularly enjoy the opportunities they have to work together and share their ideas.
- Pupils behave well in lessons and conduct themselves sensibly around the school. They say they feel safe and well cared for.
- The school is well led and managed. School leaders including the governing body, have a good understanding of what the school does well and what they need to do next to move the school to outstanding.
- There has been good improvement since the time of the last inspection as a result of the support and training that has been given to improve the quality of teaching. This better quality of teaching has resulted in improving standards throughout the school and pupils' good achievement.

It is not yet an outstanding school because

- Work is not always hard enough for all pupils.
- Pupils do not have enough opportunities to plan work and think for themselves.
- Marking does not consistently speed up pupils' progress.

Information about this inspection

- Inspectors visited 34 lessons and 14 teachers were observed teaching. Three lessons were jointly observed with the headteacher.
- Meetings were held with staff, two members of the governing body, parents, groups of pupils and a representative of the local authority.
- Inspectors looked at a range of documents, including the school improvement plan, pupils' progress information, monitoring documentation, samples of pupils' work and documents relating to safeguarding. In addition, inspectors listened to pupils read and talked with them about their enjoyment of books.
- Account was taken of 44 responses to the online questionnaire (Parent View), the school's own information about parents' views of the school and 12 responses from staff were examined and analysed.

Inspection team

Lois Furness, Lead inspector

Additional inspector

Bob Roberts

Additional inspector

Alwyne Jolly

Additional inspector

Full report

Information about this school

- Firfield is a much larger-than-average primary school.
- The vast majority of pupils are White British and the proportion of pupils who are learning English as an additional language is low.
- The proportion of pupils supported at school action is broadly average but well below average at school action plus and with a statement of educational needs.
- A well below average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Although the breakfast club is managed by the governing body, the onsite after-school club is managed by a private provider and is separately inspected.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to 80% by:
 - ensuring that teachers consistently provide pupils with work that makes them think hard and activities which allow them to use initiative and make decisions about how and what to learn next
 - increasing opportunities for pupils to independently record their ideas
 - ensuring that marking and feedback provides pupils with clear guidance in all subjects about the strengths of their work and how to improve and that pupils are given time to respond to the advice given.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with skills that mainly match those expected for their age. Good subject knowledge and exciting activities ensure children make good gains in their learning. By the time children enter Year 1, their attainment is above average.
- Good progress continues throughout the school and, by the end of Year 2 and Year 6, attainment in English and mathematics is above average. The number of Year 6 pupils attaining Level 4 or higher in reading, writing and mathematics increased markedly in 2012, as did those exceeding this expected level.
- The proportion of pupils' making the progress that pupils should make from Year 2 to Year 6 in 2011 was similar to that found nationally. However, as a result of improved teaching, these proportions have increased, especially in mathematics, where 93% of pupils made at least expected progress.
- In most lessons, good progress was observed, and pupils systematically learn new facts and gain new skills, including in subjects such as history, geography and science. Pupils are encouraged to apply their literacy and numeracy skills in these subjects. However, occasionally, an overuse of worksheets limits pupils' independence and restricts their skills of planning and organising their ideas.
- Daily reading opportunities ensure pupils read a good range of books and a variety of different authors. Activities such as 'Book Week' help to successfully promote their enjoyment of reading. Pupils spoken too say they regularly read at home and some attend the local library.
- Teachers plan well to meet the needs of disabled pupils and those pupils who have special educational needs. Skilled teaching assistants provide effective support for these pupils. They ensure that all are fully included in lessons and, consequently, they make progress equal to that of their peers.
- Pupils who are learning English as an additional language and those pupils who receive additional government funding also make good progress. Leaders have used this funding to ensure that extra support is available where it is needed.

The quality of teaching is good

- Teaching across the school and in most subjects is usually good and pupils are attentive and eager to learn. Good relationships between adults and pupils mean classrooms are happy places where pupils feel safe to ask and answer questions.
- In all classrooms, there is a strong focus on involving pupils in their learning through the sharing of lesson goals and of how to achieve success in their work. Planning is thorough and detailed. Information about prior learning is used carefully to set work that is at the right level for all pupils, whatever their ability.
- Although expectations are usually high, activities are occasionally undemanding. This was seen in a reading session for younger pupils when the two groups working with adults made good progress due to good questioning and good subject knowledge. However, the tasks for those pupils working independently were lacking in difficulty, resulting in a slowing of the pace of learning for these pupils.

