

# Duke of Norfolk CofE Primary School

Royle Avenue, Glossop, SK13 7RD

**Inspection dates** 11–12 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children make a good start in the Early Years Foundation Stage classes and enter Year 1 with more skills and knowledge than is expected for their age.
- Teaching is good in nearly all classes. Some teaching is outstanding.
- Pupils achieve well throughout the school in reading, writing and mathematics.
- Standards in Year 6 rose in 2012 to be above average, with more pupils reaching expected and better than expected levels in English and mathematics compared with the national averages.
- Pupils enjoy coming to school and this is reflected in their above average attendance.
- Pupils take part in a wide range of interesting and exciting experiences throughout the year.
- Pupils feel safe in school and their behaviour is good both in and out of lessons.
- The senior leadership team makes rigorous checks on the school's performance.
- The strong, caring team of staff provides very good care and welfare for pupils to ensure they and their families are well supported.
- The headteacher's leadership skills and his determination to ensure pupils do well have successfully brought about improvements in teaching and standards. The school has improved significantly since its last inspection.
- The governors are ambitious for the school and keen to see it succeed.

### It is not yet an outstanding school because

- Teaching is not consistently good across the school and not enough is outstanding.
- Marking does not always tell pupils how to improve their work.
- Teachers do not always provide pupils with work at the right level to meet their needs, especially for more-able pupils.

## Information about this inspection

- Inspectors visited 20 lessons taught by 11 of the school’s teachers. Five were joint observations with the school’s senior leaders.
- Meetings were held with parents, staff, members of the governing body, a representative of the local authority, and pupils.
- Inspectors observed the school’s work and looked at development plans, records of pupils’ progress, arrangements for safeguarding and documentation on monitoring teachers’ performance.
- Inspectors took account of the 47 responses to the online questionnaire (Parent View).
- Inspectors also scrutinised 15 questionnaires returned by staff.

## Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Lucy Maughan

Additional Inspector

David Berry

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are from White British backgrounds and the vast majority speak English as their first language.
- Only a very small 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 proportion of disabled pupils and those who have special educational needs supported through school action is below average; the proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.
- There have been three new members of teaching staff since the last inspection.

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

- Improve teaching and raise it from good to outstanding by ensuring that all teachers:
  - consistently match tasks to pupils' different ability levels, particularly for more-able pupils
  - learn from the best examples of teacher's marking in the school and write comments on pupils' work that show them how to make it better
  - allow pupils time to respond to marking and to check their work against their individual targets.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills and knowledge that are typical for their age. They do well because adults teach them basic skills of reading, writing and number well. By the time they start Year 1 many pupils exceed expectations for this age-group.
- Standards are rising following improvements to teaching and staff changes. Attainment in 2012 national tests was above average by the end of Year 2 and Year 6. This is the first time the school has achieved above average standards for thirteen years. Standards are higher in mathematics than in English because there has been a sharper focus on improving the teaching of mathematics.
- Pupils' progress in writing is speeding up because the school has taken effective steps to improve the teaching of writing. This is reflected in the brisk pace to learning and the increasing opportunities for pupils to write at length in a range of subjects observed by inspectors. Writing tasks are well structured and so all pupils achieve well.
- Year 1 pupils did well in the national test on their knowledge of the sounds that letters make, doing better than the national average. Pupils say they enjoy reading and are able to read new words confidently using their good knowledge of letters and sounds. Older pupils read widely and often. This is because reading is taught well and the development of early reading skills is given high priority.
- Different groups of pupils make equally good progress from their starting points. Disabled pupils, and those with special educational needs, make good progress because they receive effective support from well-trained teaching assistants. The same is true of pupils known to be eligible for the pupil premium; the special needs coordinator works effectively to help these pupils and provides extra small group support to give them greater confidence. The pupil premium funding is also used to give these pupils additional tuition, and this is enabling them to reach standards that match those achieved by their classmates.

### The quality of teaching is good

- The quality of teaching is good. In the lessons seen almost all the teaching was good. Some teaching had outstanding features but there were not enough lessons where the teaching was judged to be outstanding overall. These improvements are the result of the strenuous and successful efforts made by senior managers to improve teaching across the school and to ensure new ways of working are used consistently by all staff.
- In the best lessons, teachers ensure pupils understand precisely what they are going to learn and are motivated to try their best. These lessons are well planned and the teachers make sure that all pupils are given interesting and demanding work that gets the best out of them. However, at times, tasks given to more-able pupils are too easy, which slows their progress.
- Teachers regularly use imaginative resources to make sure pupils are involved in tasks which they clearly enjoy and which enable them to take a full and active part. For example, Year 4 pupils made good progress in deciding why Zeus was angry by making deductions from the text of *Pandora's Box*.
- Most teachers use information about pupils' progress well to plan lessons. Pupils have targets that teachers expect them to achieve but the impact of these on pupils' progress varies between classes. Where it is effective, pupils talk confidently about their targets and can show where they have been successful in reaching them, but this is not the case in all classes.
- The teaching of reading is good throughout the school. Lessons on letters and sounds are well planned and structured and help pupils develop the skills they need to do well. Speaking and listening skills are also well developed in these sessions and this, too, means that pupils quickly

learn to love reading.

