



Street Lane Primary School

Inspection Report

Unique Reference Number 112613
LEA DERBYSHIRE LEA
Inspection number 278975
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Mr. Ian Nelson LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Street Lane
School category	Community		DE5 8NE
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01773742717
Number on roll	53	Fax number	01773742717
Appropriate authority	The governing body	Chair of governors	Ms.Claire Andrews
Date of previous inspection	20 September 1999	Headteacher	Mrs. Maureen Ward

Age group	Inspection dates	Inspection number
4 to 11	15 March 2006 - 16 March 2006	278975

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small primary school serving Street Lane and surrounding diverse rural communities. The proportion of pupils eligible for free school meals is average. The number of pupils with learning difficulties is a little below average. Nearly all the pupils are of White British heritage. Only half of the pupils who left Year 6 in 2005 had been in the school since Reception. When children start in Reception their ability range is wide but they generally have the skills and knowledge expected of their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory and it provides satisfactory value for money. The school shares the inspector's view of its overall performance. Pupils' spiritual, moral, social and spiritual development is good. They make a positive contribution to the community. The school has been through a difficult time as a result of a small number of pupils whose behaviour was so poor that it slowed the pace of learning in Years 3 to 6 and resulted in standards in the national tests at Year 6 being very low, with very few pupils gaining the higher than expected grades. However, behaviour and personal development are now good and pupils make satisfactory progress in their learning. The current Year 6 pupils are on track to gain above average standards in the 2006 tests. Children in the Foundation Stage make satisfactory progress and mainly reach the standards expected by the time they enter Year 1. They continue to make satisfactory progress through Years 1 and 2, to reach average standards in the national assessments, although too few reached the higher level 3 in 2005. Teaching is satisfactory across the school. Until recently the school did not make good enough use of information on how well pupils were doing to set work that ensured all pupils progressed at least satisfactorily. This is now improving. The school has not been rigorous enough in checking the impact of teaching on learning, or in helping all staff to understand the detailed analysis of national test results. However, having recognised these shortcomings, the school has taken steps to improve them so that behaviour and learning are now much better. The school is satisfactorily placed to carry on improving.

What the school should do to improve further

- Continue to improve standards and progress, particularly at Key Stage 2 and for the more able.
- Make more effective use of information on how well pupils are doing to ensure they all get hard enough work.
- Ensure all teachers understand the analysis of national test results and how they can help to improve them.
- Be more rigorous in lesson observations on checking the impact of teaching on pupils' learning.

Achievement and standards

Grade: 3

Overall, achievement is satisfactory. The school has successfully dealt with a difficult period when pupils at Key Stage 2 did not make enough progress and standards were too low, with very few pupils reaching the higher level 5 in the national tests. The poor behaviour of a small number of pupils disrupted the learning of the rest and because the school did not make effective, enough use of information on how well pupils were doing in order to set challenging enough targets for them to aspire to. Behaviour has improved and the school has introduced more rigorous systems for checking how well pupils are learning, setting them targets and tracking their progress each term. These systems show that pupils are now making satisfactory progress in English, mathematics and science and the current Year 6 pupils are on track to reach above average standards

in the national tests. The school's targets have been revised upwards to reflect the improved progress and are suitably challenging. Pupils in Reception and Key Stage 1 make satisfactory progress and reach average standards, though none reached the higher level 3 in writing in 2005. Pupils throughout the school who find learning difficult are satisfactorily supported and make sound progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. The behaviour problems of recent times have been resolved and behaviour is now good. There were four temporary exclusions in the last school year but none this year. Pupils are polite and well mannered and say that there is now no bullying in school. They enjoy their lessons and attendance is satisfactory. Pupils enjoy making their views known to the staff through the school council. School councillors take their roles very seriously, though they could be given more responsibility for organising, chairing and keeping minutes of their meetings. Pupils know how to stay safe and feel well looked after in school. They know about staying healthy through a balanced diet and plenty of exercise. They are proud that their tuck shop sells healthy snacks and they get plenty of physical education lessons, and after-school sports clubs. The school now prepares pupils satisfactorily for the next stage of schooling and adult life by giving them the literacy, numeracy and personal skills they need to succeed. They have good opportunities to contribute to the school and wider community by taking on increasingly responsible tasks as they get older.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There is a good focus on pupils learning basic skills in literacy and numeracy. For example, pupils in Years 1 and 2 enjoyed identifying words, initial letters, or letter blends through practical activities in pairs and small groups. Year 6 pupils thoroughly enjoyed preparing for a formal debate that involved generating ideas, sorting them into order and presenting them in a formal way. Years 3 and 4 identified more interesting words to use in their writing instead of words like 'nice'. Teaching assistants support particular groups and individuals well and this helps pupils to learn more effectively. The support enables those who find learning hard to make satisfactory progress and achieve their targets. Until recently teachers did not always ensure that all pupils had hard enough work, particularly at Key Stage 2 where all four age groups were taught in a single class for all subjects. Since splitting the class into two groups for English and mathematics and developing better ways of using information on how well individuals are doing pupils' progress has improved, though there is still more to do, particularly in stretching the more able.

