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08 December 2006

Miss Pam Quickfall
Headteacher
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Dear Miss Quickfall

Ofsted survey inspection programme – Education for Sustainable Development (ESD)

Thank you for your hospitality and co-operation, and that of your staff, pupils, parents and governors, during my visit on 7 December 2006 to look at work in ESD.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: discussions with pupils, teachers, parents and members of the governing body; scrutiny of relevant documentation; visits to classrooms to talk to pupils and look at their work.

The overall effectiveness of ESD was judged to be satisfactory, with some good features.

Achievement and standards

Pupils' standards and achievement in ESD are good.

- Pupils show good understanding of a range of ESD issues, for example through their work on the rainforest and on how electricity is produced.
- They can make links between their own actions, such as turning off lights and electrical equipment when not in use, and the wider implications related to, for example, the use of fossil fuels in generating electricity.

- All pupils have a good understanding of the need for recycling. They know about the local arrangements for refuse collection and why we need to separate household waste for recycling.
- Older pupils also understand that many ESD issues are complicated and making decisions can involve balancing, for example, environmental impact against the implications for people's livelihoods when discussing rainforests and de-forestation.
- Because of the good attention given to this in teaching, pupils have good skills in decision making, communicating their own views, listening to others and in raising questions for discussion.
- Pupils can relate their understanding of ESD to local issues, such as different opinions on the local windfarms and about sourcing locally grown food for the food co-operative based in the school, as well as to the broader global issues, such as the impact of burning fossil fuels on global warming.
- Since the work on ESD in the school is not explicit and is uncoordinated, pupils' progress in their understanding of ESD issues tends to be ad hoc.

Quality of teaching and learning

No overall judgement is made on the quality of teaching and learning as no direct observation of teaching took place. The scrutiny of pupils' work and discussions with pupils contributed to the judgement on their understanding of ESD issues.

Quality of curriculum

The quality of the ESD curriculum is satisfactory, although the overall curriculum has several strong features.

- The Foundation Stage and Key Stage 1 curriculum uses a topic-based approach. Although there are no ESD explicit topics, many pick up ESD issues well, for example the topic on electricity.
- The approach enables teachers to follow up pupils' interests and questions and this has led to work on the local windfarm and to discussions of the issues arising from a visit to a mosque.
- The curriculum in Key Stage 2 builds well on the approach in the earlier years. It is based on a set of key topics and subject themes to ensure good coverage of the foundation subjects, as well as making explicit links between them. Some of these topics provide good coverage of ESD-related themes.
- In all key stages, there are very good links with both literacy and numeracy.
- There is a very good emphasis on developing pupils' skills in questioning, decision making, and working both independently and collaboratively.

- There is a good range of other ESD-related initiatives in the school, such as the fruit and vegetable co-operative based on the school, plans for the school to take over some nearby under-used allotments and the plans for an outdoor classroom.
- The school does not make as much use as it could of the school buildings and grounds to teach pupils about ESD. For example, there are no ecology areas in the grounds.
- Whilst the curriculum includes topics that relate well to ESD, these are not explicit, are somewhat underdeveloped and not co-ordinated well. However, the school is very well placed to move to a more explicit treatment of ESD.

Leadership and management of ESD

Leadership and management are good overall, but the leadership and management of ESD are satisfactory.

- The strong leadership and management provided by the headteacher and other senior staff, and by the new governing body, have led to significant improvements in the school.
- There is currently no explicit leadership and management of ESD. However, the school has now produced a very accurate and perceptive self-evaluation which contains a very useful set of 'next steps'.
- The decision making role of the School Council is being developed.
- The school's ethos and philosophy support work in ESD well and ensure that pupils are well equipped for ESD. There is a strong willingness and enthusiasm to use ESD as 'the mortar to hold the curriculum bricks together' and the school is very well placed to further improve provision for ESD.

Inclusion

The provision for inclusion is good.

- Temple Normanton is a happy and close-knit school community. Staff and pupils show great respect, and provide good support, for each other.
- Very good attention is given to the welfare of all pupils; all are given the care, support and guidance required to make good progress.
- The school has introduced rigorous pupil tracking to ensure that each pupils' progress is monitored very carefully. The governing body monitors the effectiveness of this frequently. This is a key strategy in securing further improvements in standards.

Areas for Improvement

Areas for improvement, which we discussed, include the need to:

- involve the whole-school in developing a clear overall framework to co-ordinate the school's approach to ESD
- review the curriculum to make ESD aspects and links more explicit
- work on the various ideas for increasing pupil involvement, such as forming an eco-committee and a playground committee.

I hope these observations are useful as you continue to develop ESD in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

James Sage
Her Majesty's Inspector