

Temple Normanton Primary School

Inspection report

Unique Reference Number	112638
Local Authority	Derbyshire
Inspection number	310958
Inspection dates	25–26 September 2008
Reporting inspector	Georgina Beasley

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	79
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	15
Appropriate authority	The governing body
Chair	Mrs Karen Barnes
Headteacher	Mrs Janet Baxter (Acting)
Date of previous school inspection	7 February 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Elm Street Temple Normanton Chesterfield Derbyshire S42 5DW
Telephone number	01246 850389
Fax number	01246 850389

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small Primary school with Early Years Foundation Stage (EYFS) provision for children in a grant-funded Nursery and a Reception class. A larger than average proportion of pupils are from travelling communities. More pupils than usual have extra support to help them learn. The proportion of pupils eligible for free school meals is average. An acting headteacher has been in post since September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The strong emphasis on building pupils' personal development results in positive relationships and good behaviour. Pupils consider carefully the feelings of others. They have good awareness of the importance of keeping fit and healthy and know how to stay safe. Good links with the church, traveller service and local schools, and an active school council, give good opportunity for pupils to make a positive contribution to the school and immediate communities. Nearly all parents are positive about the school. They value the Nursery and family/toddler group and the opportunity to attend the weekly computer course. The school ensures staff consistently follow procedures for ensuring pupils' health, safety and welfare.

Immediately after the last inspection, the school introduced targets that are more challenging and that have raised teachers' expectations. Subsequently, most pupils have made up the underachievement identified in the last inspection report. Pupils' achievement is now satisfactory across the school. Standards are now broadly average at the end of Year 2 and Year 6 and pupils who attend school regularly make satisfactory progress. Working with outside consultants, the quality of teaching, learning and the curriculum has improved. It is now satisfactory overall with some good aspects, particularly in the Nursery and Reception and in Years 3 to 6. Teachers know what they want pupils to learn in lessons but they do not always plan specifically how this learning will take place. Consequently, learning is not as effective as it could be. Teachers use targets to plan for the development of pupils' skills in English and mathematics. However, targets are not reviewed regularly enough and do not always relate sufficiently well to what teachers want pupils to learn in lessons. Teachers consistently give pupils positive praise for their efforts but feedback about how pupils can improve their work is not always specific enough.

Leadership and management are satisfactory. In a short time, the acting headteacher has got to know the pupils very well. She has an excellent knowledge and understanding of what the school does best, and what still needs to be improved. Her positive but determined approach has gained the full commitment of staff and governors to improve pupils' achievement and raise standards further. The skills of teachers who produce consistently good learning are being used effectively to support colleagues in planning and delivering lessons that are more effective. Subject leaders meet regularly to plan suitable support and challenge, and to check how much progress pupils make. They do not check with as much rigour whether this progress is enough for pupils to reach the challenging targets set for the end of each year. The capacity to improve is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Nursery and Reception classes. Most of the children have below average skills when they first start in the Nursery, particularly in their speaking and social skills. Very good leadership and management ensures a rich curriculum, good teaching, well-organised learning activities both indoors and out, and well-targeted support from adults. As a result, every child makes good progress and, by the end of the reception year, nearly all reach the goals they are expected to in all areas of learning. Children thrive in their personal, social and emotional development due to the good attention to their welfare and the close relationships they form with the adults. Their growing self-confidence and self-esteem can be

seen in the way children feel able to ask for help with personal and academic challenges and in how they share personal news and achievements. Adults check every child's progress closely and use what they learn to make sure that they plan activities that suit each child's particular needs. Every two weeks adults identify small step targets, which they share with parents so that they know how well their children are doing and can help at home. The Nursery and Reception staff attend the weekly family/toddler group. As a result, the children, parents and grandparents know the school before coming to Nursery, which in turn helps the children to settle quickly.

What the school should do to improve further

- Plan lessons that involve pupils in more regular practical learning activities.
- Link targets more closely to lesson and curriculum planning and use them to give pupils more specific feedback on their achievements and on what they need to do to improve.
- Monitor assessment information more rigorously to ensure pupils are achieving what they should to reach their challenging targets.

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

Achievement and standards

Grade: 3

After a period of falling standards, pupils in Years 1 and 2 now make satisfactory progress. Standards at the end of Year 2 are average in reading, writing, mathematics and science. By the end of Year 6, standards are broadly average in English, mathematics and science, and achievement and progress are satisfactory. The school's tracking information shows pupils make satisfactory progress and most are on track to reach their challenging targets. Higher achievers now achieve what they should to reach the levels of which they are capable throughout the school. Pupils who need extra help to learn make satisfactory progress due to the support they receive. Pupils from travelling communities achieve as well as their classmates if they attend school regularly.

Personal development and well-being

Grade: 3

Healthy snacks, the 'Walk to School' programme, regular physical education lessons and sporting events with and against local schools are just some of the ways that pupils learn the importance of keeping healthy and fit. Attendance is satisfactory overall but a small number of pupils have poor attendance. The school watches pupils' attendance carefully and takes appropriate opportunities to encourage them to attend regularly. Pupils' enjoyment of school and lessons is satisfactory. Pupils' spiritual, moral, social, and cultural awareness is developed well through the curriculum. The school's work to raise pupils' awareness of bullying issues has improved relationships across the school. All pupils get along together well. They have positive attitudes and behave well. Some Year 4 and 5 pupils are trained to help pupils sort out issues on the very rare occasions when they fall out. Pupils are successfully involved in local community events through a well-attended summer play scheme, tending the allotment and making regular visits to the church. The school council has taken a leading role in the refurbishment of the playground, which has enlivened playtimes this term. There are some opportunities to learn about world communities through curriculum topics. As the curriculum and learning improve, there are

increasing opportunities for pupils to learn about the world of work. Pupils' social development and their sound literacy and numeracy skills mean they are satisfactorily prepared for the next stage of education and later life.