Curriculum and other activities

Grade: 3

The school provides a satisfactory range of learning activities that meet statutory requirements and enable pupils to make sound progress. Foundation Stage children are taught alongside Years 1 and 2. The effective use of an experienced teaching assistant and careful planning by the class teacher ensure that children get an appropriate balance between teacher-guided and independent activities. Themes are planned for the rest of the school to ensure that pupils cover the essential requirements of the National Curriculum over the years without repeating topics but with suitable attention to building on their growing skills and knowledge. Their learning is enriched by a satisfactory range of visits and visitors, as when an artist worked with them. There is an adequate range of after-school clubs that are well supported.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Staff know the pupils very well and parents commented on the high quality of care. One wrote, 'Children feel safe and get the care and attention they need'. All the required policies and procedures for child protection are in place and pupils say they feel safe in school and that their teachers care for them. Support from external agencies in the last school year has helped to improve behaviour so that personal development is now good. Pupils who find learning difficult are identified early and given extra support to help them to make satisfactory progress. The school has not been rigorous enough in the past in checking how well pupils are learning and in setting targets for individual improvement. The school has developed new systems to track how well pupils are doing each term and they now know what they need to do to reach their targets. These systems show pupils making satisfactory progress but have not been in place long enough to have made an impact on national test results.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The work of the governors is satisfactory. They are very enthusiastic and committed to the school though many are new to the role. The head teacher has a satisfactory view of how well the school is doing and how to improve it which she shares with governors. She checks the views of parents and pupils who have overwhelmingly positive views of the school. One parent wrote, 'I could not have wished for a better school than Street Lane'. However, the systems for checking the school's performance have not been rigorous enough to ensure that all staff know fully how they can contribute to school improvement. For instance, the records of lesson observations do not focus enough on how well pupils are learning and the detailed analysis of the national test results has not been shared effectively enough with all staff. The school has a good school improvement plan that recognises what it needs to do to improve and outlines clearly how it will do so. Having

recognised that pupils were not making enough progress in Key Stage 2 the school has analysed the reasons and put effective systems in place to improve matters. The result is that pupils are currently making satisfactory progress throughout the school. Given that the school has tackled the serious behavioural issues that slowed learning in recent years, improved the systems for checking how much progress pupils are making and ensured that achievement is now sound it is satisfactorily placed to continue getting better. It offers satisfactory value for money.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making me so welcome when I came to inspect your school recently. This letter is to tell you what I think your school does well and what it could do better. Your teachers, teaching assistants and lunchtime supervisors look after you very well so that you always have someone to go to if you are worried or upset. Your behaviour is good and you are polite and well mannered. You enjoy your lessons and work hard. You know what your targets are and what you need to do achieve them. School council members tell the adults what you think of school and how it could be better. They could take more responsibility for organising and running their meetings, and writing the minutes. I have asked the teachers to make sure they check how you are doing so you all get hard enough work and do better in your tests. I have asked them to make sure they know how well you are learning when they check how good the teaching is in lessons. I have asked also, that all teachers get better at understanding how well children have done in the national tests at Year 2 and Year 6 and what they can do to improve results in the future. I thoroughly enjoyed my short time with you and hope you continue to work hard and enjoy school.