



Sinfin Primary School

Inspection Report

Unique Reference Number 112734
LEA City of Derby LEA
Inspection number 279003
Inspection dates 18 May 2006 to 19 May 2006
Reporting inspector Mrs. Joyce Cox LI

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

Type of school	Primary	School address	Sheridan Street
School category	Community		DE24 9HG
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01332771370
Number on roll	146	Fax number	01332270056
Appropriate authority	The governing body	Chair of governors	Mr. John Brittain
Date of previous inspection	21 June 2004	Headteacher	Miss. Judith Lloyd-Williams

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school which faces challenging social and educational circumstances. Children's attainment on entry to the Nursery is very low. Over half of the pupils are eligible for free school meals, which is well above average. A relatively high proportion of pupils move in and out of the school during the course of the year, causing disruption to their education. The number of pupils with learning difficulties and disabilities or emotional and behavioural difficulties is well above average, although an average number has a statement of special educational need. About a third of pupils are from minority ethnic backgrounds and 22 speak English as an additional language. The school came out of special measures in 2004 and moved to new premises in November 2005.

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 judges its effectiveness as satisfactory and inspectors agree. It gives satisfactory value for money. Pupils make satisfactory overall progress from a very low starting point. Children make good progress through Nursery and Reception because they are taught well. Pupils achieve well in Years 1 and 2 and in 2005 many did exceptionally well and reached the expected levels in teacher assessments. Pupils' achievements are currently satisfactory by the end of Year 6, although standards have varied between average and very low in the last three years, due in part to the considerable staffing instability that the school has experienced. Currently, the quality of teaching and learning is satisfactory in Years 3 to 6 and good in the rest of the school. However, assessment procedures are over-complex and teachers in Years 3 to 6 do not always tailor work to meet pupils' various learning needs. In addition, there are not enough chances for junior pupils to practise their numeracy and literacy skills in other subjects. The school has successfully improved pupils' personal development. Their behaviour and attitudes to school are now good. Consequently, attendance has improved considerably to broadly average levels since the last inspection. Leadership and management are satisfactory. The headteacher has succeeded in raising staff morale after a very turbulent period and the school is poised to move forward. However, it currently lacks a clear long-term improvement plan to enable it to do so. Governors are supportive and are starting to challenge the school more regarding its performance. The considerable improvement to pupils' behaviour and attitudes and the many other important changes now in place to raise all pupils' achievement demonstrates the school's satisfactory capacity to improve further.

What the school should do to improve further

- Ensure that teachers in junior classes know what pupils of different abilities need to achieve in lessons in order to raise standards further. - Simplify assessment procedures so that pupils' progress can be more easily tracked throughout the school. - Make sure that the school improvement plan is more precise and that planning extends for more than one year. - Improve curriculum planning so that junior pupils have more chances to develop numeracy and literacy skills through work in other subjects.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children enter the Nursery with knowledge and skills that are very low, particularly in relation communication and social skills and to their experience beyond the home. They make good progress in the Nursery and Reception class but only a small proportion of children reaches the standards normally expected on entry to Year 1. Nevertheless, in the past two years, many pupils have done exceptionally well to achieve average standards by the end of Year 2. Even though pupils currently at the end of Year 2 are set to reach standards that are below average in reading, writing and mathematics, they have achieved well in relation to their low

starting points on entry to Year 1. The school's scores in the 2005 tests for eleven-year-olds were extremely low. Several factors contributed to pupils' poor performance in the national tests. These included high pupil mobility, an above average proportion of pupils with learning difficulties and a legacy of disruption to learning caused by major staff absence. The school has correctly identified that these standards were inadequate and has put successful measures in place to improve the 2006 results. Consequently, pupils currently in Year 6 are on course to reach higher standards by the time that they leave the school. Although these will still be below average overall, they represent satisfactory achievement and progress in Years 3 to 6. The very high proportion of pupils with learning and behavioural difficulties makes satisfactory progress, as do pupils from minority ethnic backgrounds, including those who speak English as an additional language. Pupils have not met recent targets for raising attainment. Though challenging, these targets do not take enough account of the high levels of pupil mobility or of the significant numbers of pupils with learning and behavioural difficulties.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good and reflected in every aspect of school life. Spiritual, moral, social and cultural development is effective and reflects the school's strong, caring and supportive ethos. Staff have successfully improved pupils' behaviour and changed many pupils' reluctant attitudes to learning. Pupils now enjoy their lessons and the vast majority behave well. Pupils with emotional and behavioural difficulties are helped to come to terms with the school's expectations through skilled guidance from all staff, spearheaded by the learning mentor. Good relationships stem from the way pupils are taught to respect themselves and everyone in school. Older pupils carry out responsibilities well, for example as playground friends and lunchtime monitors. The school council gives pupils an effective voice in helping to improve the school and the community. For instance, they are involved in litter collections on the local estate. A good personal, social and health education programme (PSHE), helps pupils understand about keeping safe and staying healthy. Regular exercise and a good variety of break and lunchtime activities promote healthy lifestyles effectively. Pupils develop a satisfactory range of skills that will help them in the future. Attendance is satisfactory and considerably improved in recent years, due to concerted efforts by all staff.