- The teaching of reading, writing, mathematics and information and communication technology is effective, as shown by pupils' progress over time. However, pupils' progress is sometimes held back by an overly planned structure to the lesson which does not allow them to make decisions about their learning or use their initiative.
- When pupils are allowed to use their own ideas they respond extremely well, as shown by the topic-based activities introduced for homework last year. During these activities, pupils personalised their learning to their interests and to their favourite ways of working. High quality work was produced as a result.
- Pupils' work is marked regularly and good advice is given in writing about why work is good and how to improve. However, this good quality practice is not consistent in all subjects and pupils are not always given time to respond to the useful comments made.

The behaviour and safety of pupils are good

- Good attitudes towards school are fostered in the Reception Year. Although children have only attended school for a very short time, they are happy, settled and eager to learn. This was seen as a group of children excitedly explained how using a magnifying glass made everything so much bigger.
- Pupils' above-average attendance confirms their enjoyment of school. Whether working with teachers or support staff, pupils consistently show good attitudes to learning. These findings confirm the views of parents, carers and staff.
- In almost all lessons seen, pupils listen attentively and are keen to volunteer answers. Pupils want to be actively involved, as was seen in a good Year 6 English lesson when one pupil willingly scribed for others as pupils shared information for a biography of Henry VIII.
- Discussions identify that good behaviour is typical, although pupils say that there are a few pupils who are not adept at handling their own behaviour and who occasionally disrupt lessons. However, they explain that these pupils are managed effectively by staff.
- The ethos of the school is warm and friendly. Pupils play a large part in that through their good behaviour and close relationships with each other. Staff and pupils alike are clear about the school's positive policies for managing behaviour.
- Pupils are polite and respectful to each other. When, on the odd occasion, bullying occurs, they consider it is dealt with promptly. They have a good understanding of the different forms of bullying, including prejudicial name-calling and cyber-bullying.
- Pupils feel safe and secure in school. They are aware of potential dangers they might face, including those linked to the internet. Parent and carer responses to the online questionnaire and the school's own survey were positive in their view that their children are safe and well cared for.

The leadership and management are good

- All with leadership responsibility communicate their drive and ambition clearly. Staff questionnaire returns indicate morale is high and there is a shared drive for school improvement. Self-evaluation is accurate and robust, and the school improvement plan provides a useful tool for development.
- Teaching has improved over the last three years as a result of training and opportunities for

teachers to learn from each other. The setting of yearly targets and regular monitoring has helped teachers to refine and develop their teaching skills.

- The local authority has provided effective support in improving teaching and pupils' achievement. Literacy and numeracy consultants have provided useful advice at staff meetings, training days, and by working alongside teachers in their classrooms.
 - Meaningful links are made between subjects so pupils see a purpose to their learning. Pupils are encouraged to use effectively their literacy skills in other subjects. For example, drama was used effectively in Year 4 to provide a stimulus for writing a newspaper report.
 - Lessons involving personal, social and health education promote pupils' good personal development, including behaviour and an understanding of keeping safe. Other aspects of spiritual, moral, social and cultural development are provided through music, art and the learning of French.
 - **The governance of the school:**
 - provides a good level of challenge for school leaders in relation to pupils' achievement because governors are aware of strengths and weaknesses within the school
 - does not focus enough on what is needed to make teaching outstanding
 - ensures that statutory duties are fully met, including those relating to safeguarding policies and practices.
 - Parents have positive views of the school. The online questionnaire returns, the school's own survey results and informal discussion with parents at the start of the school day indicate that parents have full confidence in the school's work.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112516
Local authority	Derbyshire
Inspection number	401279

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	407
Appropriate authority	The governing body
Chair	Graham Robertson
Headteacher	Nicola Smith
Date of previous school inspection	23 November 2009
Telephone number	01332 872216
Fax number	01332 872403
Email address	enquiries@firfield.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

