

William Rhodes Primary School

Inspection report

Unique Reference Number	112671
Local Authority	Derbyshire
Inspection number	310976
Inspection dates	10–11 December 2008
Reporting inspector	Roger Sadler

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)	157
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	0
Appropriate authority	The governing body
Chair	Mrs Nicola Hollings
Headteacher	Mrs Jan Seymour
Date of previous school inspection	13 September 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hunloke Avenue Boythorpe Chesterfield Derbyshire S40 2NR
Telephone number	01246234626
Fax number	01246234626

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is located close to the centre of Chesterfield in an area of considerable economic disadvantage. A higher percentage of pupils have learning difficulties and/ or disabilities than is typical nationally. The majority of these are social and communication difficulties. While most of the pupils are of White British origin, and the vast majority speaks English as their first language, a small proportion comes from a diverse range of minority ethnic background. Children enter the Early Years Foundation Stage (EYFS) either in September or January of the school year of their fourth birthday. The school has recently received an Active Mark for physical education (PE) and sport, Investors in People, Basic Skills Quality Mark and a Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which is well led and managed. The headteacher monitors and evaluates the work of the school and directs school improvement very effectively. The school has improved considerably since the previous inspection and standards are rising. All staff work together to ensure that pupils achieve well and that their personal development and well-being are good. The school regularly assesses and meticulously monitors the progress of each pupil and extra support is given to those at risk of falling behind. Good teaching and effective academic monitoring are key reasons why rates of progress are improving and the school has good capacity to continue to improve in the future.

Teaching, the curriculum and care guidance and support are good and help pupils achieve well. The school works closely with other agencies, such as the education welfare service to good effect. Pupils attend regularly and the school has worked very effectively to improve pupils' behaviour and attitudes to learning. All staff manage pupils consistently well. Consequently, pupils are friendly and polite, concentrate in lessons and take considerable pride in their work. Their good behaviour and positive attitudes help pupils to enjoy their time in this happy and safe school. Parents' and pupils' views of the school are overwhelmingly positive. Parents are particularly appreciative of the high quality pastoral care provided. As one parent commented, 'The school has excellent support systems in place and individual needs are catered for.' Pupils enjoy lessons and are very appreciative of the wide range of sporting clubs and opportunities available to them. Lessons are well planned and teachers often give pupils useful reminders of what learning is expected in the lesson. At the end of lessons, pupils are sometimes not shown how to assess or improve specific aspects of their work.

Provision in EYFS and throughout the rest of the school is good and pupils achieve well overall, make good progress so that the vast majority of pupils attain standards expected for their ages. The excellent support provided to pupils with relationship or behaviour difficulties enables them to learn to integrate with others. These pupils and others with learning difficulties progress well because they frequently receive carefully tailored support from teachers and teaching assistants. Because opportunities are occasionally missed to extend more able pupils, fewer pupils than could be expected exceed standards expected of their ages, especially in mathematics.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress throughout the EYFS and by the end of Reception, most children attain the nationally expected standards. The remainder are a little below the levels expected of their ages. From the outset, strong emphasis is given to children's personal, social and emotional development which by the end of Reception is in line with standards expected. Careful induction procedures, including home visits, ensure that children soon settle into Nursery and grow in confidence. They are soon able to sit and listen carefully and take turns in answering questions. The EYFS is well led and managed. Leaders have a clear understanding of exactly where improvements are needed and are continually developing the quality of provision.

Although the outdoor area is much better than at the time of the last inspection, the school recognises the need to further extend the outdoor facilities to include outdoor space for teaching and learning. The promotion of children's welfare is excellent and children thrive on

the sensitive treatment they are given. The school has improved its teaching of letters and sounds and consequently rates of progress in reading and writing are improving. Provision for role play and speaking and listening with adults and with one another is much improved since the previous inspection. Staff continually plan the curriculum and assess the progress of each child to match their individual needs. There is a good mix of activities that children can choose themselves and those that adults direct.

What the school should do to improve further

- Improve the proportion of pupils attaining above expected standards, especially in mathematics.
- Ensure that pupils have a clear understanding of where and how to improve particular aspects of their work.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well overall. Many children enter the EYFS with knowledge and skills much lower than those expected of children of their ages. Due to good provision, by the time they leave the school, the vast majority of pupils achieve well and make good progress so that they attain standards expected for their ages in English and science. Mathematics is the weakest subject due to previous weaknesses in teaching that have now been addressed. Mathematics standards, which were well below average in 2008 test results remain below expected levels in Year 6, but in Years 1 to 5 a good proportion of pupils attain in line with standards expected for their ages. Achievement in mathematics is thus satisfactory in Year 6 and good throughout the rest of the school. Resources and provision for information and communication technology (ICT) are much improved since the previous inspection and standards in ICT are above average. Pupils with learning difficulties and/or disabilities make good progress due to the regular additional support they receive. In some lessons, especially in mathematics, the progress of more able pupils is occasionally slowed a little when they are given insufficient additional challenge or support.

