

Deer Park Primary School

New Road, Wingerworth, Chesterfield, S42 6TD

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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 writing and mathematics are high, and standards in reading are typically above average. The large majority of pupils make good progress and achieve well in these subjects.
- Teaching is good, and some is outstanding. At best, it enthuses and stimulates pupils, captures their imagination and motivates them to learn. Resources are carefully selected and support pupils' learning well.
- Good provision is made for pupils' spiritual, moral, social and cultural development. Relationships are strong. Pupils confidently ask for help when they need it, share ideas and cooperate to complete tasks in lessons.
- Pupils behave well and feel safe at school. Their attendance is above average and they are proud of their school.
- Good improvement has been secured since the last inspection. Procedures used to track pupils' progress and the opportunities provided to help pupils develop their understanding of global diversity are now good.
- The headteacher is ably supported by staff and a well-informed governing body. They work well together to secure ongoing school improvement.
- Actions taken to improve teaching and pupils' standards in writing and mathematics have been successful.
- The school takes good care of pupils. Links with local schools and specialist teachers and coaches ensure pupils have access to a wide range of additional activities during and after school. The provision made for sport and music is particularly strong.

It is not yet an outstanding school because

- The planning and teaching of reading is not structured as well as for writing and mathematics. As a result, too few pupils make better than expected progress in reading.
- In a few lessons more able pupils find their work too easy and pupils with special educational needs find their work too hard. When this happens the progress these pupils make is limited.

Information about this inspection

- Inspectors observed teaching in 20 lessons. Three of these were jointly observed with the headteacher.
- School documents were looked at, including the school improvement plan, pupils' achievement data, attendance data and behaviour records, and documents relating to safeguarding and child protection.
- Discussions were held with pupils from the school council and with other pupils during break-times and lessons.
- Account was taken of the 96 responses to the online questionnaire (Parent View), correspondence received from individual parents and the views they expressed as they dropped their children off at school. Fourteen responses to the staff questionnaire were also considered.
- Meetings were held with the headteacher, staff, including senior and subject leaders, members of the governing body and a representative of the local authority.
- A sample of pupils' written and mathematics work was scrutinised, and some pupils read to an inspector.

Inspection team

Alison Cogher, Lead inspector	Additional Inspector
Peter Strauss	Additional Inspector
Denise Dalton	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The overwhelming majority of pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is low.
- The proportion of pupils known to be eligible for the pupil premium (which in this school provides additional funding for pupils known to be eligible for free school meals) is low.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the planning for, and teaching of, reading so more pupils make better than expected progress.
- Make sure that activities in lessons support both more-able pupils and those who have special educational needs to make good progress.

Inspection judgements

The achievement of pupils

is good

- Children join the school in Reception with skills that are broadly typical for their age. They settle quickly and make good progress. Improvements made to the teaching of phonics (the sounds that letters make) have helped to raise children's skills in reading and writing, and they are well prepared for Year 1.
- In 2013, the proportion of pupils in Year 1 who met the standards in the national screening check in phonics was above average. This was an improvement on the previous year.
- The overwhelming majority of pupils achieve well and make good progress in writing and mathematics through Years 1 to 6. The standard pupils reach in mathematics by Year 6 has been high for a number of years. Standards in writing in 2013 were also high as a consequence of action taken to improve the quality of the teaching of writing across the school.
- The very few pupils supported by the pupil premium achieve as well as, and sometimes better than, other pupils at the school. They are provided with the support they need to make good progress.
- Pupils make good use of their reading, writing and mathematical skills to support their learning in other subjects.
- The progress made by more-able pupils is typically good in all subjects. However, they are not always challenged to make even better progress as, in some lessons, they find their work easy.
- The standard of pupils' reading in 2013 was just above the national average, having been above average in the previous two years. The progress they make over time has been inconsistent because there has been no whole-school approach to teaching the skills of reading. Consequently, although the vast majority enjoy reading and become competent readers, too few make more than expected progress.
- The achievement of the few disabled pupils and those who have special educational needs is inconsistent. This is because in a few lessons they find tasks too hard and, as a result, the progress they make is limited.

The quality of teaching

is good

- Typically, teaching is good. There is some outstanding practice across the school. Pupils' good relationships with adults contribute well to their positive attitudes to learning and to their spiritual, moral, social and cultural development.
- In the best lessons, teachers make extremely good use of a range of resources to capture pupils' imagination. As a result, pupils engage fully in the tasks they are set and learn extremely well. For example, pupils in Year 5 made very good progress in their understanding of the power of newspaper headlines to shape people's views because the teacher had carefully selected examples that caught pupils' attention and challenged them to think.
- Teachers have good subject knowledge and give very clear explanations and instructions so pupils understand what they are expected to learn and how they are to complete the tasks they

are set. Questioning is generally used well in lessons by teachers and teaching assistants to guide pupils in their thinking and to check their understanding. Throughout the school, pupils' responses are valued. Teachers help pupils to learn from their mistakes, and encourage them to work together to solve problems.

