

Street Lane Primary School

Street Lane, Denby, Ripley, DE5 8NE

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other leaders and governors have successfully addressed the issues raised in the last inspection. They have ensured that teaching has improved and leads to good and rapidly improving achievement for pupils.
- Leaders check on the progress made by all groups of pupils well. They ensure that if any are at risk of falling behind, additional help is swiftly provided and pupils quickly catch up.
- Pupils in Key Stage 1 make at least good and sometimes better progress in their reading, writing and mathematics skills. They achieve well compared with others of their age.
- Pupils in Key Stage 2 are also making good or better progress and are on track to achieve much better than in previous years. This is because of the improvements in teaching and assessment.
- Teachers have a good understanding of pupils' skills in different subjects. They use this knowledge well to ensure that pupils have work that is usually well matched to what they now need to learn.
- The school works well with parents so that they have a good understanding of how well their child is doing. Staff invite parents to work with their children in lessons. Parents are very happy with the work of the school.
- Pupils behave well, are polite and well mannered. They work hard and behave well, showing concentration and perseverance in their learning.
- Pupils are safe in school and have a good understanding of how to keep themselves safe. They know how to get help if they need it.
- Governors hold staff to account for pupils' achievement well. They identify areas to develop and use all available resources to support improvement.
- Provision in the early years is good because leaders ensure that staff are well trained and knowledgeable about how to support children's learning. Consequently, children make good progress in all areas of learning.

It is not yet an outstanding school because

- Not all teachers give pupils enough help to address spelling errors when they mark their work.
- Subject leaders' plans to accelerate improvements do not contain enough detail or measureable targets to enable the effectiveness of action taken to be evaluated.
- Occasionally, the level of challenge in a few activities does not stretch all groups of pupils sufficiently.
- The outdoor area does not enable the school to provide a wide range of experiences in different areas of learning.

Information about this inspection

- The inspector visited an assembly and 16 lessons. The headteacher accompanied her on several of these observations. She also looked at pupils' workbooks.
- The inspector observed pupils' behaviour in class, around the school, and at break and lunchtimes. She had a discussion with the school council and informal discussions with other pupils.
- The inspector took account of the 22 responses to the Ofsted online questionnaire, Parent View, and also of the five responses to staff questionnaires.
- The inspector met with parents, the headteacher, other school leaders, a group of governors and representatives of the local authority.
- The inspector looked at school documents, including information about pupils' achievement, records of behaviour and attendance, records of monitoring, the school's self-evaluation, plans for improvement, and information relating to safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Children attend full-time in the Reception class.
- Almost all pupils are White British and none speaks English as an additional language.
- The proportion of pupils who are eligible for support from the pupil premium is below average. The pupil premium is extra government funding to support the education of those pupils who are known to be eligible for free school meals, or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- There have been some staffing difficulties in the last two years. An acting headteacher led the school at the time of the last inspection and this was followed by the appointment of the new headteacher. In two of the four classes, there have been changes of teachers during this year.
- A review of governance took place in September 2013.

What does the school need to do to improve further?

- Accelerate pupils' progress by:
 - planning activities which stretch all pupils, whatever their ability, throughout lessons
 - checking that spelling errors in pupils' work are used to help them to improve this aspect of their written work.
- Improve the leadership of subjects leaders and their impact on standards in their subjects by:
 - ensuring that the action plans produced by subject leaders include sufficient measurable detail to improve achievement in their subjects.
- Provide a broader range of experiences for Reception children in the outdoor area by improving the resources and facilities available to support this.