Quality of provision

Teaching and learning

Grade: 3

Teaching is good in the Nursery, Reception and Years 1 and 2 classes. Lessons are lively and pupils learn through an exciting and stimulating range of practical activities. Staff are skilled at encouraging infant pupils to become keen and motivated learners. Teaching in the junior classes is satisfactory and occasionally good. In the most effective

lessons, staff provide interesting activities, which pupils enjoy and which challenge them. In one lesson, drama was used really well to help pupils consider the views of different characters in Red Riding Hood. Questioning is probing and pupils are active participants, although occasionally, pupils who are quiet are not fully included. Teachers encourage pupils to become independent learners but sometimes too much is expected of pupils who find it difficult to organise themselves. There are also times when lessons lack pace. Pupils with behavioural difficulties become restless when introductions are too long and activities slow to begin. Planning for activities is quite detailed. However, given the wide range of needs and the high proportion of pupils with learning difficulties, consideration is not always given to the best ways for all pupils to learn or to exactly what they are expected to learn. Such omissions adversely affect the progress that some pupils make. Assessment procedures allow staff to track pupils' progress. However, current arrangements do not determine whether individual pupils are making adequate progress and this limits teachers' ability to identify and respond to underachievement.

Curriculum and other activities

Grade: 3

The curriculum in the Nursery and Reception unit is good and skilfully matched to children's learning needs. There is a strong and successful emphasis on communication, and exciting activities, such as a mini-beast hunt, provide good speaking and listening opportunities. Bi-lingual staff give effective support to pupils at an early stage of learning English. In Years 1 and 2, there is a strong emphasis on developing literacy and numeracy skills and in promoting personal skills. There is a good focus on exciting and enticing practical activities, which promote enthusiastic learning and good achievement. There is a satisfactory curriculum in Year 3 to 6. Links between subjects are improving and enable teachers to develop pupils' skills in a range of contexts. However, junior pupils have too few opportunities to practise their literacy and numeracy skills in purposeful ways in other subjects. The curriculum makes good provision for PSHE, guiding pupils towards being safe and healthy and to contributing to the school and local community. Teachers are making increasingly effective use of information and communication technology to enliven lessons and engage pupils. A satisfactory range of lunchtime and after-school clubs, including recorders, choir and a steel band contribute to pupils learning and personal development.

Care, guidance and support

Grade: 2

Standards of care are good. Pastoral support and guidance are particularly good and appreciated by parents and pupils. Pupils say they are confident that adults will help them if they have a problem. There are effective systems to ensure pupils' safety and well-being, including careful attention to child protection arrangements and the conscientious vetting of adults who work in school. Staff and governors carry out systematic risk assessments. Pupils know that good work and behaviour are recognised, for example in assemblies and through rewards such as stickers, which are proudly

collected. Academic guidance is satisfactory, although the ways in which teachers mark work and set targets for improvement require greater consistency between classes. The learning mentor provides particularly good support for pupils with emotional and behavioural difficulties. The school maintains effective links with parents and outside agencies that successfully promote pupils' welfare in school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The impact of the headteacher's work is shown in the considerably improved attitudes and behaviour of pupils, their increased attendance and the greater involvement of parents. Staff morale is good because new teachers have quickly become part of a cohesive staff team. The move to the new building in November 2005 has been managed extremely well and the ethos in the new school has had a very positive impact on pupils' attitudes and behaviour. Since the school was removed from special measures, the headteacher has improved the quality of provision generally, and especially the quality of teaching. Improvement has been satisfactory, although the extensive additional work needed to manage the school move has also meant that some targets have not been achieved. Furthermore, staffing difficulties, which have caused the school to operate with a reduced and temporary management team over the past year, have posed further barriers to improvement. The school's improvement plan focuses on the things that need to be improved and is based on satisfactory analysis of its previous work. However, individual plans are too general and do not always get to the heart of the matter. There is no long-term plan or overview to guide the school's development work. Nevertheless, the school's recent track record indicates satisfactory capacity for further improvement. Governance is satisfactory. Governors fulfil their statutory responsibilities and are increasingly confident in challenging the school regarding its performance.

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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	2	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	4	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?	2	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 welcoming us to your school when we visited. It was great to talk with some of you and to watch you working and playing. This letter is to tell you about some of the important things we saw. You are lucky at your school because the headteacher, teachers and all the other adults look after you so well. They encourage you to behave and to be happy at school, to be healthy and to stay safe, and they make sure you learn lots of new things. It was brilliant to hear from so many of you how much you like your fantastic new school. Your behaviour has improved a lot and is now good and this makes it so much easier for the teachers to teach and for you to learn. Older pupils told us you all enjoy school and how much you like getting rewards for good work and behaviour and taking part in assemblies, clubs and being on the school council. Your headteacher and all the staff are keen to make the school even better for you. We think that to do that they need to carry on making sure all junior pupils do as well as they can in the Year 6 tests. It will also be good if there is an easy way to track the progress you make and if there is a clear plan to improve the school for the next few years. It will also help junior pupils' numeracy and literacy skills if they have more chances to practise these in all subjects. It was so good to find out that your behaviour has improved so much and that you are now keen to learn at school. Also it was great that all of you are happy at school and that your parents are happy too. Keep being good and working hard at Sinfin.