

# Pilsley Primary School

Station Road, Pilsley, Chesterfield, S45 8EU

**Inspection dates** 16–17 January 2014

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

- Pupils make good progress from their starting points in both key stages. They attain above-average standards by the time they leave the school.
- Pupils now make outstanding progress in mathematics at Key Stage 2.
- Teaching is good overall, and outstanding in some lessons.
- Relationships between staff and pupils are strong. Pupils know they are valued and appreciate the support they receive from teachers and teaching assistants.
- Children make a good start to school because they are taught well in the Reception class.
- Pupils are extremely polite and considerate and they feel very safe and happy in school. Their behaviour and attitudes to learning are good, and this makes a contribution to the good progress they make.
- Pupils are provided with many memorable learning experiences through a broad and inclusive curriculum.
- Parents are very positive about the school and know that their children are safe, happy and well looked after.
- The headteacher and the governing body direct the school's work very well. They have had the full support of all staff in raising achievement through better teaching.
- Governors know the strengths and weaknesses of the school and hold leaders to account for the school's performance.

### It is not yet an outstanding school because

- Younger boys' communication and language skills are not as well developed as those of girls so they do not do as well in their reading and writing.
- Teachers do not always provide the right level of challenge for all pupils, especially the most-able, so they do not always reach their potential.
- Some key leaders do not use pupil data well enough so have not been fully able to assist teachers in improving their practice to make a difference to pupils' achievement.

## Information about this inspection

- Inspectors visited 16 lessons, taught by 11 teachers or teaching assistants. Four of these lessons were seen together with the headteacher.
- Samples of pupils' written work were analysed. Inspectors listened to some pupils in Year 1 and Year 2 reading.
- Meetings were held with school staff, a group of pupils, governors and a senior school improvement officer from the local authority.
- Inspectors took account of the 35 responses to the online questionnaire (Parent View) and the six questionnaires completed by staff. They also spoke to several parents informally at the start of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; records of governing body meetings; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

David Herd, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

## Full report

### Information about this school

- Pilsley is smaller than the average primary school.
- Almost all pupils are White British.
- The headteacher was the deputy headteacher at the school when it was last inspected. He was appointed as headteacher in 2010.
- An average proportion of pupils are supported by the pupil premium, which provides extra funding to help certain groups. In this school, it applies to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at the school action stage is average. The proportion supported at school action plus or who have statements of special educational needs is above average.
- The school has a specially resourced provision for pupils with special educational needs. It supports up to eight pupils on the autism spectrum.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve the quality of teaching and raise pupils' achievement, particularly that of boys in reading and writing, and that of more-able pupils, by:
  - improving boys communication and language skills early in their school experience
  - improving the level of challenge provided for all pupils, including those that are more-able.
- Improve the leadership and management in the school and the impact that it has on improving the quality of teaching and learning, by:
  - ensuring that all key leaders have access to, and are able to use, data about individual pupils' progress to bring about improvements to the quality of teaching and to pupils' achievement

## Inspection judgements

### The achievement of pupils is good

- In 2013, pupils' attainment in reading, writing and mathematics was well above average at the end of Year 6. These results were improvements on performance in 2012.
- Children enter the school with skills that are below those typical for their age, particularly in communication and language. They make good progress in the Early Years Foundation Stage in all areas of learning. Children's attainment is slightly below average at the end of the Reception Year.
- At the end of Key Stage 1, pupils' attainment is broadly average in their reading, writing and mathematics. Data shows that pupils' achievement is improving year-on-year, especially in reading and mathematics. Reliable school data shows that pupils in Key Stage 1 make good progress.
- Although results can vary from year to year, attainment is generally above average in reading, writing and mathematics by the end of Year 6, representing good progress through Key Stage 2. The results in 2013 were particularly high.
- Pupils enjoy reading a wide range of fiction and non-fiction books. They use their phonics skills (relating sounds to letters) well to work out what unfamiliar words say, and clearly understand what they are reading. As they develop their reading skills, they read with increasing expression.
- Boys' achievement in reading and writing is lower than that of girls in the younger classes because their communication and language skills are not developed as effectively at an early age.
- Achievement in mathematics is good because pupils learn to calculate accurately and then apply these skills when solving problems. For example, in Years 3 and 4, pupils used their skills confidently to solve problems involving measurement.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early and they are provided with one-to-one or small group teaching to help them catch up. Their progress is checked closely and further support provided if necessary.
- Pupils in the enhanced resource provision, as they spend longer periods of time at the school, make good progress in reading, writing and mathematics. They make good progress in developing their social and communication skills.
- Pupils that receive support from pupil premium funding make the same good progress as other pupils in the school. In reading and writing their attainment at Year 6 is 2 terms behind that of other pupils, and in mathematics 1 term behind. This is a smaller gap overall than found nationally.

