



# Sawley Infant and Nursery

## Inspection Report

**Unique Reference Number** 112684  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278989  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Mr. Roger Brown LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Wilmot Street
<b>School category</b>	Community		NG10 3DQ
<b>Age range of pupils</b>	3 to 8		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 973 2652
<b>Number on roll</b>	265	<b>Fax number</b>	0115 972 0124
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Wendy Lauberts
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mrs. Glynis Sherratt

<b>Age group</b> 3 to 8	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 278989
----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This is a large infant and nursery school in Sawley in Derbyshire. Most of the pupils are of white British descent, and the remainder are from other heritages. The number of pupils eligible for free school meals is above average. The number of pupils with special educational needs is average. These pupils have moderate learning or social and behavioural difficulties.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is a highly effective school. The needs of the children are at the forefront of all its work. The school knows it is very good, but in some respects underestimates just how outstanding it is. It was considered to be a very good school at the time of the last inspection, and it has continued to flourish and develop since then. The facilities it provides and the quality of the provision are outstanding. The parents and pupils are almost unanimous in their praise for the school, and it provides excellent value for money. By the time they leave at the end of Year 2, pupils reach very high standards in writing and high standards in reading and mathematics. They make excellent progress in their learning and their personal development because of the high quality teaching they receive from teachers and teaching assistants. The school's use of assessment to inform individual learning is an outstanding feature of this school and the school is committed to developing further its systems for individualised learning. The school has created an atmosphere where everyone feels exceptionally well cared for and valued. Pupils, staff and almost all of the parents feel that they are listened to and their opinions acted upon. A parent reported that this school had not originally been his first choice for his children. The parent continued by saying however, the fact that they had to come to this school was the best thing that could have happened to them. The provision for children in nursery and reception is outstanding and ensures that they settle quickly and confidently into school routines. Leadership and management are outstanding. The school is very well placed to continue to improve and develop.

### **What the school should do to improve further**

- The school should continue to develop the system of individualised learning.

## **Achievement and standards**

### **Grade: 1**

By the age of seven, pupils reach very high standards in writing and high standards in reading and mathematics. Standards have been consistently above for the last four years. Pupils make outstanding progress in their time at the school. On average, they start school with skills that are below those of most children of their age. However, the staff, through their meticulous use of assessment information, create what are effectively individual learning programmes for every child. With these they develop the pupils' skills and help them to learn very quickly. Pupils enjoy their lessons, work hard and respond magnificently to the challenging targets the teachers set them. Pupils who need extra help very good progress because of the consistent structures, systems and methods that are used to support them.

## **Personal development and well-being**

### **Grade: 1**

The personal development and well-being of pupils is outstanding. Their attitudes to learning are excellent because teachers engage them well and make lessons lively and interesting. Pupils really enjoy their learning, describing it as 'fun'. From the nursery and reception classes pupils learn to co-operate as when playing with an excellent range of equipment at lunchtime. The excellent support for pupils with special needs boosts their confidence extremely well particularly, for those who are emotionally vulnerable. Behaviour is excellent because pupils are so interested in what they do. Attendance is good with most families ensuring that their children attend school regularly. Pupils have a very keen understanding of keeping safe and healthy. One spoke, for example, about how to open the fire doors, while others spoke about the importance of exercise. Pupils know which foods and drinks are good for them and which are not. There are very good opportunities for pupils to make decisions about the way the school runs, such as helping to determine the nature of the outdoor environment. The school is aware of the scope to extend such opportunities. The provision for pupils' spiritual, moral, social and cultural development is very good. The school's excellent emphasis on pupils' social development promotes very good relationships. There are times for pupils to improve their spiritual development, but occasionally, some good opportunities are missed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The school believes teaching and learning to be good, but inspectors found it to be outstanding and that, as a result, pupils make very good progress. The best features of teaching are focused and detailed planning and assessment, excellent relationships, interesting and challenging practical activities, and work that is very well matched to pupils' differing capabilities. In lessons there is an excellent working atmosphere and pupils are highly motivated, listen well and work hard. Teaching assistants make a very good contribution to pupils' learning through, for example, the high quality help they give to those who find their work more difficult. Teachers' assessment of pupils and their thoughtful use of the information they gather are outstanding features of the school. Pupils know what they have to do and work hard to meet their targets. The school provides highly effective help for all children, including the most and least able, so they all get hard enough work to challenge them. The procedures for checking how well children are doing in the nursery and reception classes are excellent. They cover all areas of learning and enable the teachers to provide well for children's individual needs. Parents and grandparents are involved wherever possible in supporting children's learning, especially with developing their reading.

