

Overseal Primary School

Inspection report

Unique Reference Number	112603
Local Authority	DERBYSHIRE LA
Inspection number	310943
Inspection date	7 March 2008
Reporting inspector	Ian Jones

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	180
Appropriate authority	The governing body
Chair	Mrs Denise Owen
Headteacher	Mrs Fiona Hughes
Date of previous school inspection	13 January 2003
School address	Woodville Road Overseal Swadlincote Derbyshire DE12 6LU
Telephone number	01283 760398
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how effectively the school supports all learners; pupils' involvement in and understanding of assessment and target setting; and the impact of the school's self-evaluation procedures in improving aspects of its work. The inspector gathered evidence from school documentation; interviews with pupils, staff and governors; observing lessons and other activities and analysing parents' questionnaires and comments. Other aspects of the school's work were not investigated but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Overseal is a smaller than average primary school situated near Swadlincote in south Derbyshire. Most of the pupils live locally, but a significant minority of pupils travel some distance to attend. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities is below the national average, as is the proportion that has a statement of special educational needs. Nearly all pupils are of White British background, and the proportion of pupils with English as an additional language is very low.

The school has gained the Healthy Schools Award, Basic Skills Award, the Silver Arts Mark and the Sports Active Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Overseal Primary is a good school with outstanding provision for pupils' care, guidance and support leading to excellent personal development. It gives good value for money. Parents are very happy with the positive outcomes for their children and the high level of care provided by the school. They consider that theirs is a good school. A view typical of many was, 'I am delighted with the school. My child really enjoys the school, is making good progress, and gets good support from teachers and other pupils.' The strengths identified in the previous inspection report have been maintained and developed, and there have been further improvements, particularly in relation to higher standards achieved in English and mathematics by the end of Year 6, and in the governors' monitoring and evaluating the work of the school. The school has a good capacity for further improvement.

Pupils' personal development, including spiritual, moral, social and cultural development, is outstanding. Pupils have impressive social skills, leading to consistently high standards of behaviour and a family ethos in the school. Many older pupils make a strong contribution to school life as playground buddies and monitors. The school council is effective and advises the school on a range of issues to improve the school further. Pupils thoroughly enjoy school as demonstrated by the good attendance and their very good attitudes to school and to their work. As they consistently said, 'Lessons are always fun!'

Pupils have a very good knowledge and understanding of why it is important to lead healthy and safe lifestyles. This is because the school provides a range of opportunities for learning about this through the curriculum. The school is a secure environment that fosters considerable confidence in the pupils and their parents.

Pupils' achievement is good because there is good teaching, which challenges and interests pupils. Learning is also supported by the good curriculum, although the school has recognised the need to develop the curriculum by further increasing the opportunities for linking learning between subjects. Care, guidance and support are outstanding, and the school carefully monitors pupils to ensure that they make good progress. Pupils are consistently clear about their personal learning targets, and understand the importance of these in supporting their learning. Marking gives pupils clear information as to how they are progressing towards personal targets and tells them what they need to do to improve further; it has developed into an essential dialogue between teachers and pupils and is a key feature in the success of the school.

When children start school their knowledge and understanding is broadly in line with those expected for children of this age. They make consistently good progress, and by the time they leave school pupils attain standards higher than the national average. By the end of Year 6, progress is good in English and mathematics, and even stronger in science. It is particularly impressive in science because there is a strong emphasis on practical activities, enabling pupils to achieve very high standards. Writing is also a considerable strength of provision, and pupils enjoy many rich and varied opportunities to develop and extend their writing skills. Higher attaining pupils benefit from activities planned to provide consistent challenge, and the pace of learning accelerates because pupils are doing work that is not restricted to that expected for their age. Pupils who find learning difficult also make good progress because support for them from all staff is effective. Pupils are well prepared for their future learning and life beyond school.

The quality of teaching and learning observed during the inspection and in observations conducted by school leaders is good and improving even further. As a result, pupils are interested in the work, do their best, and confidently develop skills. Teachers are clear in explaining the learning objectives for the lesson. They have very high expectations of pupils, who respond well to the challenges given.

Pupils and parents rightly praise the school for the way the curriculum is enriched by a wide range of clubs, visitors and visits. Pupils talk excitedly about the many experiences offered by the school.

Safeguarding arrangements meet requirements and procedures for protecting pupils are firmly in place. Staff know the pupils and families well and know what to do in an emergency. Pupils know they can turn to an adult, or other pupils, for help in any situation. The monitoring of behaviour, attendance and academic achievement is thorough, further promoting pupils' confidence. Challenging targets are set through the effective tracking of academic progress.

Leadership and management are good and the headteacher leads the school very well. Self-evaluation procedures are well developed and this results in the accurate identification of aspects for further development. Despite a number of staff changes in recent years, a strong staff team has been maintained and, under the careful guidance of the headteacher, has developed further in its effectiveness. The good governing body is supportive and holds school leaders effectively to account for the school's work. Governors have enhanced their role since the last inspection. For example the creation of a group to act as 'development governors' successfully focuses attention on monitoring the effectiveness of action plans, and the governors have a clear understanding of the school's many strengths and areas for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children in Reception thrive in a secure, lively and stimulating environment and their learning moves on at a good pace. There is good leadership and management. Good provision results in many children achieving beyond the goals expected of five year olds by the time they enter Year 1. Effective teaching gives them a good start to their learning. Opportunities to teach a range of basic skills and help them develop as confident and independent learners are often taken. First-hand experiences are used well to promote interest and enjoyment in learning, and to ensure that there is a sense of purpose in all activities.

What the school should do to improve further

- Develop and strengthen links between subjects to further improve and enhance learning.

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Annex A

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?	2
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	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	2
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 March 2008

Dear Pupils

Inspection of Overseal Primary School, Swadlincote, Derbyshire, DE12 6LU

Thank you for making me so welcome, talking to me and helping me during the school's recent inspection. It was enjoyable coming to meet you and finding out all about your school. You will be pleased to know that the school is doing a good job - well done everyone!

Here are some of the most important parts of the inspection report that I thought you might like to know about:

- You work hard in lessons and your achievement as you move through the school is good. This helps you to reach high standards.
- Your personal development is outstanding. You clearly enjoy your time in school and your excellent behaviour is impressive.
- You work very well in partnership with the teachers and all the other staff. You told me that your teachers and teaching assistants are doing a great job and are lots of fun - I agree with you. You are lucky to have such talented people working with you.
- Your headteacher does a super job of helping everyone work together to make the school as good as it is.

The school is going to further develop links between subjects to make lessons even more challenging and stimulating.

Thank you again for being so helpful and friendly when I came to see you.

With very best wishes for the future,

Ian Jones

Lead inspector