



Sale and Davys CofE Controlled Primary

Inspection Report

Unique Reference Number 112799
LEA DERBYSHIRE LEA
Inspection number 279023
Inspection dates 29 September 2005 to 30 September 2005
Reporting inspector Mr. David Simpson LI

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

Type of school	Primary	School address	Twyford Road
School category	Voluntary controlled		DE73 1HA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01332702072
Number on roll	91	Fax number	01332702072
Appropriate authority	The governing body	Chair of governors	Mrs.Hannah Hogg
Date of previous inspection	12 June 2000	Headteacher	Mrs. Carolyn Stops

Age group 4 to 11	Inspection dates 29 September 2005 - 30 September 2005	Inspection number 279023
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI).

Description of the school

Sale and Davy's Church of England Primary School is a small rural school situated at the centre of the village of Barrow-on-Trent. Because numbers are small, children are taught in mixed-age groups in four classes. Almost all of the pupils are white British. The children's social circumstances are above average and very few are eligible for free school meals. The school has a below average number of pupils who have special educational needs.

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 accurately judges its overall effectiveness to be satisfactory. It is a welcoming and purposeful community in which mutual respect and the celebration of success flourish. Pupils speak positively of their school and parents appreciate the education their children receive. Nearly all pupils reach standards that are in line with or above what is expected for their age, although standards are not as high as they should be in mathematics and writing. In the Foundation Stage the children make sound progress. Given the high levels of attainment of pupils when they enter the school, they make satisfactory progress overall although the more able are not always sufficiently challenged. Pupils in Year 4 have a legacy of underachievement that has been evident as they have move through the school. The quality of teaching and learning is satisfactory with some good teaching but assessment does not provide pupils with a clear sense of what they need to do to improve. The school has good links with other organisations to promote the well-being of learners. The pupils' behaviour and attitudes are a strength of the school. Care is good with the welfare of the individual pupil at the heart of the school's work. The quality of leadership and management are satisfactory. Since taking up post in the summer term 2005, the headteacher has acquired a good knowledge of her school and is establishing appropriate priorities for improvement. She has accurately judged the school's strengths and weaknesses and acknowledges that the school needs to be more rigorous in analysing the pupils' performance and tackling underachievement promptly. Improvement since the last inspection has been satisfactory. The school provides satisfactory value for money. It is in a strong position to improve, the pupils are keen to learn, the adults who work at the school are dedicated and the headteacher's ambition is to make this an outstanding school.

What the school should do to improve further

-Make sure that pupils, especially those in Year 4 and the most able, are given more challenging work, particularly in their writing and in mathematics. -Ensure that when marking books and talking about their work teachers tell pupils what they need to do to improve. -More frequently analyse the pupils' performance so that under achievement is quickly recognised and tackled.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are above average. The pupils come into reception ready to learn and with mature attitudes to their education. As a result of careful planning and the teachers' secure understanding of the curriculum, they make sound progress and enter Year 1 with standards which are higher than most five year-olds. In recent years there has been underachievement at Key Stage 1 and the school's results fell below the national average in 2004. This decline was reversed in 2005, when the percentage of the pupils who reached the expected levels for their

age was above the provisional national figure. However, the proportion of pupils reaching the higher levels was significantly lower in writing and mathematics than in reading. The school is aware that its more able pupils need greater challenge and that there are pupils in Year 4 with a legacy of underachievement. By age 11 test results in English, mathematics and science are above the national level but given the pupils' starting points and capabilities they have made no more than satisfactory progress overall.

Personal development and well-being

Grade: 2

The pupils are good ambassadors for the school and their personal development is good. They are industrious and exceptionally well behaved. The relationships between adults and pupils are a strength of the school and the high levels of mutual respect establish a safe environment in which pupils can express their views with confidence. The pupils relish the opportunity to take responsibility, for example, older pupils act as playground friends, looking after reception and infant pupils. The school council makes a strong contribution to improving facilities. Pupils enjoy their education and their attendance is well above the national average. Their academic and personal successes, as well as their achievements in the community, are regularly celebrated, most notably in the excellent weekly awards assembly. The pupils' spiritual, moral, social and cultural development is good. They have a strong sense of right and wrong and are beginning to learn about other cultures and world religions. From an early age pupils are sensitive to one another's feelings. The pupils are actively involved in fund raising and local community events. There is a strong emphasis on the social skills that equip the pupils for adult responsibilities and the world of work, culminating in a popular residential visit. The pupils take good advantage of opportunities for physical education and sport although they feel that more equipment could be available for active play, especially to take account of the interests of girls. The school has a well planned programme which enables pupils to learn about healthy lifestyles and the skills needed to develop secure relationships.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning are satisfactory. The best teaching is based on a secure knowledge of what different groups of pupils can already do and should do next. The teacher expects pupils to work quickly and with increasing independence. For example, in one lesson, the teacher regularly checked the pupils' progress and gave them increasingly more challenging tasks. As a result the Year 3 and 4 pupils showed growing confidence and were more ambitious in their choice of vocabulary. Teachers have high expectations of behaviour and their classrooms are happy and productive. Teaching assistants play a full part in lessons, including rewarding pupils for their hard work. Planning adequately takes account of the different starting points