### The quality of teaching is good

- Pupils develop very good relationships with their teachers and teaching assistants. They appreciate the very effective support and guidance provided by teachers and other adults. Staff are extremely supportive of the school and want to do their best for the pupils.

- Teachers are held to account for the progress that pupils are making through regular meetings with the headteacher. The performance of every pupil is tracked, and any pupil with additional learning needs is supported effectively, ensuring that all pupils achieve well.
- Teachers have high expectations of what pupils can achieve and what their behaviour should be like. Teachers and teaching assistants use questions extremely well to check pupils' understanding in lessons. They assess pupils' attainment accurately but do not always use this information effectively enough. This leads to insufficient challenge being provided for pupils, particularly the most able.
- The teaching of reading and phonics is good. Focused phonics sessions make sure that pupils learn early reading skills. Features of these sessions are teachers' subject knowledge, their clear instructions and their awareness of the need to keep a brisk pace. However, teachers do not develop younger boys' communication and language skills as quickly as they do those of girls, so they do not make as much progress as girls. However, boys are achieving almost as well as girls in reading and writing by the end of Year 6.
- The teaching of writing is good. The teaching in one lesson, where the teacher had high expectations of pupils' behaviour and their use of punctuation, showed children in a Year 2 class how they could use their knowledge of adjectives. Very effective teaching guided pupils to achieve outstanding outcomes, producing very good descriptions.
- The teaching of mathematics is good. For example, pupils in Years 4 and 5 were challenged to explore paired factors. The questioning provided by the teacher and the level of challenge in this lesson was good. However, pupils are not always provided with sufficient challenge in other classes, because their tasks are sometimes too easy or re-visit things they already know.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the learning needs of each individual pupil and design programmes to match their ability levels. The teaching of catch-up programmes in English and mathematics is effective because it is delivered through regular sessions that bring about good progress.
- Teaching for pupils in the enhanced resource provision is well-planned, taking into account pupils' difficulties and how they learn effectively. Teaching is demonstrated effectively and pupils' learning is consolidated. Social skills are well-taught and moral issues are integrated well.
- Pupils' work in English and mathematics is marked well. Teachers regularly note what the pupils have done well and what needs to be improved. Teachers are consistent in insisting that pupils respond to their marking. Pupils also benefit from targets that are set by their teachers and reviewed regularly. These contribute to the good progress pupils make.

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

- The behaviour of pupils is good. In Key Stage 2 pupils are particularly keen to learn in lessons. They participate well, and work on their own, or with others, without fuss, maintaining their effort, concentration and enthusiasm. This is because most lessons are interesting and engaging. Lessons are rarely disrupted due to bad behaviour.
- Younger pupils find sitting still and maintaining focus more difficult but their behaviour does improve as they get older. Sometimes, teachers do not insist that pupils pay attention sufficiently well and this can affect the progress younger pupils make.

