

Street Lane Primary School

Street Lane, Denby, Ripley, DE5 8NE

Inspection dates

8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Although achievement is improving, it is not yet good. Not all pupils make the progress they should make and too few pupils make rapid progress, particularly at Key Stage 1.
- Progress in writing across the school has been slower than in reading and mathematics.
- Teaching still needs improving in a few lessons. Teachers do not always set work that is hard enough to help pupils to learn rapidly.
- Marking does not always tell pupils clearly how to improve.
- Teaching assistants are not consistently effective in their support for pupils.
- Pupils do not reflect on their learning enough. The displays in some classrooms do not excite pupils into deeper thinking about the work they are doing.
- Teachers in charge of subjects are not all checking in detail how well pupils are doing.
- The governing body's questioning of the headteacher about improving effectiveness has not always been searching enough because governors have relied too heavily on leaders to provide them with information.

The school has the following strengths

- The quality of teaching and pupils' achievement are improving. The acting headteacher has set up the right systems to make sure this happens.
- The members of the governing body have demonstrated a clear commitment to improve the job it does and improve the school.
- Pupils behave well and enjoy school. Every pupil is equally valued. They are well cared for and say they feel safe in school.
- Changes made to the teaching of reading are effective. Pupils read a wide range of books. Younger pupils use their good knowledge of the sounds that letters make to tackle new words.

Information about this inspection

- The inspector visited seven lessons and was accompanied by the acting headteacher during five of these observations.
- The inspector observed morning playtimes and lunch breaks and also attended one assembly.
- Meetings were held with all the Year 6 pupils and many other pupils were spoken to during lessons and break times. The inspector met with governors and had a discussion with two representatives of the local authority.
- The inspector held meetings with school staff, including senior and middle leaders.
- The inspector took account of 14 responses to the online questionnaire (Parent View). The inspector also spoke informally with a number of parents and carers as they brought their children to school. He received, in addition, one view given in a letter, and a recent survey carried out by the school.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data about pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is below average in size.
- The vast majority of pupils attending the school are of White British heritage, and all pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action, and the proportion supported through school action plus or with a statement of special educational needs are in line with the national average.
- An average proportion of the pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children who have a parent in the armed forces and pupils known to be eligible for free school meals.
- Pupils in Reception are in the Early Years Foundation Stage. They are taught with Years 1 and 2. Years 3 and 4 are taught together in a mixed-age class, as are Years 5 and 6.
- The school's most recent results cannot be compared to the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.
- One pupil is taught off site for two mornings each week.
- Following the resignation of the previous headteacher, the local authority and the governors appointed an acting headteacher from February 2012. A new headteacher has been appointed and takes up the post from June 2013. Since the previous inspection one other teacher has joined the staff, in April 2013.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is at least good by:
 - raising teachers' expectations of what pupils can achieve, particularly in writing, and making sure they provide pupils with work at a level of difficulty that is closely matched to their abilities
 - making sure teachers provide opportunities and support for pupils to work creatively, without direct teacher input
 - making sure marking gives specific comments about how pupils can improve their work and that these comments are followed up consistently
 - training teaching assistants where needed so their support is consistently effective.
- Improve leadership and management at all levels, including governance, by:
 - developing the role of the governing body and providing appropriate training for governors, to enable them to provide better support for senior leaders and make better checks on how well the school is doing
 - making sure subject leaders play a full part in improving teaching and pupils' achievement.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Although pupils' achievement and rates of progress are rising, overall achievement requires improvement because progress is not yet rapid enough, consistent across all years and strong over a sustained period. Progress in writing is not as good as in reading and mathematics. Progress has been slowest in Key Stage 1, but has also been slow in Years 3 and 4.
- Children often join the Early Years Foundation Stage with skills and abilities that are below those expected for their age. The skills of some children in speaking, listening and using number are very low. The teaching for this age group leads to pupils' attainment improving by the time they enter Year 1.
- In Key Stage 1, data show pupils have learnt at a slower rate and progress has not been good, particularly in reading and writing. Progress is now improving.
- Over time progress in Years 3 and 4 has been too slow due to weak teaching. The acting headteacher, and the newly appointed teacher for this class, are tackling the issue robustly. The fresh approaches are having an impact. Pupils are learning at a faster rate, but they have some lost ground to make up.
- In Years 5 and 6, pupils make good progress, especially in reading, but few pupils make the same good progress in writing. Overall, a majority of pupils make faster progress than expected. At the end of Year 6 in 2012, standards in reading and mathematics were higher than in writing, which was below national levels.
- An emphasis on improving pupils' reading through the whole-school reading programme is successfully raising their skills. The school has recently introduced strategies to improve pupils' writing skills, through a focus on accurate spelling, punctuation and grammar, and there are now signs that this is starting to work.
- The pupil premium funding is used effectively to provide extra support, such as one-to-one or small-group work focusing on literacy and mathematics. As a result, most of these pupils make similar progress to their classmates. Any gaps between the attainment of those pupils who are eligible for free school meals and other pupils in the school are beginning to close. However, this improvement is not consistent across all areas and across all year groups. There were not enough pupils known to be eligible for the pupil premium in Year 6 in 2012 to comment on their attainment without identifying them.
- There is no difference between the progress of pupils from different ethnic backgrounds. The few disabled pupils and those who have special educational needs make similar, and sometimes better, progress than their classmates. Where the school has made provision for pupils to be educated off site, this is working effectively.

