

# William Levick Primary School

Smithy Croft, Dronfield Woodhouse, Dronfield, S18 8YB

## Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Pupils make expected rather than good progress in most year groups.
- The quality of teaching is inconsistent and there is not enough good teaching.
- At times work is too easy or too hard and in some classes pupils do not complete enough work in a lesson. This is particularly evident in younger pupils' writing books.
- Adults in the Early Years Foundation Stage do not consistently show children how to succeed in their learning during play activities.
- Pupils are not always expected to respond to teachers' comments in their books and so do not learn from their mistakes.
- The school's view of how well it is doing is overly generous and does not consider progress in pupils' books, especially since September 2013.
- Leaders have not done enough to ensure that all teaching is good or better.
- The information collected about pupils' achievement is not always accurate.
- Leaders do not check regularly enough that all pupils are presenting their best work.

### The school has the following strengths

- Progress accelerates to good in Year 5 and Year 6.
- New subject leaders, such as the mathematics and the Early Years Foundation Stage leaders, have a good understanding of what is needed to improve provision.
- Pupils feel very safe in school and say that adults will always help them. Parents agree their children are kept safe.
- Governors are knowledgeable and make an effective contribution to the leadership of the school.
- Pupils' spiritual, moral, social and cultural development is promoted well, and pupils get on well with each other.
- There are examples of good and outstanding teaching within school that can be shared with other teachers.

## Information about this inspection

- Inspectors observed 18 parts of lessons taught by nine teachers. Three of these lessons were observed with the headteacher.
- Pupils were heard read and inspectors observed the teaching of reading and phonics (letters and the sounds they make). Examples of pupils' work in Years 1 to 6 were also analysed to obtain a view of teaching and learning over time.
- Meetings were held with pupils, staff, four governors and a representative of the local authority.
- Inspectors observed the school's work. They examined the school's improvement plans, checks on how well it is doing, safeguarding arrangements, behaviour records, school policies and a range of pupils' work and information about their progress.
- The 44 responses to the online parent survey (Parent View) provided information about parents' opinions of the school. Inspectors also spoke to parents at the start of the school day and took account of the governors' survey of parents' views. The 16 responses to a staff questionnaire were also considered.

## Inspection team

Lois Furness, Lead inspector

Additional Inspector

Judith Tulloch

Additional Inspector

## Full report

### Information about this school

- In this smaller than average-sized school all pupils speak English as their first language.
- The proportion of pupils known to be eligible for pupil premium funding is well below average. In this school, this is additional government funding provided to support the progress of pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is well below average. The proportion supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been considerable staffing changes since the previous inspection. The substantive headteacher and the deputy headteacher were appointed in September 2010. A new teacher was appointed in September 2013, and the Early Years Foundation Stage teacher joined the staff in January 2014.

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

- Ensure pupils make good progress and all teaching is good or better by:
  - ensuring work is not too easy or too hard for pupils
  - ensuring that some teachers expect more of pupils, especially in the quality and quantity of work produced, particularly writing
  - showing children how to succeed in their learning during play activities in the Early Years Foundation Stage
  - marking consistently, showing pupils how to improve their work and making sure that they follow up on the advice given
  - building on and sharing the good practice within the school.
- Strengthen leadership and management by:
  - ensuring the progress information held on the tracking system accurately reflects the progress of all pupils in their books over time
  - ensuring that all leaders, including governors, check more often that pupils' work is of a high quality.

## Inspection judgements

### The achievement of pupils requires improvement

- There are variations in pupils' achievement across the school and, despite some areas of strength, pupils' overall achievement requires improvement.
- Children start in the Early Years Foundation Stage in Reception with knowledge, skills and understanding which are typical for their age. Although information in 2011 and 2012 suggests that children make good progress, in 2013 the proportion of children with a good level of development at the end of the Reception was well below the national average. However, this information is not an accurate reflection of children's ability. Current assessment information shows that the number of children attaining a good level of development will improve this year.
- In 2012, the proportion of pupils reaching the expected standard in the Year 1 phonics check was below the national average. In 2013, this proportion declined to well below the national average. However, reading attainment at the end of Year 2 has been steadily improving. In 2013, pupils' reading skills by the end of Year 2 were well above average. By the end of Year 6 standards have been broadly average over the last two years, but are expected to rise in 2014. Pupils spoken to enjoy reading and talk with enthusiasm about the authors they like. Most pupils read regularly at home and have plenty of opportunities to practise their skills in class.
- Attainment in writing has been broadly average over time. The work in pupils' books in most year groups shows that progress is inconsistent and not enough is expected of pupils, especially those who are most able. There are too few opportunities for pupils to use their writing skills in other subjects or to write longer pieces of work. Grammar, punctuation and spelling are not secure and, in Years 1 and 2, pupils do not confidently spell simple words, spelling, for example, 'whas' instead of 'was'.
- In mathematics attainment has been steadily improving and, by the end of Year 6, attainment is well above average. In Years 5 and 6, as a result of good teaching, pupils make good progress in this subject especially the most able. In other year groups the same good progress is not as evident, and the work in pupils' books does not consistently support the attainment levels given.
- Disabled pupils and those who have special educational needs make good progress when they have specific support. However, this good progress slows when they have work that is too difficult or are working on their own.
- Very few pupils are supported by the pupil premium and their attainment cannot be reported without identifying them. There were no eligible pupils in Year 6 in 2013. In general, the progress of eligible pupils across the school is similar to that of other pupils of their age.

### The quality of teaching requires improvement

- Pupils' work shows that teachers' expectations of the quality and quantity of work have not been high enough. The impact of this is especially evident in Years 1 and 2 where pupils use too many uninteresting worksheets.
- Although pupils' work is regularly marked, teachers do not always provide pupils with clear comments about what they need to do to improve. When teachers provide this information, they do not consistently ensure that pupils follow up the comments. This means that chances to take learning forward are missed. Marking does not always pick up basic errors in writing, such as

letter formation or capital letters in the middle of words.

