

Fritchley CofE (Aided) Primary School

Church Street, Fritchley, Belper, DE56 2FQ

Inspection dates 4–5 December 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- A large minority of pupils make slow progress in writing and mathematics in Key Stage 2. This stops them from achieving standards as high as they could be.
- Pupils who find learning difficult do not make as much progress as they should. The work given to them is not always set at the right level. This means that it can be too hard and at other times too easy.
- A minority of teachers do not plan work which is hard enough for pupils, particularly the most capable. As a result, these pupils do not learn as quickly as they should.
- The leadership of teaching is too dependent upon the headteacher. Although he has improved the school, he needs more support from other teachers who lead subjects.

The school has the following strengths

- Teaching in the Reception Year and Key Stage 1 is good. Teachers know the pupils well and plan activities which help them to learn quickly and make good progress.
- Pupils behave well and show respect for each other, staff and visitors to the school.
- The headteacher has a clear vision of what he wants the school to be like and he provides strong leadership.
- Pupils are well cared for. As a result, they feel safe in school and attend regularly.
- Pupils' spiritual, moral, social and cultural development is good. They have many opportunities to develop their skills in art, music and physical education.

Information about this inspection

- The inspector observed nine lessons or parts of lessons delivered by five teachers. On two of these visits, the headteacher and the inspector observed the lesson together.
- Meetings were held with the headteacher, other teachers with leadership responsibilities, the Chair of the Governing Body and pupils. The inspector also met with a representative of the local authority.
- The inspector took account of the views of 16 parents and carers expressed through the online questionnaire (Parent View), as well as responses on questionnaires completed by the staff.
- The inspector observed the school's work and looked at a number of documents including: the school development plan; the school's own data on pupils' progress; planning and monitoring information; records relating to attendance, behaviour and safeguarding; and minutes of meetings of the governing body.

Inspection team

David Carter, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Fritchley is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is similar to the national average. The proportion of pupils supported at school action plus or through a statement of special educational needs is above the national average.
- Virtually all of the pupils are from a White British background.
- Only a small proportion of pupils, compared with the national average, are eligible for the pupil premium, which provides additional funding to support those pupils known to be eligible for free school meals, looked after children and pupils from families with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to ensure that all pupils make good progress, particularly in writing and mathematics, by:
 - making sure that activities are set at the right level for all pupils, especially the most capable pupils and those who find learning difficult
 - providing pupils with more opportunities to apply their skills in writing and mathematics when doing work in other subjects
 - giving pupils more opportunities to respond to the teacher's marking, so that they know how to improve their work and reach their personal targets.
- Make leadership and management, including that of the governing body, more effective in improving the school by:
 - ensuring all teachers with leadership responsibilities help to improve the quality of teaching and raise standards
 - making sure that plans for improvement have clear timescales and measurable targets, so that governors and senior leaders can check on how well the school is improving
 - using the information from the school's tracking system to check on the progress of groups of pupils, including those for whom the school receives the pupil premium and, where changes are required, implementing them more quickly.

Inspection judgements

The achievement of pupils

requires improvement

- Some pupils do not make as much progress as they should in Key Stage 2, particularly in writing and mathematics. As a result too few pupils achieve Level 5 in both English and mathematics at the end of Year 6. Although overall standards at the end of Year 6 are broadly average, some pupils are not reaching their potential. This is because there is too much variation in the quality of teaching in Key Stage 2 and pupils do not make fast enough progress.
- Although there is some variation from year to year, children start school with skills and experience that are slightly below the levels typical for their age. They make good progress in the Reception Year. This is because adults know the children well and activities are planned to meet the interests and needs of the children. By the time they enter Year 1, their knowledge and skills are above average.
- Pupils continue to make good progress in Key Stage 1, particularly in reading. Pupils also make good progress in reading in Key Stage 2 and, by the time they leave the school, most can read fluently and with understanding.
- The progress made by pupils who have difficulty with their learning and receive additional help varies across the school. This is because work is sometimes too easy and sometimes too hard. The school provides one-to-one tuition and leaders are beginning to put into place a system to identify pupils who may need early additional help.
- The progress and attainment of pupils for whom the school receives the pupil premium varies. As a result there is a gap between the lower attainment of these pupils and others, but this is narrowing. The school uses funding to employ teaching assistants to work with identified pupils. This reflects the school's satisfactory promotion of equality of opportunity.

The quality of teaching

requires improvement

Teaching has varied too much since the previous inspection and inconsistencies remain which prevents all pupils from making good progress. Where pupils do not learn as well as they should, teachers sometimes talk for too long.