The quality of teaching

requires improvement

- Where teaching requires improvement, teachers in Key Stage 1 do not provide work that enables all pupils to learn rapidly. This is because the work set is not always hard enough for pupils of varying abilities and expectations of what the pupils can do are not always high enough, especially in writing. Where work is not hard enough progress slows.

- Teachers miss opportunities to develop pupils' skills in learning independently. Some classrooms and general learning areas do not show pupils' work or provide displays that excite pupils' imagination or develop their creativity and thinking skills well enough. Opportunities for pupils to reflect on their learning, for example by talking with each other to explore how their understanding is helping them to progress, are sometimes limited.
- Although pupils' work is regularly marked and teachers use praise effectively to encourage pupils, they do not always provide specific written comments that tell pupils what they need to do to improve. When they do provide written comments, these are not consistently followed up to ensure that pupils have benefited and made good progress.
- Teaching assistants are used well in most lessons to support learning, particularly for lower-ability pupils, disabled pupils and those who have special educational needs. In these lessons, their contribution enables pupils to develop their skills and achieve well. However, in some lessons teaching assistants are less effective, particularly in modelling the correct use of language, and the pupils they are supporting do not make consistently good progress.
- In the Early Years Foundation Stage, teaching helps children to be actively involved in their lessons. For example, the recently reorganised indoor areas provide children with many opportunities to develop their learning through play.
- In the best lessons, teaching is organised and planned well. Pupils are given work that helps them to learn quickly, and good opportunities are provided for them to share their ideas with each other. Pupils respond well to effective questioning that encourages them to think for themselves and the work they are given helps them understand why they are learning the skills they are. For example, in a mathematics lesson in Years 5 and 6 pupils were actively engaged in solving problems about situations found in everyday life. Pupils said they really enjoyed these calculations and that it helped to develop their awareness of using and applying their knowledge.
- Teaching has been enhanced by the installation of interactive whiteboards and pupils enjoy using them, for example, to demonstrate their mathematical workings during classwork. The school also provides opportunities for pupils to learn effectively using other electronic equipment.
- The teaching of reading has improved and pupils' achievement is improving as a result. Pupils throughout the school are aware of the drive to get them reading more often and more competently. In well-organised phonics sessions involving children in Reception and Years 1 and 2, pupils were actively involved in developing their phonic skills (linking letters to the sounds they make) to read difficult words, and made good progress.
- Teaching contributes well to pupils' spiritual, moral and social development through activities such as school assemblies, regular sessions which celebrate pupils' achievement, lessons about their responsibilities in the community, and by the way teachers encourage cooperation and working in groups.

The behaviour and safety of pupils

are good

- Behaviour is good in lessons and pupils work well together. Around the school, at playtimes and lunchtimes, pupils get on well together. They are happy to talk and share their opinions both with other pupils and with visitors to the school. Pupils are welcoming and thoughtful of others, and demonstrate this through the caring attitudes they show. They take pride in their work and want to do well. School records indicate that this behaviour is typical.