Personal development and well-being

Grade: 2

Pupils make good progress in their spiritual, moral, social and cultural development. The relatively high levels of challenging behaviour found in the school previously has been successfully tackled. Behaviour in lessons is good. Most pupils genuinely enjoy school, feel safe, happy and secure, attend regularly and arrive punctually. Their much improved personal development is a key reason why standards are rising. They understand how to lead healthy lives, understand the importance of eating healthy foods and take full advantage of the many sports activities made available to them including daily exercise sessions in lessons. They take the responsibilities given to them very seriously, for example, as playground buddies, library monitors, or as members of the student council. Their involvement in the local community although satisfactory, is not as fully developed. Pupils well-developed personal and social skills, their higher than typical standards in ICT and their satisfactory literacy and numeracy skills prepare them well for the next stage of education and the world of work beyond.

Quality of provision

Teaching and learning

Grade: 2

Teachers and teaching assistants work together well to enable pupils to make good progress. Expectations of behaviour are high. Pupils are very well managed and given very clear guidance on how to behave and to relate to each other. Consistently positive relationships help pupils make good progress and enjoy their work. Previous weaknesses in teaching mathematics have been successfully addressed and all basic skills are well taught. Teachers' questioning of pupils is good and teachers provide pupils with frequent chances to discuss answers to the questions before answering. This helps not only deepen their understanding but also develops pupils' speaking and listening skills. Throughout lessons, teachers effectively clarify for pupils what they expect them to learn. At the end of some lessons teachers do not show pupils how to improve specific aspects of their work.

Curriculum and other activities

Grade: 2

The curriculum provides strong emphasis on developing pupils' basic skills which enable them to make good progress. Consequently standards in literacy, numeracy, science and ICT are rising. Provision for guided reading and the teaching of letters and sounds feature prominently in literacy work and this is helping raise standards. The use of ICT in a range of subjects is much improved and this is helping accelerate rates of progress. Pupils say that staff often make learning fun and they say that they enjoy lessons. The very well planned curriculum for pupils' personal and social development is particularly successful in meeting the needs of a fairly large core of pupils who need extra help with their emotional development. The provision for more able pupils, while satisfactory, is not as well developed as that for pupils with learning difficulties. The school's broad curriculum is enriched well by a wide range of visits, projects, residential trips, and sports provision.

Care, guidance and support

Grade: 2

All staff are dedicated to the welfare of pupils and provide outstanding pastoral care. The range of care and support for pupils with significant social and/or emotional needs, for example, through the personal development centre, the breakfast club and the employment of staff with specialist experience in this area, has been highly effective in enabling pupils to make the progress of which they are capable. Child protection and safeguarding procedures are thorough and meet all legal requirements. Procedures for ensuring attendance are thorough and effective and rigorously applied to good effect. Monitoring of any bullying or racial incidents is equally thorough. Academic guidance is good and the school carefully tracks the progress of each individual and uses this information to direct additional support, especially to those who are at risk of falling behind.

Leadership and management

Grade: 2

Standards are rising largely due to good leadership and management. Good leadership is evident in pupils' good progress and in their polite, confident and pleasant demeanour. The headteacher encourages and enables other leaders to develop their leadership roles. Governors analyse performance data carefully and carry out their roles well in challenging, supporting and helping the school improve. Subject leaders have improved the way they monitor standards and the quality of provision in their subject. They have not fully developed their role in ensuring a fully consistent approach to the way that targets for learning are used by teachers to direct pupils' future learning or in the way that pupils work is marked in their subjects. Communication with parents is good and parents are kept well informed about events at school and how they might help their children at home. The school is a harmonious community and makes a good contribution to ensuring cohesion in the wider community. Pupils are helped to understand the ways of life of other cultures in modern Britain. Current work towards an Eco schools award is helping pupils develop a good understanding of global environmental issues.

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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 capacity to make any necessary improvements	2

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?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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?	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
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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 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?	2

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

12 December 2008

Dear Children

Inspection of William Rhodes Primary School, Chesterfield, S40 2NR.

Thank you for making us so welcome when we came to inspect your school. We send special thanks to those of you who gave up part of your lunchtime to talk with us. We thoroughly enjoyed talking with you and your teachers and watching you learn.

Your school is a good school. It is run well and is giving you a good education. Adults provide good teaching so that you make good progress. You are being well prepared for life at your next school. I am pleased yours is such a happy school and that you and your parents are pleased with it.

You enjoy school and most of you attend very regularly. You all clearly know how to act safely. You understand what is right and what is wrong, show consideration for others and are very friendly to each other. You should be proud of your good behaviour and manners. Those of you who find learning difficult make good progress because the school helps you learn.

There are many things that your headteacher, the staff and the governors want to improve because they want your school to get even better! We agree with them that there are two important things that need doing first:

- help more of you attain above standards expected of your ages, especially in mathematics
- ensure that more of you have a clear understanding of where and how to improve particular aspects of your work.

I send you our very best wishes for the future,

Roger Sadler

Lead inspector