- The school's own records, as well as checks done by the local authority, show that teaching has improved overall, and this is contributing to improved rates of progress. Teaching is weaker where the activities are too easy or too hard for the pupils, especially for those who find learning difficult.
- In classes in Key Stage 2, teachers do not focus enough on the learning of pupils of different abilities, but rather on ensuring that tasks are completed. They do not always check up on the different groups early enough during the lesson to make sure that pupils understand what they are learning and are making good progress.
- Pupils' workbooks show that grammar, punctuation and spelling are not taught systematically enough in Key Stage 2. As a result, some pupils are not developing their skills in writing as well as they should. A new system for checking on writing means that teachers are giving pupils more opportunities to write in different subjects. For example, in Key Stage 2, pupils were writing about the life of the Incas in history.
- Pupils' mathematics books show that teachers plan plenty of activities to help them develop

their skills in calculation. They do not have enough opportunities to use these skills to solve real-life problems or to apply them in other subjects, such as when reporting on a science investigation.

- The school has made a good start at making sure that pupils can respond to the comments teachers make when marking their work. This is at an early stage, and pupils are not yet given enough opportunities to respond and show how they are improving their work and moving towards their targets.
- In lessons where pupils make good progress, teachers use the information they have about pupils effectively to make sure that the work set is challenging. Explanations given to pupils are clear, and the teachers question pupils to check upon their understanding.

The behaviour and safety of pupils are good

- Pupils are polite and courteous towards each other, the staff and visitors to the school. Older pupils are caring towards the younger children, especially those who have been trained as 'mini-leaders'. This ensures that younger pupils are looked after and are kept safe and active during playtimes.
- Pupils feel safe and have complete confidence in the adults in the school. Caring attitudes are apparent in lessons and around the school at all times.
- A few parents do not believe that the school manages behaviour effectively and express some concerns about bullying. When talking to pupils, it is clear that most pupils have a good understanding of the nature of different types of bullying, and are confident that incidents will be dealt with swiftly and effectively.
- Pupils are rewarded for good behaviour and are very clear about what happens if they misbehave. Pupils have positive attitudes to learning and they are keen to listen and work hard. However, in the weakest lessons, where pupils have to listen for too long, a few pupils can become restless and are more reluctant to work.
- Pupils enjoy coming to school. They are punctual and attendance is above average because they enjoy learning.

The leadership and management requires improvement

- The headteacher provides effective leadership and he has a clear vision for improving teaching and raising achievement. Other subject leaders, however, are not playing a strong enough part in improving the quality of teaching.
- The headteacher and governing body have a good understanding of the school's strengths and areas for improvement. They have developed a clear plan for improvement with identified actions, but these do not have precise targets so that governors and leaders can check on how well the school is doing throughout the year.
- The checking of teaching and learning by the headteacher has become more rigorous since the previous inspection. He regularly observes lessons, and checks pupils' books. Although this is helping him to hold staff to account for the progress of individual pupils, the current system does

not provide leaders with enough detail to track the progress of groups of pupils, for example, those who are the most capable.

The headteacher uses targets based on pupils' achievements to decide whether or not to give pay rises to teachers. Appropriate training is provided for teachers to help them reach their targets. Where teachers have not met their targets they have been challenged effectively.

- Lessons are planned around themes based on the interests of the pupils. Although this type of planning is at an early stage in making links between subjects, it contributes well to pupils' spiritual, moral, social and cultural development. For example, through the partnership with the parish church, pupils receive specialist teaching which enables them to reflect about their place in the world. Pupils have opportunities to practise and perform music and this plays an important role in the life of the school. Pupils enjoy a range of participative and competitive sport, both within and beyond the school day.
 - The staff enjoy good relationships with parents and carers. The school provides parents with clear information about the life of the school as well as how they can help their children's learning at home.
 - The local authority has provided effective support for the school since the last inspection, and has provided specialist consultants to help the school improve the quality of teaching.
 - **The governance of the school:**
 - The governing body recognises the difference the headteacher has made and it is working closely with him to improve the school. Governors are provided with detailed information about the school's performance, which is helping them to support and challenge school leaders. Some governors come into school to check on developments in their area of responsibility, but this is at an early stage of development. Governors take account of the views of pupils, parents and carers, which helps them when they make plans for improvement. The governing body is fully aware of the financial constraints within which it has to operate and makes careful decisions about funding, for example, about how pupil premium funding is used to support eligible pupils. It ensures that the school's arrangements for safeguarding pupils meet national requirements.
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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	112880
Local authority	Derbyshire
Inspection number	401317

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Di Fretwell
Headteacher	Phil Bateman
Date of previous school inspection	21 April 2010
Telephone number	01773 852216
Fax number	01773 850281
Email address	enquiries@fritchley.derbyshire.sch.uk

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