## **Curriculum and other activities**

### **Grade: 1**

The inspection team agrees with the school's judgement that the curriculum it provides is outstanding. Great care is taken to ensure a broad range of activities that stimulates, promotes and develops pupils' learning and meets legal requirements. The curriculum for pupils with special educational needs is exceptionally good. The clear and detailed individual education plans for these pupils contribute strongly to their very good progress. There is a range of clubs for pupils of different abilities to join. These and other enriching activities are very much valued by the pupils and help them to develop as well rounded, confident individuals who co-operate and look after each other.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support of pupils are excellent. The school has extremely thorough systems for identifying pupils with different needs and then providing them with the support that they need. For example, it identifies pupils with emotional difficulties and gives them extremely effective encouragement in small groups that boosts their confidence very well. The school watches very closely the progress of individual pupils' learning, including those with special needs, giving any necessary support for their learning. For instance, where it feels that pupils could do better in their reading it provides additional support in its "better readers" approach. As a result all pupils make very good progress and achieve very well. The school makes outstanding provision for ensuring pupils' safety, health and well-being. There are very good arrangements for safeguarding pupils. Child protection procedures and health and safety procedures are clear and well understood by staff. Teachers and other adults have an excellent understanding of pupils' pastoral needs and development and respond positively when the need arises.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding at all levels in the school. The head's vision for the school is that of a high quality education provided by high quality staff in an atmosphere where everyone feels equally valued, cared for and respected. One of the main strengths of the school lies in the highly effective systems that have been created and the consistency with which they are used. People know what to do, how to do it and have great role models for how to do it really effectively. Performance management reinforces the improvement planning process, which in turn builds on the excellent monitoring and evaluation systems. Senior staff know where teaching is exemplary and where it is less strong and target their support appropriately. The head and governors have appointed some exceptionally able staff. Everyone focuses on developing and extending the pupils, whatever their needs and abilities. Pupils are happy and confident and as a result thrive on the challenges their teachers give them. Everyone with leadership responsibilities knows exactly what is expected of them and

responds exceptionally well to the demands made upon them. Governors have a full and clear understanding of the school and its development. The excellent state of the building, the school environment and the resources to support learning arise from the astute management of the funds available to the school and the extra money it raises. The school provides excellent value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 letting us visit your school. We enjoyed watching you learn. We really enjoyed talking to you about your work, speaking to your teachers and coming to your assembly and clubs. What we liked most about your school: - Your warm and friendly welcome. It was a real pleasure to visit. - You are so polite and friendly to each other in the classroom and when playing outside. It was a delight to talk to you and spend time with you. - Grown ups in your school look after you very well and want to make sure you are always happy, healthy and safe. - You work so hard and do your very best at all times. You enjoy your work and are very proud to talk about it. - Your teachers teach you very well and help you to make excellent progress with your work. - Your head teacher runs the school very well. She enjoys talking to you and listens to what you say and works hard to make changes. - Those of you who need a little extra help with your work get it in the right sort of way. - Grown ups in your school know what it does well and what needs to be done to make it even better. - Your parents and carers are right in thinking that you go to a very good school, and we agree. - Your individual learning programmes are good and the teachers should carry on making them even better. Keep up your very good attitudes to learning and your willingness to always do your best.