Inspection judgements

The leadership and management are good

- Governors and the current headteacher focused urgently on addressing the areas for improvement from the last inspection. This was problematic at first because of considerable turbulence in staffing. This has been successfully resolved, and the focus on development in all areas has led to rapidly improving achievement for all pupils.
- Leaders and governors monitor pupils' progress rigorously. They ensure that all staff have high quality training to address any areas of underperformance and hold them to account for the progress pupils make. As a result, teaching and pupils' achievement have improved considerably and are now good.
- Subject leaders have a clear understanding of their areas of responsibility. They have been instrumental in raising pupils' achievement by identifying the areas of strength and those which needed to improve. Their improvement plans do not contain enough detail or measurable targets to accelerate progress even more.
- Parents are happy with the work of the school and their children's progress. They enjoy the many opportunities provided to be involved in their children's learning.
- Clear safeguarding policies and procedures set high expectations of staff who comply with these rigorously. Safeguarding is effective and meets statutory requirements. Leaders and governors ensure that the policies are thoroughly implemented and monitored.
- The school's commitment to equal opportunities is demonstrated in the good progress made by pupils of all abilities and backgrounds currently in school. Leaders successfully tackle any form of discrimination and take steps to ensure that any child in danger of falling behind has appropriate support. All pupils have the opportunity to be included in all activities, including clubs and visits.
- Those pupils who are eligible for support from the pupil premium make good progress because the school targets the funding to individual pupils' weaknesses. Some of these pupils face complex challenges and a pastoral support worker helps them to make good progress. Extra teaching and well targeted support, together with access to visits and clubs, are helping those eligible to make rapid progress.
- The school makes good use of the primary school physical education and sport funding to employ sports coaches. They successfully enable pupils to develop their physical skills and healthy attitudes. Pupils now have the opportunity to engage in local tournaments in football, rugby and rounders, and are very proud of their results. School staff have good access to training in teaching sports skills which is helping them to support pupils' progress further and so many more pupils have improved their fitness.
- Pupils greatly enjoy the exciting topics which combine subjects across the curriculum and develop reading, writing and mathematics skills well. They also enjoy the visits and visitors who help to bring their learning to life.
- The school actively promotes British values in all aspects of school life. This helps pupils to develop tolerance and respect for people who are different in some way or are from other backgrounds. For example, pupils visited a local centre in Derby which offers activities to help pupils learn about people of a range of faiths and cultures.
- The school celebrates pupils' achievements in assemblies, which also give opportunities for reflection about moral, cultural and spiritual issues in the world. In the classroom and playground, pupils demonstrate good social skills and relationships and respect for others.
- The local authority has given valuable training to governors in understanding achievement data and in holding staff to account. They have also supported the development of better leadership skills which have enabled staff to improve teaching continuously.

■ The governance of the school:

- Governors undertook an external review followed by training which successfully helped them to understand information about the impact of teaching and pupils' progress for themselves. They use the school budget effectively to support areas that need to improve, and monitor the impact of their spending carefully.
- Governors make sure that additional funding, such as the pupil premium, supports eligible pupils. They check the effectiveness of this spending against the progress of these pupils.
- Staff are held accountable for pupils' achievement through the appraisal process, and governors use the outcomes of the process to make career and pay progression decisions.

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

- The behaviour of pupils is good. They are sensible in lessons and around the school. They enjoy the fun they have in learning and play exuberantly on the playground, showing care and respect for those around them. Pupils are courteous and welcoming to visitors, and build happy relationships with all members of the school community.
- Pupils' positive attitudes to work help them to make good progress. They concentrate and work hard, persevering to produce high quality, well-presented work. During the inspection, they showed their ability to work well on their own or in teams. In a science lesson in Years 5 and 6, for example, they devised experiments in groups to understand the speed of a marble on a rollercoaster. They engaged in lively discussion and predictions.
- Records of behaviour show that there is little disruption in classes at playtime or dinnertime. Any such instances are dealt with effectively by staff. Exclusion is rare and used only when all other channels have been explored and other agencies consulted.
- Pupils are given good opportunities to take responsibility and relish these. Prefects help to organise equipment at playtimes and assist younger pupils. Team captains and representatives to the school council are elected and take their responsibilities very seriously.
- Pupils greatly appreciate and enjoy the celebrations of their achievements in assembly, particularly the rewards and praise for good work and behaviour. They enjoy the many clubs offered and the special theme weeks which involve dressing up, baking, cooking and craft activities.
- Pupils enjoy the visits and the wide range of subjects studied in lively topics. They are very proud of the high quality of their work displayed beautifully around the school.
- Occasionally, when work does not challenge pupils sufficiently, a few become restless.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe and know who to ask for help if they need it. Assemblies and lessons led by the police help pupils to recognise the many dangers in the community, particularly from the internet, mobile phones and social media. They have a good understanding of when they may be in danger from others.
- Pupils say that bullying, name-calling and racism are rare and dealt with effectively by staff if they happen. Incident books confirm this. Pupils have a good understanding of the many forms that bullying can take and what they should do if problems occur.
- All staff have had training at the required level to protect all pupils, and particularly those whose circumstances might make them vulnerable. The school's procedures are followed rigorously and show staff to be alert to any problems which may arise.

- Attendance has improved considerably this year because of the closer working partnership established with families and the pastoral support provided to individual pupils. It is now in line with the national average.

