

Risley Lower Grammar CE (VC) Primary School

Derby Road, Risley, Derby, Derbyshire DE72 3SU

Inspection dates

10–11 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils have not made consistently good progress. A minority of current pupils in Years 3, 4 and 5 have gaps in their learning, especially in reading and mathematics.
- Provisional 2017 key stage 2 test results show these pupils made poor progress in reading and mathematics.
- A minority of teaching does not engage and motivate a small group of pupils, especially some boys.
- The use of systems to promote good behaviour is not effective enough in a few classes.
- The additional support provided by teaching assistants is not planned well in some lessons. Although providing support for managing behaviour, they are not doing enough to help pupils learn well.
- The governing body has not held school leaders to account effectively enough.
- Subject leaders have not been effective enough in ensuring that teaching improves, especially in some aspects of reading and mathematics.
- The assessment of some subjects, such as history, geography, languages and computing, requires further improvement.

The school has the following strengths

- The school has a strong ethos, based on Christian values.
- The headteacher has an accurate understanding of the school's strengths and weaknesses.
- School leaders have successfully improved the teaching of phonics and writing. They have also started to improve the teaching of reading and mathematics.
- The large majority of the younger pupils are making good progress in their ability to sound out letters. Writing has improved significantly.
- Key stage 1 test outcomes have been broadly average for several years.
- Effective arrangements are in place to ensure that pupils stay safe.
- Pupils and parents appreciate the good range of additional sporting and musical opportunities provided.
- Children make a good start in the Reception Year. They quickly adapt to the school's expectations for behaviour. The large majority are making good progress.

Full report

What does the school need to do to improve further?

- Improve teaching so that pupils make consistently good progress across all year groups, especially in reading and mathematics, by:
 - reducing gaps in some pupils' understanding of mathematical concepts, especially in Years 3, 4 and 5
 - developing some pupils' skills in understanding more complex texts, especially in key stage 2
 - ensuring that the work of teaching assistants is consistently planned well so they support pupils more effectively in all classes
 - developing the planning of lessons to make work more interesting for some pupils, especially boys, who become disengaged.
- Improve leadership and management so that the school's expectations are more consistently used and applied, by:
 - ensuring that subject leaders check that additional training and resources provided for staff are leading to more pupils making good progress, especially in key stage 2
 - improving the assessment of foundation subjects, such as history, geography, languages and computing
 - ensuring that the school's behaviour management systems are used effectively in all classes.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Although leaders are aware of the need to improve gaps in pupils' reading and mathematics skills, they have not been successful yet in ensuring that pupils make consistently good progress.
- Staff are aware of the increasingly diverse profile of the pupils attending the school but are not consistently engaging and motivating the minority who currently find learning difficult.
- The systems to promote positive behaviour have been updated and revised but are not used effectively enough in a small number of classes.
- Teachers who have responsibility for subjects have provided additional training and resources for staff. They have not checked carefully how well lessons have improved.
- Pupils have the opportunity to study a good range of topics and subjects. Assessment is mostly accurate. However, the assessment of foundation subjects, such as history, geography, languages and computing, is still underdeveloped.
- The headteacher has an accurate understanding of the school's strengths and weaknesses. The teaching of phonics and writing has improved. Leaders have ensured that reading and mathematics are priorities in their plans for improvement.
- Strong links with the local church provide good opportunities for regular assemblies. Parents attend these regularly. Several commented on how they value this part of the school's provision.
- The school promotes British values through assemblies and in specific topics studied during lessons.
- The physical education and sport premium funding provides a good range of additional activities. The range of sporting provision is good in this small school.
- Pupils receive a good range of opportunities to learn musical instruments and take part in additional musical activities.
- The school organises a good range of additional trips and activities to support pupils in their learning.
- The use of pupil premium funding is planned and evaluated carefully by school leaders.
- The additional resources and support for pupils who have special educational needs and/or disabilities are planned carefully and leaders check to see they are working well.
- The school provides pupils with good opportunities to develop their understanding of spiritual, moral, social and cultural topics.
- The local authority has provided a range of additional training that has contributed to improvements made to the teaching of phonics and in the early years provision.