- In the Reception class, an appropriate balance of adult-led and child-chosen activities, both in the classroom and outdoors, is available. During adult-led activities, adults work closely with children, asking questions and supporting their ideas. However, during child-chosen activities, adults do not consistently interact and involve themselves with children and this slows down children's learning.
- The work given to pupils is sometimes too easy and sometimes too difficult. For example, in Year 2, pupils try to use speech marks when their understanding of capital letters and full stops is not secure. In Year 4, pupils are asked to use an inappropriate method of multiplication for  $7 \times 12$ , when pupils should know this number fact.
- Teaching assistants work well with pupils who need extra help, including disabled pupils and those who have special educational needs. Inspectors observed lessons where the teacher and teaching assistant clearly planned together to ensure that all pupils could make good progress, but this was not always the case.
- There are examples of good teaching, when all pupils are fully engaged in their work and eager to do the best they can. For example, Year 5 pupils enjoyed finding the mode, mean and range of different temperatures. Pupils in Years 6 enthusiastically discussed with each other the features of narrative writing. In both these lessons, the teachers' good questioning skills ensured that pupils deepened their understanding of the subject being studied.
- Relationships between adults and pupils are good. Bright, helpful displays include useful reminders of and tips on what pupils need to learn and do. Homework is given to pupils regularly and this builds effectively on their learning in class.

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

### **requires improvement**

- Behaviour requires improvement. It is variable in lessons, depending on the quality of the teaching, with a small number of pupils getting a little restless and not concentrating as well as they should when the work does not engage them.
- Pupils have good attitudes towards school and enjoy lessons. Lessons start promptly and pupils settle quickly to their work. Although older pupils take a pride in their written work, younger ones do not take quite the same care with their presentation, and untidy and unfinished work is too often evident in their books.
- In lessons where pupils make good progress, pupils' attitudes and behaviour make a good contribution to their learning. In Year 3, pupils eagerly solved different division problems while sharing and using resources sensibly. Good concentration ensured that, by the end of the lesson, almost all pupils had completed their work.
- Pupils look smart in their uniform and keep themselves and their classrooms tidy. They like having responsibilities, such as being 'buddy' readers and members of the school council.
- The school's work to keep pupils safe is good. Pupils feel very safe in school. Their knowledge of how to keep themselves safe is well developed. For example, older pupils know about how to keep themselves safe when using the internet.
- Bullying is rare and pupils are confident that staff would resolve any incidents effectively. Older

pupils understand its different forms, such as cyber-bullying, and how to respond to them. Pupils feel very well looked after and supported by adults.

- The responses to Parent View and to the parental survey carried out by governors are positive. Most parents agree that their children are well cared for, feel safe at school and would recommend this school to others.
- Movement around school is orderly, and play and lunchtimes are happy, social occasions. Attendance is above average this school year, rising from average in 2013.

## **The leadership and management** require improvement

- Leadership and management require improvement because pupils' progress is inconsistent and the quality of teaching is not good enough.
- In 2012 the headteacher identified that the school required improvement and approached the local authority for support. Support was given but this has not yet influenced the effectiveness of the school so that it becomes good. The management of teachers' performance is linked to pupils' progress, teachers' professional development needs and pay progression. However, there are still elements of weaker teaching.
- The headteacher, governors and all staff are committed to school improvement, and the improvement plan identifies some of the right priorities, for example improving the teaching of phonics and increasing the number of children achieving a good level of development by the end of Reception. Already there is evidence that these two priorities are being tackled. However, the school's view of how well it is doing is overly generous as too much reliance has been placed on termly progress data without verifying that this is a true reflection of pupils' work over time in all year groups. Assessment information is not always accurate and does not reflect the progress that pupils are making in their written work. Senior leaders do not check often enough that pupils are producing high-quality work and that there is sufficient evidence to support the assessments made.
- Leaders of different subjects, including the Early Years Foundation Stage leader, do not check achievement within their areas of responsibility sufficiently well. However, the current mathematics leader and the Early Years Foundation Stage leader have only recently been appointed and therefore have had insufficient time to influence provision.
- Good use of the pupil premium funding has enabled eligible pupils to make progress at least as good as that of other pupils in the school.
- Subjects are linked together in topics. However, as yet, the curriculum does not ensure pupils' good achievement. There is a good range of enrichment activities, such as after-school clubs, visits and visitors to the school. Pupils' spiritual, moral, social and cultural development is good. Pupils are interested in learning about people from a wide range of cultures and are respectful of others' beliefs. They have a clear sense of right and wrong.
- Pupils thoroughly enjoy their physical education lessons. These make an important contribution to their healthy physical development. The new primary sports funding has been used to pay for specialist coaches to broaden the range of physical education activities available.

### ■ **The governance of the school:**

- Governors identify a range of sources of information which informs them of the effectiveness of the school. They know about the setting of targets to help teachers improve their work and are aware of that this is linked to pay awards. Governors have an optimistic view of teaching, because although they visit classrooms regularly, they have not checked carefully that pupils' work in their books is as good as it should be.
- Governors know how the pupil premium funding is spent and how the primary sports funding grant is used. They are aware of the impact of this funding on pupils' achievement. Training is attended to keep their skills and knowledge up to date and to ensure their statutory duties are fulfilled effectively, for example, safeguarding.

## 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>	112541
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431195

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Newton
<b>Headteacher</b>	Joanne Grantham
<b>Date of previous school inspection</b>	26 January 2009
<b>Telephone number</b>	0114 289 0670
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