- Attitudes to learning are strong. In the best lessons, pupils enthusiastically engage with the creative challenges and opportunities to apply their skills that are planned by teachers. Pupils work collaboratively and support each other in activities. However some pupils have not had wide opportunities to develop skills that help them learn without direct input from the teacher. Children in Reception are happy to talk about their learning and listen attentively to adults before moving purposefully into their activities.
- Pupils say they enjoy school because their teachers make learning fun. The online questionnaire and other evidence from parents and carers show they agree that their children are happy and well behaved. Relationships between pupils and staff are very positive, creating a calm learning community.
- Pupils say they feel safe in school and know who to go to should they need help. They know about the different forms of bullying, including cyber-bullying, and understand how to keep themselves safe when using the internet. They are accepting of each other's differences and are clear the school does not tolerate wrong attitudes of any kind towards others.
- Attendance is higher than average. The school has effective approaches to support parents and carers, who say they greatly appreciate the care the school demonstrates. The school day begins promptly, providing a settled start for pupils.

The leadership and management

requires improvement

- Until recently, the school's leaders had not done enough to improve the school and raise pupils' achievement. For example, the systems for checking how well pupils were doing were imprecise and not accessible to all teachers. Much has improved but subject leaders are not yet taking full responsibility for checking on their areas and there are some remaining weaknesses in governance.
- The acting headteacher, senior leaders and the governing body are aware of the school's strengths and weaknesses. Raising standards further by improving the quality of teaching is the school's main priority. The improvements made to teaching in Years 1, 2, 3 and 4 and the accuracy of the school's self-evaluation show that the school has the capacity to improve.
- Previously, the checking of how effective teaching is and limited feedback to teachers had insufficient impact on pupils' learning. Recent lesson observations and newly introduced monitoring systems provide accurate information on the quality of teaching in the school. Feedback is now provided to teachers on their performance to make sure that teaching and achievement continue to improve. This information is used well by the acting headteacher in order to provide a relevant programme of staff training and to advise the governing body about promotion and pay rises.
- Through well-targeted training, the responsibilities of subject leaders are being developed so that they can play their full part in driving forward school improvement. Training of teaching assistants is also developing but has not been the main focus.
- In the past the school did not rigorously monitor the progress made by different groups of pupils, such as boys and girls (whose progress has varied in the past). The school's systems for keeping a close eye on how well pupils are doing are now better. Any current differences in pupils' achievement are identified swiftly and action is taken. Pupils at risk of falling behind in their learning are quickly identified and additional support is provided. This shows the school's

commitment to making sure everyone has the same chance.

- The subjects taught have been looked at and are now meeting pupils' interests well. The school provides pupils with a variety of activities to enrich their experiences. For example, topic work, which draws subjects together, provides good opportunities for pupils to develop a wide range of academic and social skills. These experiences are also contributing to pupils' spiritual, moral, social and cultural development.
- Safeguarding procedures and policies meet statutory requirements. The school has effective procedures to protect pupils, especially those whose circumstances make them most vulnerable. This is strengthened by the effective partnership with the local authority.
- The local authority is providing valuable help in improving the school's performance. Advisers' support in establishing the current acting leadership is having a good impact. They have also effectively supported the appointment of a new headteacher and she is involved in planning the school's future strategies with the current senior leaders.

■ **The governance of the school:**

- During recent staff changes the governors have dealt rigorously and robustly with the issues that the school encountered. Governors are developing a better understanding of data and the quality of teaching. In the past, they have not given enough support or challenge to school leaders. Governors are now beginning to question school leaders, and are setting appropriate and challenging targets to promote school improvement. They have a developing understanding of the school's finances and are working diligently to ensure that the school gets good value for money. Governors ensure the pupil premium is used well to provide one-to-one support and additional teaching and learning opportunities, in order to improve the English and mathematical skills of those pupils at risk of falling behind. However, they do not always check and evaluate the impact of teaching and improvement strategies on the progress made by different groups of pupils.

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	112613
Local authority	Derbyshire
Inspection number	411755

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	69
Appropriate authority	The governing body
Chair	Simon Fogell
Headteacher	Anne Clayton (acting)
Date of previous school inspection	27 January 2009
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