



# Findern Primary School

## Inspection Report

**Unique Reference Number** 112551  
**Local Authority** DERBYSHIRE  
**Inspection number** 289324  
**Inspection date** 30 January 2007  
**Reporting inspector** Richard Cheetham

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

<b>Type of school</b>	Primary	<b>School address</b>	Buckford Lane
<b>School category</b>	Community		Findern, Findern
<b>Age range of pupils</b>	4-11		Derbyshire DE65 6AR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01283 702150
<b>Number on roll (school)</b>	130	<b>Fax number</b>	01283 704068
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Janet Geddes
		<b>Headteacher</b>	Mr John Lord
<b>Date of previous school inspection</b>	21 May 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 30 January 2007	<b>Inspection number</b> 289324
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Findern Primary School is smaller than average and the number on roll has declined since the previous inspection. Nearly all the pupils are from White British backgrounds, with very few from black and minority ethnic groups. None are at an early stage of learning English as an additional language. The school serves a relatively advantaged area and the proportion of pupils entitled to free school meals is below average.

Although this varies from year to year, most children start school with standards above those of a similar age. The proportion of pupils with learning difficulties or disabilities is below average. Since the previous inspection, there has been a significant change of teaching staff, including the headteacher and the role of the deputy headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Findern Primary is an effective school and this inspection judgement confirms the school's view of itself. It provides a good education, includes all its pupils in everything it does and gives good value for money. Most parents have a good opinion of the school, one commenting, 'I am extremely satisfied by the way my children's education is being dealt with.'

The school has a good capacity for further improvement as a result of good leadership and management. School strengths and weaknesses are evaluated well to bring about improvement. The senior staff work very well together to support good quality teaching and learning and a curriculum that meets pupils' needs well. However, the school's improvement plan does not chart development beyond the current year or focus tightly enough on measurable improvements in pupils' achievement. The school takes good care of its pupils and tracks their academic progress soundly. This enables staff to set targets for pupils. The school is refining the way senior staff use this information on a termly rather than annual basis. The governors' role is satisfactory. They support the school well but do not challenge it sufficiently to improve further.

Pupils achieve well due to effective teaching. Provision in the Foundation Stage is good, enabling children to make good progress from sometimes varying starting points to reach consistently above average standards by Year 1. This is due to effective teamwork, accurate assessments and high expectations. Pupils' good progress continues through the rest of the school. Standards at the end of Year 2 are above average, though slightly lower in reading than in writing, mathematics and science. By Year 6, standards are above average overall and well above average in some aspects. The school has successfully reversed a slight downturn in Year 6 results in 2006. The achievement gap between writing and reading is narrowing but attainment in writing is lower than that in reading. Although the quality of teaching is good overall, expectations of what pupils can achieve are occasionally not high enough and teachers do not always ensure that pupils follow up their marking comments.

Pupils' personal development and well-being are good because staff know pupils very well and take good care of them. Pupils make a good contribution to the school community. Pupils behave well and enjoy their education. As one said, 'I like most of what we do, especially when we work on the computers and play games on the field.' They know about keeping themselves safe and ensure others do so around the school. They have a sound understanding about healthy living but do not always make healthy choices at lunchtime. They attend well and are developing good skills to prepare themselves for the next steps in their education and later life.

### What the school should do to improve further

- Raise pupils' achievement in reading in Key Stage 1 and in writing in Key Stage 2.
- Improve the quality of teaching and learning by ensuring consistently high expectations across the school of what pupils can achieve and following up marking more rigorously.

- Improve strategic planning by ensuring there is a longer term view of school development and linking the actions to their impact on pupils' achievement.

## **Achievement and standards**

### **Grade: 2**

Children make good progress in the Foundation Stage and exceed the expected standards by the start of Year 1. They go on to make good progress in Key Stage 1 and Key Stage 2. By the end of Year 2, they reach above average standards in mathematics, science and writing. They make slightly slower progress in reading. After two years of rising achievement and above average standards, Year 6 results fell slightly in 2006. This was due to some weaknesses that the school has successfully remedied. This year the school has strengthened science teaching and set higher targets in English, mathematics and science, which pupils are on course to meet or exceed. Pupils make good progress and reach well above average standards in reading and mathematics and above average standards in writing and science. Their attainment in writing, though improved, is lower than that in reading. Pupils from black and minority ethnic backgrounds make similar progress to other pupils. Pupils with learning difficulties and disabilities make good progress because they are supported well.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils attend well and enjoy school. Pupils' spiritual, moral, social and cultural development is good overall although their understanding of other cultures is not as strong as other aspects. Staff guidance and examples help pupils behave well and grow in confidence. Pupils play a good part in making school decisions such as improving playground equipment or choosing new books for the library. School councillors and Red Caps (playground monitors) carry out their duties conscientiously. Pupils have a good understanding about keeping safe and the Red Caps help resolve minor disputes. Pupils understand about healthy eating and take regular exercise, but do not all make wise choices for their lunch. Pupils are well prepared for life beyond school because of good literacy and numeracy standards and the way they use their initiative, for instance in organising support for charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall, relationships are good and together these enable pupils to make good progress. There is a range of experience of teachers in different year groups and occasionally expectations are not high enough. Generally, work is well organised and matched well to different pupils' needs because teachers assess their progress well. Questioning is often challenging, for example to deepen