Governance of the school

- Although the governing body supports the school well, its members have not provided sufficient challenge for school leaders. The governing body has a more positive view of the school than is justified. Governors have not questioned sufficiently the links between pay and teachers' performance. The governing body has a good range of skills. Governors have participated in regular training and sought to identify their needs. Arrangements to promote safeguarding are checked carefully and regularly.

Safeguarding

- The arrangements for safeguarding are effective.
- Checks made prior to employment ensure that the school has suitably trained and qualified staff.
- Staff receive regular training in safeguarding, including how to be aware of issues that may cause concern. The arrangements for reporting and recording any worries are well organised and clear.
- The school maintains good links with outside agencies and uses them to support pupils who require extra help.
- The pupils spoken with said they felt safe in school. Staff who completed a survey felt that pupils were safe from bullying.
- A small group of parents who completed Parent View expressed concerns about the behaviour of a minority of pupils. Other parents feel happy with this aspect of the school.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is inconsistent across the school. The planning of a small number of lessons results in tasks that are dull or repetitive. A minority of teaching does not engage and motivate some pupils, especially boys. This can result in them not concentrating on their work.
- Systems to promote good behaviour have been updated and developed but are not used well in a few classes. A small number of pupils are not able to modify their behaviour well. They find it especially difficult to behave well without adult supervision.
- The plans for the work of teaching assistants are not consistently effective. On occasions, they become drawn into supporting pupils with their behaviour but do not improve their learning well.
- The teaching of reading has started to improve. Phonics is taught systematically across the school and this aspect of learning is effective. However, pupils in Years 3, 4 and 5, in particular, are not secure enough in understanding texts that are more complex.
- The teaching of writing has improved over time. Pupils gain secure skills in key stage 1 and are able to apply these well across a range of subjects in key stage 2.
- The teaching of mathematics is not yet secure. Some pupils in Years 3, 4 and 5 have not gained a good enough understanding of tables or confidence in division. This holds

them back as they move through the classes.

- The teaching of the most able pupils is enabling them to make good progress. These pupils work hard and consistently try their best.
- There are very few pupils who have special educational needs and/or disabilities. They receive extra support and help, either in class or in smaller groups. Most are making good progress.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The characteristics of pupils attending the school have changed over time. A greater proportion have joined from outside the catchment area. A small number of pupils do not settle down in lessons, and this can sometimes have a negative effect on the progress made by other pupils.
- The large majority of pupils take pride in the school. They are willing to improve work based on the feedback they receive from teachers.
- The large majority of pupils listen well to each other and are able to consider a wide range of views about different topics they study.
- Pupils receive regular guidance about how to stay safe when using computers and they learn about the importance of road safety.

Behaviour

- The behaviour of pupils requires improvement.
- A small group of pupils, mainly boys, find it difficult to behave well in a small number of lessons. They occasionally engage in low-level disruption.
- Most pupils behave well during lunchtimes and breaktimes. They respond positively to adult supervision and have regard for the safety and well-being of other pupils. A few, mainly boys, find it more difficult to manage their own behaviour without adult help.
- The attendance of pupils is broadly average. A very small number of pupils attend less well. However, they are either improving their attendance or there are specific reasons why they have been absent.
- Pupils are used to attending regular assemblies held in the local church. The school does not have its own hall and this provides a valuable resource for this aspect of the school's provision. Pupils are able to walk to the church in a sensible way. They all sit and listen with interest and engagement.

