

# Asterdale Primary School and Children's Centre

## Inspection report

---

<b>Unique Reference Number</b>	112761
<b>Local Authority</b>	City of Derby LA
<b>Inspection number</b>	310997
<b>Inspection date</b>	17 October 2007
<b>Reporting inspector</b>	Keith Edwards

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Armitage
<b>Headteacher</b>	Mr Cliff Perry
<b>Date of previous school inspection</b>	11 October 2004
<b>School address</b>	Borrowash Road Spondon Derby Derbyshire DE21 7PH
<b>Telephone number</b>	01332 662323
<b>Fax number</b>	01332 676043

---

<b>Age group</b>	3-11
<b>Inspection date</b>	17 October 2007
<b>Inspection number</b>	310997

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the leadership's focus on ensuring that all pupils reach their potential in writing, the robustness of the monitoring, assessment and tracking of pupils' progress to enable pupils to reach their potential, how effectively the pupils develop skills in information and communication technology and the school's celebration of cultures and faiths.

Evidence was gathered from the school's data, pupils' work, lesson observations, meetings with school staff and pupils and with the senior leadership team and governors.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report

## Description of the school

This small primary school serves the district of Spondon on the outskirts of Derby. A children's centre is located on the school site. Numbers have fallen since the last inspection. The proportion of pupils entitled to a free school meal is above average. The pupils come from a range of cultural backgrounds, although the majority are from White British background. Attainment on entry to the school is well below expectations. The proportion of pupils with learning difficulties and disabilities is above most schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Asterdale Primary is an excellent school that provides outstanding value for money. It prepares pupils well for the next stage of their education and beyond.

This is a school where factors such as excellent leadership and management, high quality care and the outstanding curriculum are combined to produce outstanding achievement and personal development.

The school has improved significantly since the last inspection and is excellently set to maintain this momentum. For example, the development of the adjoining Children's Centre and the imaginative enhancement to the accommodation facilities has facilitated the improvement of the curriculum, particularly for those children in the Foundation Stage. Furthermore, standards have risen markedly because the quality of teaching and learning continues to improve. One delighted parent, whose views are echoed by many others, commented, 'My daughter loves Asterdale. She has been happy here since she started in the nursery and has made brilliant progress ever since because the teachers make learning fun'. The school has the respect of the community that it serves and works very well with other schools.

Pupils' achievement is outstanding. The children achieve extremely well in the Foundation Stage. In Years 1 to 6, the pupils build successfully on this secure foundation and make excellent progress, ensuring that their overall achievement is outstanding. Because the teachers make effective use of assessment data when planning lessons, standards rise sharply. This is reflected in the improved performance of the pupils in the national assessment tests for Years 2 and 6 in recent years. The school is consistently in the top 20% of schools nationally and in 2006 it achieved a top 3% place because of the pupils' outstanding performance in their tests at the end of Year 6. In science, pupils benefit from the exciting investigative approach to learning and over 50% of pupils achieve the higher levels year-on-year, a significant achievement given their starting points. Although standards in mathematics and English are above average, achievement has not been as consistent in writing in either key stage. Standards in information and communication technology (ICT) have risen because of better resources and training for staff. Standards in singing are above those expected in children of this age and strongly support the pupils' personal development.

The personal development and well-being of all pupils is exemplary. The children really enjoy coming to school. Attendance has improved markedly since the last inspection and is good. Staff respect and value the pupils and, consequently, pupils develop self-confidence, self-esteem and self-discipline. Their behaviour is outstanding. Pupils know how to keep themselves safe and they respond very well to the many initiatives encouraging them to adopt healthy lifestyles. They work hard and play well together, forming excellent relationships with one another and with adults in school. They willingly take on extra responsibilities such as managing the school's 'Healthy Snack Bar' and school council work. However, at times, the school misses opportunities to help prepare pupils for life in a multicultural society.

