

Little Eaton Primary School

Inspection report

Unique Reference Number	112580
Local Authority	DERBYSHIRE LA
Inspection number	310932
Inspection dates	20–21 September 2007
Reporting inspector	Gillian Smith

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	227
Appropriate authority	The governing body
Chair	Dr Bill Bailey
Headteacher	Mr Phil Howard
Date of previous school inspection	23 February 2004
School address	Alfreton Road Little Eaton Derby DE21 5AB
Telephone number	01332 831 471
Fax number	01332 830 546

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Little Eaton Primary School is average in size. The proportions of pupils from minority ethnic groups or whose home language is not English are below the national average. This is also the case for the proportions eligible for free school meals and those with identified learning difficulties and/or disabilities. The proportion of pupils who have statements of special educational need is average. Attainment on entry to the Foundation Stage fluctuates, but is average overall.

The school has the Investors in People and the Basic Skills Awards.

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 provides a satisfactory quality of education, with some good features; this judgement matches the school's view of its own effectiveness. The headteacher, senior leaders and other adults work closely to make this school a nurturing and safe place for pupils. They have successfully created a learning environment within which pupils feel safe and happy. Their enthusiasm for school is reflected in their good personal development and outstanding attendance. They behave well and have a good awareness of how to lead a safe and healthy lifestyle. Fundraising initiatives and participation in local events help pupils to make a good contribution to the school and wider community.

Leadership and management are satisfactory, reflecting leaders' shared sense of common purpose and sound knowledge of how well the school is doing. The role of senior and middle leaders in the school's self-evaluation and improvement planning is good and has increased since the last inspection. Although there is a programme for monitoring teaching, it focuses too strongly on what teachers do during lessons, rather than how effectively pupils are learning. Governance is satisfactory. Governors are very supportive and represent the interests of the local community well. The school has successfully addressed the issues from the last report, as seen by the improved accommodation for pupils in Reception and Key Stage 1. The school's capacity to improve is satisfactory and provides sound value for money.

Teaching and learning are satisfactory and are reflected in pupils' sound achievement. Throughout the school, teachers use information and communication technology well. Pupils say they use computers regularly and the recent provision of interactive white boards is helping teachers to vary their teaching and inject additional spice and interest to their lessons. Children get off to a good start in the Foundation Stage and make good progress relative to their starting points. They also achieve well in Key Stage 1, attaining consistently above average standards at the end of Year 2. Progress in Key Stage 2 is satisfactory and standards in English, mathematics and science at the end of Year 6 are average. Provision for pupils with learning difficulties and/or disabilities is good because teachers monitor their progress regularly, provide work that matches their needs and deploy teaching assistants effectively; their satisfactory progress matches that of other pupils. Progress in Key Stage 2 is less rapid because teachers do not always plan lessons that provide sufficient challenge or inspiration for the more able and pupils do not always know how to improve their work. The school's satisfactory curriculum develops pupils' basic skills soundly and provides a good range of enrichment activities, particularly with regard to sport and music. Pupils' impressive personal qualities and satisfactory basic skills equip them soundly for the next stage of their education.

The standard of pastoral care is outstanding and pupils say they feel safe and well looked after. Academic guidance is satisfactory. Until recently the school provided pupils with individual targets for improvement in reading, writing and mathematics, but this system has been replaced by the provision of whole class targets, set at three different levels. It is too early to judge the impact of this new system.

Effectiveness of the Foundation Stage

Grade: 2

Strong leadership, good teaching and a rich and varied curriculum help children to make good progress during their Reception year. There is a strong focus on literacy and numeracy, and

children make good progress with their reading, writing and counting. Children quickly become familiar with the day-to-day routines; they behave well and enjoy their time at school. Academic guidance is good and adults have successfully established a balance between granting children the freedom to choose what they want to do and providing low key care and support whenever it is needed. The completion of a major building project has improved the accommodation for the Reception class and there are plans afoot to cover the external play area; this will significantly improve the versatility of the relatively restricted outdoor facilities.

What the school should do to improve further

- Raise achievement by ensuring that teaching provides sufficient challenge for the more able and that all pupils receive clear guidance on how to improve their work.
- Ensure that the monitoring of lessons is more robust and clearly focused on improving pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils in Key Stage 1 build on their good start and progress well in Years 1 and 2. By the end of Year 2, the standard of their work is consistently above average in reading, writing and mathematics. They do particularly well with their writing and provisional results indicate pupils reached exceptionally high standards in 2007. Over the last three years, pupils have achieved soundly in Key Stage 2 and standards in Year 6 have been consistently average in English, mathematics and science. Within this broad picture, the Year 6 standards in mathematics have been more variable, dipping in 2006 and partially recovering in 2007. The school met its adequately challenging targets in 2006 but provisional results for 2007 indicate it missed its targets for the proportion of pupils attaining the higher levels in English and mathematics. The progress of pupils with learning difficulties and/or disabilities is similar to their peers and is satisfactory.