- Teachers mark pupils work regularly and provide them with valuable written or oral feedback that helps pupils to improve.
- Good use is made of the indoor and outdoor spaces to support learning in the Reception classes. Activities allow children to develop their early reading, writing, mathematical and social skills well.
- A whole-school approach to the teaching of writing and mathematics makes sure that teachers are clear about how to develop pupils' skills by building on what they already know. As a result, the vast majority of pupils' learning moves forwards at a good rate. Pupils' reading skills develop at a slower pace because planning and the resulting teaching of reading are not as well structured.
- Teachers make regular assessments of pupils' work to keep track of their progress and to identify what they need to teach pupils next. Using this information, they plan tasks to move pupils' learning forwards. While the tasks set are appropriate for most pupils, on occasion they are easily completed by the most-able pupils who finish them quickly and then do little else, so they do not make the most of all the time they have in a lesson. Similarly, a few pupils, including those with special educational needs, find some tasks too hard and so what they learn in the lesson is limited.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are well-mannered, courteous and welcoming. Their enjoyment of, and pride in, their school are reflected in their above-average attendance.
- Pupils form strong, supportive friendships and work well together in lessons. They are keen to learn, and the vast majority are quick to settle to tasks. Occasionally, some pupils do not stop what they are doing and listen to their teacher when asked. These situations are generally managed well, but time for learning is lost while the rest of the class has to wait for a few.
- The school's work to keep pupils safe is good. Parents acknowledge that their children feel safe at school. Pupils say that they feel safe, cared for and supported as a result of the positive relationships they form with adults. Bullying of any kind is very rare, and pupils say, 'It doesn't last long.' Pupils are clear about the procedures in school that help them to stay safe in a range of situations and how to manage personal risk, including when using the internet.
- Pupils have a good understanding of the needs of others. They show good levels of tolerance and are clear that pupils who struggle to behave well are helped to improve over time.
- The school's very close link to a school in India provides pupils with the opportunity to broaden their knowledge and understanding of global diversity and what it is like to live elsewhere in the world. Links to community groups are also pursued to extend pupils' understanding of local issues. For example, pupils have been kept well informed about the environmental issues associated with the actions taken to reclaim some nearby contaminated land.
- Pupils have a good understanding of how to lead a safe and healthy lifestyle. They take part in a

wide range of sporting activities and enjoy representing their school in local competitions.

The leadership and management are good

- The school's high expectations for staff and pupils are clearly communicated. Senior and subject leaders have the skills to secure improvements in the school. They have been particularly successful in improving teaching and pupils' progress in writing and mathematics.
- Teaching and non-teaching staff work together well to support pupils in their learning. Modifications made to teaching reflect the school's ongoing commitment to making sure that all pupils have an equal opportunity to achieve well. Discrimination of any kind is not tolerated, and the school's arrangements for safeguarding meet statutory requirements.
- Evidence from a broad range of monitoring activities accurately informs the school's view of the quality of its work.
- Good use is made of the pupil premium funding, so the few pupils who benefit from it achieve well.
- Spending of the primary sport funding has been targeted at widening the already extensive provision made by the school to encourage greater participation of pupils. Opportunities for pupils to engage in dance and gymnastics have been organised to engage more pupils in physical activity. Training for teachers and the employment of qualified coaches are making a positive contribution to the quality of opportunities provided.
- The school's curriculum is enriched by focus weeks which allow pupils to immerse themselves in a particular project, by visits to places of interest and to learn from experts who visit the school. A wide range of clubs is run during and after the school day including choir, French and chess. Opportunities for pupils to engage in a wide range of sporting activities and to learn to play musical instruments are very good.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and the positive relationships that they form with each other and adults.
- Procedures for staff appraisal are good. Teachers at different stages of their career and with different responsibilities receive appropriate levels of support and challenge, and access to professional development. This supports the school improvement process well.
- The school receives an appropriate balance of support and challenge from the local authority.
- Partnership work with local schools and outside agencies ensures the needs of the vast majority of pupils are met well. The large majority of parents express satisfaction with the way the school communicates with them. The governing body is aware that communications could be better and is pursuing how the school might improve this area of its work.
- **The governance of the school:**
 - Governance is good. Individual governors bring a wide range of experience to their role. The Chair of the Governing Body provides support to other school governing bodies. Under her guidance, governors completed a review of their work to make sure that they are well informed and have the skills to be able to both challenge and support school leaders to bring about school improvement. Governors contribute well to shaping the strategic direction of the

school and undertake activities to check the impact of actions taken and spending decisions made. They have an accurate view of the quality of teaching, pupils' performance and how well the school is doing. They ensure that the school meets statutory requirements and have a very good understanding of the link between salary progression and additional responsibilities. They are rigorous in requesting evidence to support any recommendations presented to them. Governors understand the impact of the pupil premium funding on pupils' progress and are clear about how spending of the primary sports funding will enhance the school's already extensive provision.

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	112651
Local authority	Derbyshire
Inspection number	431199

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	337
Appropriate authority	The governing body
Chair	Linda Du-Roe
Headteacher	Timothy Soar
Date of previous school inspection	12 February 2009
Telephone number	01246 232696
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