pupils' thinking about their feelings. Planning is detailed and teachers make good use of resources, for instance to develop understanding in mathematics. Teaching assistants make a good contribution to pupils' learning. These good features also help pupils with learning difficulties and disabilities make good progress towards their clear individual targets. Teachers' marking is accurate and encouraging but does not always lead to improvement in writing because the comments are not followed up consistently.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. It is broad and balanced, meets requirements and promotes pupils' enjoyment and achievement well. Pupils make a good start in the Foundation Stage because activities are interesting, varied and planned well to meet their needs. In Key Stages 1 and 2, the provision for pupils' literacy and numeracy skills is good and as a result standards have improved in three of the last four years. This reflects the school's priority of maintaining high standards in basic skills. Pupils have opportunities to practise their literacy and numeracy skills in subjects such as science and history and the school seeks to embed these further. It is broadening the curriculum through, for example, its popular Spanish lessons and developing a more thematic approach in response to pupil consultation. There is a good range of extra activities that are well attended. Some promote a healthy lifestyle through exercise and others, such as the mini bridge club, support numeracy and social skills.

## **Care, guidance and support**

### **Grade: 2**

The school provides good quality care and support for its pupils and satisfactory guidance. Staff know pupils well and take care to understand any features of their life at home that may affect their progress. There are effective procedures for ensuring pupils' health and safety and safeguarding them; these meet government requirements. Consequently, pupils feel safe and know they can turn to adults if needed. The care for pupils with learning difficulties ensures that they play a full part in school life and the school makes good use of outside agencies for further support.

Monitoring of pupils' academic progress is sound and improving. For pupils with learning difficulties and disabilities it is good. The school uses information on pupils' achievement to track their progress in all subjects. This is an improvement since the previous inspection. It sets targets for improvement in English, mathematics and science and is increasing the frequency with which it checks progress against these to plan additional support or challenge.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. School leaders have promoted good progress since the previous inspection principally by raising standards and addressing the issues

identified, although the use of marking to improve writing is not consistent. There is an effective management structure and the headteacher makes good use of the complementary skills of senior staff. They carry out their delegated duties well and provide good support for less experienced staff. Literacy and numeracy leaders promote better teaching and learning through perceptive evaluations of the strengths and weaknesses. The science leader pin-pointed a potential weakness in pupils' investigative skills and led an initiative to teach these more effectively. Staff and governors are effectively involved in school development planning. The improvement plan has the right priorities but does not link the actions to measurable improvements in pupils' achievement. Governors support the school well but do not ask enough detailed questions of the school's performance.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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>	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	3
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

31 January 2007

Dear Children

Findern Primary School, Buckford Lane, Findern, Derby, Derbyshire, DE65 6AR

Thank you for welcoming me to your school recently. I enjoyed listening to you what you had to say, watching you learn and looking at your work.

I am writing to tell you what I found out about your school. I agree with you that Findern is a good school. You behave well and help one another and the school to improve through such things as the school council and the Red Caps. The headteacher and senior staff lead the school well and help all staff to support you in making good progress. Children in the Foundation Stage make a good start in school because the staff provide interesting activities to help them learn. Your teachers teach you well and help you reach good standards in English, mathematics and science. You generally enjoy school but not all of you make healthy choices at lunchtime. The adults look after you well and you know about looking after yourselves. You are good at taking the lead such as organising sales to raise money for charity.

I have asked the school to do better by planning how it will improve over a longer time than one year and to make sure that its improvements help you to make even better progress. The teachers and I know that you can do this so I have invited them to ask more of you, particularly in reading in Key Stage 1 and writing in Key Stage 2. You can help by following up what they say in their marking of your written work and trying hard.

I wish you well for the future.

Richard Cheetham

Lead inspector