Personal development and well-being

Grade: 2

Pupils speak highly of their school and there is little they would like to change. They say that adults are approachable and that teachers manage any incidents of bullying well. They behave sensibly, listen carefully and work hard during lessons, although they sometimes become noisy in between activities. Their spiritual, moral, social and cultural development is good and they are well prepared for life in a multi-cultural society.

They develop into articulate and confident young people who are enthusiastic contributors to the active and effective school council. They understand how regular exercise helps to keep them healthy and enjoy taking part in the wide range of additional activities. Pupils are steadily acquiring the academic and personal skills they will need when they move on to secondary school and when they eventually enter the workplace. They contribute well to the community, enter local and national competitions and help others who are feeling upset or lonely through the 'playground buddy' scheme.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are good in the Foundation Stage and Key Stage 1. In Reception, teaching is well planned and integrates effectively all the required areas of learning. In Years 1 and 2, teaching is often lively, engaging and enjoyable. Teachers use assessment information well to provide challenging work and use targets effectively to foster and evaluate pupils' learning.

Teaching and learning are satisfactory in Key Stage 2. The marking of pupils' work is regular but teachers' comments do not always tell pupils how they can improve. The system of target setting has also recently been revised and some teachers are still getting used to implementing the new scheme. Provision for pupils with learning difficulties and/or disabilities is good and they are supported well in lessons.

Curriculum and other activities

Grade: 3

In Key Stage 1, the literacy and numeracy strategies are well implemented and result in Year 2 standards which are consistently above average. Plans to extend the provision for pupils with particular gifts and talents are not yet in place.

Highlights in the school's curriculum include specialist provision for French and music. Pupils gain a good knowledge of conversational French, sing in the choir and learn to play musical instruments. Despite the limited outdoor space, links with a sports college ensure the physical education curriculum is broad and well planned. Pupils' personal development and enjoyment of learning are promoted well through a wide range of popular, additional activities and a good range of visitors. Pupils learn how to keep themselves safe and healthy and older pupils undertake residential trips which prepare them effectively for secondary school and their lives as young adults.

Care, guidance and support

Grade: 2

The school looks after its pupils exceptionally well and its supportive and caring ethos ensures that pupils feel safe and very well cared for. Parents greatly value the support and guidance provided and say their children thoroughly enjoy attending. Health and safety and child protection procedures fully meet current requirements.

Close links with a wide range of professionals and external agencies ensure very good support for vulnerable pupils and those with learning difficulties and disabilities. This outstanding level of personal care and support effectively promotes pupils' good personal development and helps them to make steady progress in their work.

Educational guidance is satisfactory and is reflected in pupils' sound achievement. The school has recently simplified its target setting system. Each class now has three targets for reading, writing and mathematics. The intention is that teachers should use these as reference points, guiding individual pupils to the target that most closely matches their abilities. However, teachers do not always refer to these targets during lessons and sometimes apply the same target to the whole class. This provides inadequate challenge for the more able pupils and makes it more difficult for teachers to evaluate the progress made by individual pupils.

Leadership and management

Grade: 3

The headteacher and his senior managers form a very cohesive team that is united in wanting the very best for the pupils. The school runs smoothly and senior leaders recently kept the school functioning during the prolonged and unexpected absence of key personnel. The pace of on-going improvement, however, was affected; for example, the school has not managed to improve pupils' progress in Key Stage 2 so that it matches the good progress made in Foundation Stage and Key Stage 1. This is partly because the programme of lesson observation tends to focus too much on teachers' actions and not on pupils' learning and progress. In addition, the effectiveness of actions detailed within the school development plan are not sufficiently closely linked to their impact on the standard of pupils' work and their progress. The school's self-evaluation is satisfactory and has contributed to the school's sound improvement since the last inspection. The school promotes equality of opportunity well and statutory requirements regarding the recording and reporting of racist incidents are in place. Most of the parents are very supportive although some have concerns about the communications between the home and school.

Governance is satisfactory. Governors undertake monitoring visits and provide the leadership team with strong support. However, the extent to which they hold the school to account on issues such as pupils' satisfactory achievement is limited.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	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	3

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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

24 September 2007

Dear Children

Inspection of Little Eaton Primary School, Little Eaton, Derby, DE21 5AB

We enjoyed our visit to your school last week and want to thank you for the way you helped us while we were there. We had some interesting discussions with your teachers and with some of you. I want to tell you what we found out about your school and how it can get better in the future.

The things we particularly liked about your school.

- You enjoy coming to school, get on well with each other and behave sensibly.
- Your attendance is very good indeed.
- You know how to keep safe and healthy.
- Grown-ups take very good care of you and help you to feel happy at school so you can concentrate on your learning.
- Your school works closely with other schools and organisations to make sure you benefit from a wide range of different opportunities and experiences.

We think your school could be even better and have asked it to do the following things.

- Help you to make faster progress in Years 3, 4, 5 and 6 by making sure your teachers set more challenging work for those of you who can manage it and by letting all of you know what you can do to improve.
- Check lessons to make sure you are all learning as well as you can.

Best wishes for the future.

Gillian Smith

Lead inspector