Outcomes for pupils

Requires improvement

- The results achieved by pupils in national tests have fluctuated because of the small cohort size in each year group. One pupil is equivalent to about five percentage points when comparisons are made with national progress and attainment data.
- Over time, pupils have not made consistently good progress across the school. In particular, the pupils who took key stage 2 tests in 2017 made poor progress in reading and mathematics. This cohort had a small group of pupils whose behaviour and attitudes to learning were not characteristic for this school.
- In 2016, pupils who took national key stage 2 tests made average progress from their starting points. Their attainment was also average.
- Some pupils in Years 3, 4 and 5 still have gaps in their learning, especially in their reading and mathematics skills. This means they are not making consistently good progress.
- The proportion achieving the expected standard in the Year 1 national phonics screening check in 2016 was well below average. However, by the end of Year 2, this same group of pupils had caught up with their peers. The proportion achieving the expected standard in 2017 improved and was broadly average.
- By the end of Year 2, pupils' attainment has been broadly average for several years. Over time, pupils have made good progress from their starting points. The large majority of pupils are ready for the next stage of their learning.
- The very small number of disadvantaged pupils make progress from their starting points that is similar to that of their peers.
- This is also the case for the very small number who have special educational needs and/or disabilities.
- The most able pupils make good progress from their starting points.
- Pupils make good progress in their writing. This aspect of learning has improved significantly because it has been a school priority over the last two years.
- Additional sessions provided for individual pupils are helping many to start to catch up where they have gaps in their reading and mathematics skills.

Early years provision

Good

- Children start in the Reception Year with skills and abilities that are broadly typical for their age. A few boys, in particular, are behind girls in their skills, especially in writing.
- Over time, children have made expected progress from these starting points. In 2016, the proportion who achieved a good level of development fell to below average. This was because a few children, mostly boys, did not make sufficient progress, especially in their writing skills. Leaders have ensured that additional training and support have improved this area of provision.
- The proportion of children who achieved a good level of development increased in 2017. It is now broadly average.
- Accurate assessments provide staff with good information about children's skills when

they start in the Reception Year. Well-planned activities help them to improve any areas identified.

- School staff make good links with a range of other organisations, including nursery settings. This helps children to settle well into the Reception Year.
- The learning is organised well. Children join in with Year 1 activities that are appropriate for their learning. The work of the teaching assistant is well planned and effective.
- Children settle quickly into the routines and expectations for the class. They behave well during lessons and when playing with the good range of resources provided.
- Safeguarding arrangements are effective and well organised.
- Parents receive good information about learning through the use of regular updates through the internet. Many parents respond by adding their own comments about learning at home.
- A small number of boys are still behind when they start Year 1.

School details

Unique reference number	112850
Local authority	Derbyshire
Inspection number	10035993

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Gayle Wardle
Headteacher	Paul Bridgmount
Telephone number	0115 9397622
Website	www.risley.derbyshire.sch.uk
Email address	headteacher@risley.derbyshire.sch.uk
Date of previous inspection	18–19 October 2012

Information about this school

- This is smaller than the average-sized primary school.
- Pupils are currently grouped into four mixed-age classes, while Year 6 pupils are taught as a separate group.
- The proportion of pupils who have special educational needs and/or disabilities is low.
- The proportion of pupils who are eligible for pupil premium funding is low.
- The majority of pupils are from a White British heritage.
- Over time, the nature of the pupil intake has changed. Currently, three quarters of pupils come from outside the local catchment area. The range of pupils' needs has grown over this period as well.
- The school meets requirements on the publication of specified information on its website.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- The inspector observed learning in 15 lessons, or part-lessons.
- Pupils were heard reading during lessons and six pupils met the inspector during a lunchtime break. Pupils also talked with the inspector during sessions around the school. Fifteen pupils completed the survey for this inspection and their views were considered.
- The inspector attended a whole-school assembly in the local church, as well as sessions organised by visiting specialists providing musical tuition and sports activities for pupils.
- Meetings were held with the headteacher, deputy headteacher, chair of the governing body, two other governors, one class teacher and a representative from Derbyshire local authority.
- Information about the school's planning, its self-evaluation, published data and other monitoring documentation were checked.
- The inspector took account of the 61 responses to the online questionnaire (Parent View), spoke individually with several parents during the inspection and reviewed a letter sent in by one parent.
- The responses to a survey completed by nine staff were reviewed.

Inspection team

David Bray, lead inspector

Ofsted Inspector

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