



Etwall Primary School

Inspection Report

Unique Reference Number 112549
Local Authority DERBYSHIRE
Inspection number 289323
Inspection dates 8–9 January 2007
Reporting inspector David Speakman

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

Type of school	Primary	School address	Egginton Road
School category	Community		Etwall, Etwall
Age range of pupils	4–11		Derby, Derbyshire DE65 6NB
Gender of pupils	Mixed	Telephone number	01283732301
Number on roll (school)	214	Fax number	01283 732 301
Appropriate authority	The governing body	Chair	Mr Graham Wale
		Headteacher	Ms Janet Meakin
Date of previous school inspection	13 January 2003		

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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

The area from which pupils come is relatively advantaged. Almost all pupils are White British and a few have English as an additional language. The proportion of pupils with learning difficulties or disabilities is below average but the proportion with a statement of special educational need is broadly average. The school has changed significantly since the previous inspection. About half of the staff are new to the school this term and a new senior leadership team was established at the beginning of the current academic year. A much higher than average proportion of pupils joins the school at times other than the beginning of a key stage. Attainment on entry to the school is broadly typical of that expected for children of this age. The school has a Health Promoting Schools award for physical development, Healthy School Status and the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection outcomes agree with the school's evaluation that its effectiveness is satisfactory. The leadership of the headteacher is good and high levels of confidence in her leadership were expressed by the staff, pupils, governors and parents. She has taken the lead in school self-evaluation but has rightly identified that a wider consultation is needed, to more accurately reflect the effectiveness of what is happening in school. The two deputy headteachers have made a good start to their work. They have ambitious ideas for school improvement and demonstrate the knowledge of how to achieve their vision. Because of the recent establishment of this team, the impact of their work is not yet reflected in test results, but has resulted in the close teamwork and cooperation of all staff. The school provides satisfactory value for money.

From an average starting point pupils achieve satisfactorily and standards are average overall at the end of both Years 2 and 6. Test results at the end of Year 6 in 2006 in both English and science were broadly average with a continuing trend of improvement in writing and with standards in reading remaining good. Mathematics test results dipped and although still broadly average, were not as strong as those in the English and science. The school recognised this and quickly implemented strategies similar to those that have led to improvement in writing. School data on pupils' progress indicate improving achievement in mathematics for pupils in the current Year 6. These pupils are set to meet the challenging targets set for them for the end of the current academic year in both mathematics and English. Through the good support they receive, pupils with learning difficulties and disabilities achieve well. Provision in the Foundation Stage is good. The few pupils with English as an additional language progress well in acquiring the language.

The behaviour of pupils is good. They feel safe and valued in school and consequently their attendance is above average. The school's achievement in gaining Healthy School status reflects the pupils' good level of awareness and engagement in eating healthily and in activities which promote their physical fitness. They willingly contribute to the school and wider communities and this also helps to develop skills which prepare them well for their future lives.

The quality of teaching is satisfactory overall and during the inspection varied from satisfactory to outstanding. Teachers' expectations of what pupils can do vary and this is reflected in the level of challenge, which is sometimes inadequate, particularly for higher attaining pupils. Although the curriculum is satisfactory overall, there is a good range of events to enrich learning and to provide pupils with extra-curricular opportunities. Pupils receive a good level of care, support and guidance for both personal and academic matters.

The school has met the challenges of recent changes effectively. The knowledge and enthusiasm of the new leadership team, with the continued good guidance of the headteacher, and recent developments, demonstrate a good capacity to improve.

What the school should do to improve further

- Improve pupils' achievement to raise standards, particularly in mathematics by the end of Year 6.
- Ensure that the quality of teaching is at least good in all classes and raise expectations of what the more able can achieve so all pupils progress as well as they can.
- Establish a wider consultation in the school self-evaluation process to ensure that judgements accurately reflect all aspects of the school's performance.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily and at the end of each key stage, standards are broadly average. This year, children in the Reception class are achieving well in all areas of learning and current attainment is good. At the end of Year 2 in 2006 teacher assessments were broadly average in reading and in mathematics but below average in writing. Results for higher attaining pupils compared well with the national average, indicating good overall achievement. The Year 6 test results showed that, although attainment was broadly average in English, mathematics and science, standards in mathematics were not as good as in English and science. The school assessment information shows that since Year 2, this group achieved satisfactorily in English but not as well in mathematics. However, there has been a much higher than average number of pupils joining this class from other schools during this period of time. The school has evidence to show that, as a result of actions taken, pupils' achievement in writing in Year 2 and in mathematics at Year 6 is improving and is again satisfactory.