of pupils and the mixed age classes, but the school is aware that lessons often do not sufficiently challenge pupils, especially the more able, to make good progress. Marking is conscientious but seldom indicates what the pupils have done well and what they need to do to improve. The pupils are unclear about what they have to do to make their work better.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs of pupils. Art is a strength of the school and all pupils in Years 5 and 6 benefit from studying French. However, the school is aware of the need to improve opportunities for writing across the curriculum and to provide longer periods of time to develop skills in subjects other than in English and mathematics. The pupils do not feel that they have enough access to the school's laptops as part of their day-to-day studies. The school is an attractive environment and the pupils' work is interestingly displayed throughout. A large proportion of the pupils takes part in, and speaks positively of, the range of activities offered by the school and other organisations, including a local football club. Many of the activities are sporting and the headteacher has plans to broaden the school's provision in the near future.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Good relationships have been established with agencies and other schools to support the educational and behavioural needs of pupils. High expectations of the pupils' behaviour establish a safe learning community in which people look after one another and treat people with respect. The headteacher is invariably on the playground at the start of the day, which strengthens contacts with parents. Risk assessments are carried out efficiently and do not inhibit the school from providing pupils with a wide range of educational experiences. A clear programme of events prepares the older pupils well for secondary school education. Pupils describe the school as welcoming and friendly, with helpful teachers. Parents feel that their children are safe and well cared for. One commented, 'All of our children are incredibly happy and they cannot wait to return after holiday times.'

Leadership and management

Grade: 3

The quality of leadership and management are satisfactory. The headteacher took up post at the start of the summer term 2005 following a period in which the governors had been unable to make an appointment. Already she has a good knowledge of her school and is improving it systematically. The staff respect and understand her high aspirations for raising standards and developing staff expertise. The headteacher has correctly identified the need for subject leaders to be clearer about their responsibilities. She has also accurately recognised shortcomings in how assessment information is

used. At present it is not collected regularly enough to quickly identify and tackle underachievement in order that all pupils fulfil their potential. Procedures for school development planning are improving and addressing priorities systematically. Staff and governors are playing a full part in writing the new three-year plan. The school's resources are appropriately allocated. Good staff have been recruited and they are well supported. For example, a newly promoted teaching assistant is receiving weekly guidance and lesson observations from the headteacher. The chair of governors has a detailed understanding of what the school needs to do to improve standards. In the absence of a headteacher, governors did not feel able to challenge the school rigorously, or to implement change as quickly as they would have liked. Working alongside the new headteacher, the governing body has the knowledge to more effectively hold the school to account.

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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	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	1	NA
The attendance of learners	1	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	2	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 me to your school. I really enjoyed talking to you, visiting your lessons and coming to your assemblies. I could see that you always try hard to do your best and help each other. Well done! I also had a good time talking to your teachers and I was very pleased to see how you got on together in lessons and around the school. The awards assembly showed how well you are getting on and how helpful you are in the village. Your teachers, the headteacher and all the other adults in the school work very hard to make sure that you are safe and have an interesting and worthwhile time at the school. I have asked Mrs Stops to do a few things that should help you all get on even better than you are doing now! First of all I think some of you need a little more help to learn more quickly in your writing and numeracy lessons. Secondly I have asked your teachers to check that you understand what you have to learn so that all your lessons are as helpful to you as the good ones I saw. Last of all I want Mrs Stops to make sure that you keep working your hardest and get the best possible levels you can before you leave the school. I think you are lucky to be at this school and you have many exciting things to do in your lessons and after school. Thank you again for being so helpful and friendly.