Quality of provision

Teaching and learning

Grade: 3

While satisfactory overall, there are some good aspects that have helped pupils make up their previous underachievement. Pupil targets help teachers plan lessons that generally match learning to the different ability groups in each class. Higher achievers are given greater challenge and those who find learning more difficult get the support they need to learn. While teachers are clear about what they want pupils to know and be able to do in most lessons, learning objectives are not always linked closely enough to pupils' targets. Consequently, pupils are not always clear about the purpose of what they are learning. Teachers are starting to think of ways to make learning more exciting. Nevertheless, sometimes pupils sit for too long listening to the teacher and are not involved enough in practical activity. The new 'brain awareness' lessons involve pupils in practical problem solving activities, and in moving about and sharing ideas with a partner before committing themselves to answering a question. Pupils enjoy these lessons more and say at these times, 'school is fun.'

Curriculum and other activities

Grade: 3

Since the previous inspection, the school has developed a satisfactory curriculum. Non-core subjects are now taught through a series of interesting topics and themes that pupils enjoy. Pupils have some suitable opportunities to practise key literacy, numeracy and information and communication technology (ICT) skills in other subjects. These are not always planned in as structured a way as in designated English, mathematics and ICT lessons. The personal social and health education curriculum gives good support for pupils' personal development. A varied range of after school clubs gives pupils good opportunity to play sport with pupils from local schools. Pupils enjoy the many trips including the residential visit for older pupils. Visitors from the church and local community add suitable interest and relevance to learning.

Care, guidance and support

Grade: 3

The school has all the information and procedures in place to ensure pupils' health, safety and welfare while they are in school and out on visits. All government requirements are met concerning first aid, child protection and staff recruitment. Pupils discuss their end of term targets with teachers and so know what they are expected to achieve in literacy and mathematics in the longer term. Teachers praise pupils for their effort in lessons, which gives them the confidence to have a go when they find new learning difficult. The feedback about their achievements is not always specific enough to help pupils know for themselves why they have been successful and to give guidance on the small steps they need to take next to improve. Year 6 pupils have good opportunity to visit the secondary school of their choice to enjoy taster lessons in a range of subjects. As a result, nearly all feel confident to move onto their next school.

Leadership and management

Grade: 3

The acting headteacher gives a strong lead to school improvement. She has quickly conducted a detailed evaluation of the school's work and so is clear about what is going well and what still needs to be improved. She has a detailed understanding of each pupil's achievement and learning, and has used the information to lead discussions with subject leaders and the special needs co-ordinator about immediate and longer-term improvement strategies. Subject leaders do not always check thoroughly on pupils' progress towards their targets. The governing body gives much stronger support and challenge since the previous inspection because they understand more about the quality of teaching and learning in the school. This knowledge has helped it make important decisions about school improvement. For example, in order to maintain the improvement in standards, it appointed additional teaching assistants to support targeted individuals and groups of pupils in lessons. School staff ensure all pupils have equal chance to take part in a range of curriculum activities and that those who need an extra helping hand to learn get the support they need. There is still some work to do to ensure all pupils benefit equally from good teaching.

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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?	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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
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
The extent to which learners enjoy their education	3
The attendance of learners	3
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 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?	3

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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

29 September 2008

Dear Children

Inspection of Temple Normanton Primary School, Temple Normanton, S42 5DW

Thank you for being so polite and for making me feel so welcome when I visited your school recently.

You go to a satisfactory school but there are some things that you and your school do well. You all behave well in lessons and when you are playing outside. You told me that you all get along well and that you fall out very rarely. It is good to know that you are confident to talk to an adult if you have any concerns. You all know the importance of keeping fit and eating healthily. You told me that you enjoy growing your own vegetables on the allotment and taking part in playground games. You have worked hard with the school council to plan the playground improvements. I wish you good luck with the rest of your ideas for improving the school grounds.

Your school is doing a satisfactory job helping you to learn and to make progress. I know some of you are capable of even higher standards and so I have asked your teachers to make sure lessons help you to make more progress. You all have literacy and numeracy targets to help you learn. These are not always changed often enough and used sufficiently well to plan for good learning in lessons. Your teachers tell you regularly when you do a good job, but they do not always tell you precisely what you need to do to improve your work and reach your targets more quickly. If you want more information, you can always ask them for guidance that is more specific.

Your headteacher already knows what the school does well and has lots of ideas for making it even better. All of the governors and the adults who work in your school want to help and so they are working closely together to improve the teaching and the curriculum, and to plan lessons that are even more exciting. I have asked your teachers to check your progress more closely to make sure you get the support and challenge you need to reach your targets. You can help by continuing to work hard and do your best, and by coming to school every day.

I wish you all the very best for the future.

Yours sincerely,

Georgina Beasley

Lead inspector