Personal development and well-being

Grade: 2

The vast majority of pupils behave well and thoroughly enjoy school. They show kindness and respect towards adults in school and to each other, as modelled by the staff. This reflects the good level of enjoyment pupils experience in school and helps them feel safe. Pupils are fully aware of what actions should be taken if they are ever concerned and they express confidence in the help they will receive. Pupils contribute to the school and outside communities well. Older pupils make an excellent contribution to the school community. For example, when wearing the 'red hats' that demonstrate their responsibility, they look after younger pupils at lunch and play times. Through the school council pupils have a good impact on the quality of school life. The many opportunities for sport help the pupils gain an excellent understanding of healthy living. They develop good spiritual, moral and social awareness through the caring school ethos, but their knowledge and understanding of people from other cultures is not as well developed. Improving literacy and numeracy skills and opportunities to organise and run fund-raising events are helping equip them well for their future lives.

Quality of provision

Teaching and learning

Grade: 3

Although satisfactory overall, there is some variation in the quality of teaching across the school. In all classes behaviour is managed well and although there is some challenging behaviour from a small number of pupils this is not allowed to significantly disrupt learning. Teaching assistants support pupils effectively; they are well directed and competent in implementing the tasks they are allocated, especially when supporting pupils with learning difficulties and disabilities. However, the quality of lesson planning is inconsistent in detail and sometimes indicates what pupils will do rather than what they are intended to learn. Most pupils have useful opportunities at the end of lessons to review their learning so that they know how well they have done and are helped to feel comfortable about any difficulties they may have had. However, this does not always happen and sometimes pupils are left unaware of how well they have done.

Curriculum and other activities

Grade: 3

The curriculum is planned satisfactorily to meet the range of pupils' abilities, although on occasion the needs of more able pupils are not met fully. There is good provision for pupils with learning difficulties and disabilities and their needs are met well. Targets in their individual education plans are reviewed regularly. Literacy and numeracy skills are being developed increasingly through other subjects and there are plans for this to be extended further. The school provides a wide range of activities in after-school clubs which help make the pupils enthusiastic and keen to learn. Learning is enriched through the provision of very popular themed weeks. These focus on studying a given topic in depth, drawing on a number of subjects and adding enjoyment to learning. There is a strong emphasis on developing pupils' social and personal skills through the good personal, social and health education programme.

Care, guidance and support

Grade: 2

The school's caring ethos means that pupils feel valued. Staff know the pupils well and the friendly atmosphere helps them to feel secure and for most to settle quickly to their learning. Pupils speak warmly of the support they get from all staff. The procedures for safeguarding pupils are well established and robust, with all staff clear about what to do if concerned. New pupils are supported well and settle in to the school quickly. Pupils who have learning needs or other difficulties are supported very well through the school's good links with external support agencies. The pupils' progress is monitored carefully and targets to help them understand the next steps of their learning are securely in place throughout the school.

Leadership and management

Grade: 3

The vision of the headteacher is clear and is focused both on improving pupils' academic achievement and on their well-being and personal development. Through a sound monitoring programme, she has a clear picture of where the school's strengths and weaknesses lie and of the necessary improvements. This is reflected in the school improvement plan, which charts the way forward for the current academic year. She works closely with the newly-established senior leadership team and subject leaders, a number of whom are new to their responsibilities. Teamwork has quickly been established and there has been a good start in improving the school, but this work has yet to have a full impact on raising standards. Governors seen know the school well and show a secure understanding of its strengths and weaknesses. Their monitoring visits focus on current priorities for school improvement but governors have yet to play a full role in evaluating the school's and their own performance.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

10 January 2007

Dear Pupils

Etwall Primary School, Eggington Road, Etwall, Derbyshire, DE65 6NB

Thank you very much for welcoming us when we came to visit your school recently. We enjoyed the two days we spent with you and we particularly enjoyed talking to you, both at lunch and when we had the chance to meet to you in lessons and in small groups. You showed a pride in your school and enjoyed talking about it. It is clear that you enjoy school and you show a lot of respect and courtesy to adults who work with you and to visitors. We were impressed by the way in which pupils take on responsible jobs and how older ones willingly help younger pupils at break and lunch times. Although there are a few pupils in some classes that find it difficult to settle down to work properly, teachers deal with this well and your behaviour in and around school is good overall. Those of you we spoke to said that you like the lessons because they are interesting.

We found that you are making adequate progress in your work and that results at the end of Year 6 are average. However, we did find that your achievement is getting better and that where the school has identified some weaknesses and done something about them, things are looking better. There have been many changes recently and your headteacher has made sure that the school has coped well with these changes so that you still receive a sound quality of education.

We found a few areas that we would like your teachers, other staff and the governors to look at. These are to:

- Help you achieve better by the time you leave school particularly in mathematics.
- Make sure that the teaching in all classes is at least good.
- Get more people to help the headteacher judge how well the school is doing.

Those of you who find settling to work difficult can help by making a greater effort so that your teachers can concentrate more on making sure you all progress well. Those of you who help out in school should keep up the good work.

We both wish you all well for the future.

David Speakman (Lead inspector)