The quality of teaching

is good

- Teachers generally use their good understanding of what pupils can already do to plan work which stretches pupils of all abilities in reading, writing and mathematics. Pupils make good progress because teachers deepen their understanding. However, occasionally there are parts of lessons when the tasks do not challenge a few pupils, particularly the most able. At such times, these pupils do not make good enough progress because the work is too easy.
- Staff have high expectations of learning and behaviour which help pupils make good progress in all subjects. School leaders and teachers use the recording system for checking on pupils' progress well and are quick to identify any pupil whose progress dips.
- Staff use praise and rewards well to motivate pupils. They ensure that relationships in class and elsewhere help pupils to work hard and make good progress.
- Teachers' expert understanding of how to teach phonics (linking letters and the sounds that they represent) enables pupils of all abilities to make at least good progress, including in the early years. This supports their progress in reading, spelling and writing very well.
- When teaching writing skills, teachers set work which enables pupils to produce well-developed sentence construction and make accurate use of grammar and punctuation.
- Teachers use their good knowledge and understanding of the new mathematics curriculum to ensure that work is challenging and supports pupils' good progress. This is exemplified in the way pupils apply their skills well during investigations and when problem solving.
- Staff develop pupils' reading skills well through research into topics which bring the curriculum to life. Teachers ensure that pupils use their writing skills effectively to record their learning in other subjects. Staff provide good opportunities for pupils to use their mathematics skills in topics in real life situations for investigations and problem solving.
- Teachers mark pupils' work regularly. They make it clear what has been achieved and what needs to be corrected. Pupils follow up these comments conscientiously. However, staff do not use the errors made in spelling in written work to address pupils' understanding of spelling patterns.
- Staff lead workshops for parents so that they can understand how subjects are taught today and then they come into school to work alongside their children. During the inspection, parents talked with great enthusiasm about these opportunities and the way in which staff care for the pupils.
- Support assistants are appropriately trained. They work well with pupils of all abilities and successfully support their progress and understanding.

The achievement of pupils

is good

- After a time of turbulence in school when pupils' progress dipped, leading to the lower levels of achievement of pupils in recent Year 6 cohorts, pupils are now making good and rapidly improving progress and standards are improving throughout the school.
- The level of children's skills on entry to the school fluctuates greatly because of the small numbers of children admitted. This year their skills are typical compared with others of their age, but there are

considerable gaps in children's literacy and numeracy skills. The starting points of pupils in other year groups have fluctuated in a similar manner. Last year, pupils made good progress in Reception and entered Year 1 well prepared for their next stage of learning.

- Pupils make good progress in Key Stage 1. For example, in the phonics screening check in Year 1 in 2014, levels achieved by pupils were above those seen nationally. In Year 2 in 2014, pupils achieved above-average levels in reading, writing and mathematics.
- As pupils move through the school, they develop a love of reading across a broad range of authors and books. In their topic work they develop their good understanding of reading in all subjects, and develop a higher level of skill in research and comprehension well.
- Pupils now make good progress at Key Stage 2 and are making up a lot of ground lost in the past. In 2014, the attainment of pupils in Year 6 was below average in reading, English punctuation and grammar, and average in mathematics, but above average in writing. Their progress from the end of Year 2 was in line with expectations in writing, but below expectations in reading and mathematics. There was a very small number of pupils in this year group and the complex needs of some of these brought significant challenge.
- It is not possible to report in detail on the attainment and progress of disadvantaged pupils at the end of Key Stage 2 last year without the risk of identifying individuals. This is because of the small numbers of pupils involved. However, over the school as a whole disadvantaged pupils now make the same good progress as their classmates. Gaps between their attainment and that of pupils nationally and that of other pupils in this school have closed considerably.
- There are very small numbers of disabled pupils and those who have special educational needs in school. Their progress in all year groups is rapidly improving. This is because their needs are identified at an early stage and the support and intervention provided is effective at accelerating progress.
- Not enough of the 2014 leavers had made better than expected progress for their progress to be judged good. The most-able pupils currently in school are making good and rapidly improving progress because of the improved teaching and the small group work they take part in. Occasionally, they are not challenged to achieve even more because the work is too easy.
- Pupils of all abilities are now making good progress throughout the school because of improvements in teaching and assessment. However, progress in spelling requires improvement because not enough attention is given to pupils practising and learning from their spelling errors.

The early years provision is good

- Strong leadership has resulted in the introduction of new effective ways of working in the early years. This has led to much more rapid progress made by children than in the past. In 2014, a higher percentage of children in Reception achieved a good level of development than children nationally. This helped them to enter Year 1 effectively prepared with good skills and knowledge.
- Work in children's 'Learning Journey' record books shows that the great attention is paid to assessing what children know as a basis for planning learning and so they make good progress. This is because the quality of teaching is good and activities well chosen to stretch and excite their curiosity and learning.
- The early years is effectively led and managed. Staff have appropriate training so that they can support and challenge children of all abilities. However, the improvement plan for the department does not have enough measurable detail to ensure that actions can be evaluated effectively.
- Staff use every part of the inside areas in early years to provide lively and appropriate activities. Children are happy and kept safe and secure. Although staff make the best use of the restricted area and resources available for outdoor learning, these do not provide sufficient opportunities for the full breadth of

experiences to improve children's progress.

- Children's good understanding of phonics is helping them to make good progress in reading and writing.
- Children come to school happily and confidently. They feel safe and secure. Their good attitudes and behaviour help them to work together sensibly or to concentrate on their own.

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	462015

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	70
Appropriate authority	The governing body
Chair	Angela Ward
Headteacher	Natasha Austin-Cooke
Date of previous school inspection	8 May 2013
Telephone number	01773 742717
Fax number	01773 742717
Email address	info@streetlane.derbyshire.sch.uk

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