- Behaviour at lunchtime, around the school and on the playground, is good. Pupils are polite and courteous. Behaviour is managed well by almost all staff and this contributes to positive learning in most lessons. Pupils and staff agree that pupils' behaviour is good.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. They have a good understanding of what constitutes an unsafe situation, including the importance of being safe on the internet. They are aware of bullying but say that it is extremely rare in the school. They know who they would go to if there were any concerns and say that, if there are any incidents, they are dealt with effectively by the school staff.
- Parents are, rightly, extremely positive about pupils' behaviour and their safety. They say that their children feel safe, are well looked after and are very happy at the school.
- Pupils are proud of their school and appreciate the opportunities they are provided with. They say that they are treated fairly and are allowed to have their say, for example, through the active and effective school council. They say that they are supported well by their teachers and teaching assistants.
- The school has recorded very few racist or bullying incidents in recent years. Pupils' use of language that others might find offensive is extremely rare.
- Pupils' attendance is above average. Pupils are rarely late for school and there have been no exclusions of pupils from school in recent years.

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

- The headteacher has a clear vision for the school's future. He has had a significant impact, along with teachers and governors, in bringing about improvement and focus since he was appointed to his post. Plans are targeted on bringing about more improvement to the quality of teaching and pupils' achievement, especially in communication, reading and writing.
- The headteacher uses a range of approaches, including the rigorous evaluation of data on pupils' achievements and observing teachers at work, to check on the effectiveness of teaching. This leads to the school having a good understanding of what it does well and what needs to be improved.
- Key leaders, however, have not all been provided with essential training for them to undertake a range of monitoring activities, including the analysis of data, in order for them to help colleagues to improve practice and accelerate pupils' progress further.
- Leadership of special educational needs and the enhanced resource provision is effective. Training is provided to staff and teaching is adapted to help pupils with their difficulties.
- Arrangements for judging teachers' performance are robust. Senior leaders know where the best teaching is located. Teachers are provided with good levels of support in order for them to improve their teaching. There are established procedures for making links between teachers' performance and pay progression.
- Pupils' learning, in a range of subjects, is well planned and provides them with memorable learning experiences. Visits to Bath University and Lea Green, and visitors to the school such as specialist music and physical education teachers, further add to pupils' enjoyment of school and develop their confidence. Pupils use writing and mathematical skills well in other subjects, for

example in history and science. The school provides a variety of clubs and activities, including artistic, sporting and musical experiences.

- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, classroom environments and displays. Pupils work well together in practical activities and discussion. They learn to listen to each other and respect each other's suggestions.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, all pupils get on well with each other and make good progress in their learning – helping them to be prepared for life in modern society.
- Parents are, correctly, very satisfied with the way the school keeps their children safe, happy and well looked after. They say that the school provides them with enough information regarding their children's progress. All those responding to the online questionnaire would recommend this school to other parents.
- The school works effectively with other schools in the area and with the local authority. Teachers and teaching assistants have benefited from advice and guidance that has helped to improve their teaching. This has led to improved levels of teaching and guidance for the pupils, ensuring that they make good progress.
- The school has appropriate plans to make effective use of the recently allocated sports funding. It is focusing on long-term benefits, through improving teachers' skills, as well as increasing pupils' engagement in physical education and sport. The funding is already beginning to have an impact on, for example, helping teachers teach gymnastics with confidence.
- The school has received timely support from the local authority. Work has included the core provision of a continual school improvement discussion which has supported the improvements made at the school. Currently, the local authority is providing 'light touch' support, recognising the improvements that are being made.
- **The governance of the school:**
  - The governors know the strengths and weaknesses of the school well. They are fully involved in checking how effectively the school improvement plan is being put into practice and understand how the school is doing compared with similar schools nationally. Governors use the data dashboard and other school data and maintain an overview of the quality of teaching and pupils' achievement through making visits to school and receiving reports from senior staff. They hold senior leaders to account and use information about the performance of teachers to make sure that the quality of teaching continues to improve. The governing body knows about the school's use of the additional funding for specific groups of pupils, including those known to be eligible for the pupil premium, but does not know precisely what difference this money is making. Governors make sure that all national requirements for safeguarding are met.

## 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>	112605
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431203

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Lowe
<b>Headteacher</b>	Nicholas Snape
<b>Date of previous school inspection</b>	17 June 2009
<b>Telephone number</b>	01773 872378
<b>Fax number</b>	01773 875792
<b>Email address</b>	info@pilsley-pri.derbyshire.sch.uk

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