- The teaching of writing has seen significant recent improvement. Pupils are given increasing opportunities to write at length and they make good use of the guidance they receive on what they need to include in their writing. Before they begin to write, pupils often talk to their teachers and to each other about their ideas; this helps them to organise their thoughts.
- Teachers mark pupils' work regularly and give pupils helpful encouragement about where they have succeeded. The most effective marking also gives written comments on the next steps in their learning and pupils are given time to respond to these comments. However, this good practice is not consistently found across the school. Pupils say they are not always given this level of help or the time to reflect on it.
- Teaching in the Early Years Foundation Stage is good. Teachers provide a wide range of interesting and challenging experiences and good opportunities for children to write, count and use computers as well as extending their physical and creative development.

### **The behaviour and safety of pupils are good**

- Behaviour is good and pupils feel safe. Together, these strengths have helped the school build a strong sense of community. Pupils contribute to, and benefit from, a very positive set of values in the school. Staff expect high levels of behaviour around school and in lessons and pupils respond positively, displaying respect and courtesy to adults and other pupils alike. The school offers good support to the very small minority of pupils whose behaviour is a little more unsettled, and consequently, the school is a happy, friendly place.
- Pupils are keen to learn when working on their own or in groups. They work very well together, share ideas and resources willingly and readily help one another when necessary. In a Year 2 lesson children applauded spontaneously after they heard a girl read out her excellent diary entry for the day the Great Fire of London started. These occasions contribute greatly to pupils' good achievement.
- Parents and carers have great confidence in the ability of the school to care for their children and pupils agree that they feel happy and safe in school. Virtually all those who responded to the online questionnaire or spoke to inspectors judged behaviour to be very good.
- Discussions with pupils show they understand about different forms of bullying. They said that, although squabbles sometimes arise, there is no 'real bullying' in school and confidently said that, if it did occur, teachers would quickly sort it out.
- Many pupils also help each other as buddies, monitors, and through an active school and eco-council.
- The laughter and chatter around school exemplifies how much the pupils enjoy school. Attendance is good and pupils rarely arrive late. All staff play their part in improving attendance, and in providing support to pupils and parents who need a helping hand.

### **The leadership and management are good**

- The ambitious and industrious headteacher has improved the school significantly since its last inspection. He has used regular checks on the work of staff to good effect and has made a number of successful appointments of high quality new teachers. He has reorganised and clarified the responsibilities of different staff and brought about improvements in the quality of teaching and standards. The fact that the school has continued to improve during a period of redevelopment is a credit to the commitment of the headteacher, deputy headteacher, senior leaders and staff team.
- Staff morale is high and there is a strong consensus that all pupils, whatever their ability or background, should have an equal chance to find success.

- Leaders rigorously check on the school's effectiveness, and take careful stock of pupils' progress at regular intervals throughout the year. Pupils who appear to be falling behind are identified and actions taken to help them to catch up. This is helping to eliminate the chance of any pupils not doing well enough. The whole school, including governors, works hard to ensure all pupils have the same opportunities and to prevent any form of discrimination.
- Senior staff use their lesson observations to ensure they have a good understanding of teaching quality across the school. They share their conclusions formally with teachers, agree points for improvement and ensure teachers receive appropriate training. Their well-informed and systematic approach has helped to raise the quality of teaching.
- The local authority has given the school good support. Representatives make regular visits to evaluate the school's performance, working alongside the headteacher, and provide written reports to the governing body to help governors hold the school to account for its performance.
- Teaching programmes are currently being revised to better meet pupils' needs and to improve pupils' literacy and numeracy skills. There are regular visits and visitors for each class to make learning more interesting and provide a wide range of imaginative learning experiences. Pupils' spiritual, moral, social and cultural development is developed well through lessons and assemblies.
- The school involves parents and carers in its work very well. They appreciate the weekly newsletters that are helpful in fostering good relations and keeping them well-informed.
- Safeguarding arrangements meet requirements
- **The governance of the school:**
  - Governors make regular visits to the school. The regular reports they receive about teaching and pupils' progress ensure they know the school's strengths and weaknesses, how well it is doing compared with other schools and what is being done to eliminate any weak teaching. They ensure pay rises are related to teachers' effectiveness and their responsibilities for leading developments within the school. Governors, particularly those newly appointed, have taken advantage of the local authority's training sessions, and this has enabled governors to provide good challenge whilst also supporting the school, for example with the recent staffing changes. They hold the school to account well over financial matters and know both how the pupil premium funding is spent and the impact it is having.

## 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

<b>Unique reference number</b>	112868
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405433

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cilla Hollman-Sykes
<b>Headteacher</b>	Andrew Card
<b>Date of previous school inspection</b>	6 April 2010
<b>Telephone number</b>	01457 852635
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