The quality of teaching is good and has a significant impact on the pupils' learning. Teachers plan effectively to take good account of the different ways in which pupils like to learn and to present them with a wide range of interesting activities and resources to bring topics to life. Most teachers are skilled in asking open-ended questions to gauge the pupils' level of understanding and pupils are keen to respond because they know that their answers will be valued. Teachers make effective use of accurate assessment and tasks provide the right amount

of challenge and pupils' motivation is high. Their personal development is promoted most effectively because teachers make extremely clear their expectations of good learning behaviour and encourage independent, group and team activities. Teaching assistants make a good contribution to learning by giving the right amount of support, particularly for those pupils who have learning difficulties.

The curriculum is outstanding and supports the children's personal, academic and physical development extremely well. It highly imaginatively and creatively links learning across subjects especially literacy, ICT and numeracy. The curriculum is reviewed regularly to ensure that the needs of all pupils are met and is enriched by a wide range of additional activities including clubs, visits and visitors. Pupils speak enthusiastically about their enjoyment of these activities and of the opportunities to develop their sporting and musical interests.

The school provides outstanding welfare and guidance because every pupil is valued as an individual. The adults provide excellent role-models and, consequently, the school is an extremely happy and inviting place in which to work and learn. Parents speak warmly about the care that is taken to ensure that their children settle quickly into school routines. The pupils are confident in the knowledge that adults will help them with any problems should they occur. Pupils of all abilities are excellently supported academically because procedures for checking and tracking their progress are used extremely accurately. The school works very closely with parents and support agencies to ensure that pupils who are vulnerable or need extra help receive the necessary support to help them to do as well as they can.

The headteacher provides outstanding leadership. Teamwork is at the heart of all of the school's successes. The headteacher has nurtured the ethos of high achievement for all, and has motivated and empowered his colleagues to settle for nothing but the best. The leadership has systematically developed partnerships with other schools and agencies to build resources for the school. The enriched curriculum motivates the pupils, stimulates their interest and encourages their enthusiastic approach to learning. The quality of teaching has been monitored and evaluated, both formally and informally, and has led to a sharp improvement in practice. The children are extremely well cared for throughout the day and their academic guidance is excellent. Governors provide good support and monitor the school's work effectively. The headteacher has a detailed knowledge of where the strengths and relative shortcomings of the school lie and articulates these clearly. He has identified the appropriate strategies to achieve further improvement. However, written evaluations are rather modest.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The children make outstanding progress in the Foundation Stage, particularly in their personal and social development and in their communication skills. This is because the leadership and management of the Foundation Stage are excellent and the staff are highly successful in enabling the children to settle quickly. Furthermore, they place great emphasis on encouraging the children to work together across a range of activities and the development of their speaking and listening skills. The enriched curriculum and the very effective teaching ensure that the children are very well-prepared for making excellent progress as they move through the school.

### **What the school should do to improve further**

- Improve standards in writing across the school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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	2
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?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

18 October 2007

Dear Pupils

Inspection of Asterdale Primary School, Spondon, Derby, DE21 7PH

I really enjoyed my visit to your school this month because everybody was so helpful and friendly. I particularly enjoyed my discussion with the school council. It was also delightful to be able to see you working in your classrooms, join in with your morning assembly, listen to your singing and watch you playing games outside. I can fully understand why you enjoy your school so much as there are so many things that make your school very special. Here are some of them.

- You clearly want to do your best to learn in lessons and are prepared to work hard.
- Everybody understands the school rules and your behaviour is wonderful.
- Everybody tries to be friendly, thoughtful and helpful - well done!
- All of your teachers work hard to make your lessons interesting and fun.
- Your school provides a wide range of activities and visits to keep you interested.
- You sing beautifully.
- Mr Perry is an excellent headteacher.

You are very fortunate to be able to attend Asterdale Primary School. Not many schools are as good as yours. This is because Mr Perry and the staff really understand how to make learning fun and work very hard to help you. It is really important that you remember to thank them and continue to work hard. I know that you achieve well, but I am asking your teachers to find ways to help you to improve your writing. This sounds like a lot of work but I know that the school can do it.

Very best wishes for the future.

Yours sincerely

Keith Edwards

Lead inspector