

# Inkersall Primary School

## Inspection report

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<b>Unique Reference Number</b>	112795
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	311008
<b>Inspection dates</b>	15–16 January 2008
<b>Reporting inspector</b>	Geof Timms

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

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<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	416
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss E Bingham
<b>Headteacher</b>	Mrs J Butterfield
<b>Date of previous school inspection</b>	7 May 2003
<b>School address</b>	Inkersall Green Road Inkersall Chesterfield S43 3SE
<b>Telephone number</b>	01246472370
<b>Fax number</b>	01246280422

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than most primary schools. It serves the village of Inkersall and surrounding area. The proportion of pupils entitled to free school meals is above average; this is a reflection of the below average socio-economic backgrounds of most pupils. Most pupils are from White British backgrounds, with a small number from minority ethnic backgrounds. The number of pupils with learning difficulties and/or disabilities is below average, although this is proportionally higher in some year groups. Most children's attainment on entry to the school is lower than that found amongst children nationally.

The school has won awards for its work in encouraging pupils' healthy lifestyles and for preventing bullying. It is an Investor in People. The school has gained the Artsmark, the Activemark and an award for its environmental work.

## 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 pupils with a satisfactory education through a good, well-planned curriculum. It is a very caring school which looks after pupils well so they feel safe and happy. Pupils are positive about the school and clearly enjoy their lessons. Most parents are pleased and many of them choose to send their children to Inkersall rather than to schools nearer their homes. One parent wrote that the school had provided an excellent grounding for the move to secondary school. A small minority feel communication between school and home is poor, but this is not supported by inspection evidence.

Pupils' achievement is satisfactory and they make satisfactory progress. The teachers in the Nursery and Reception classes assess areas of weakness accurately when children start school, and much of their work is focused correctly on helping improve children's responses to school, and their speaking and listening skills. Satisfactory progress in reading, writing and mathematics continues through Years 1 and 2. Improvements made since the last inspection have helped raise standards by the end of Year 2, although they remain below average.

Pupils' progress continues to be satisfactory overall through Years 3 to 6 and standards in Year 6 are in line with those expected in English, mathematics and science. Progress remains satisfactory rather than good because it is inconsistent between classes and year groups. Although the school encourages the achievement of the less able, the progress of higher attainers, though satisfactory, is not as rapid. Recent work to improve pupils' writing skills in both key stages has been successful, as evident in the progress younger pupils are making. The introduction of writing topics has made writing more purposeful and is improving pupils' vocabulary. However, standards of spelling, punctuation and grammar are still below those expected.

Although there are good aspects to much of the teaching, inconsistencies in quality mean that teaching remains satisfactory overall. Teachers plan in detail and make good use of information and communication technology (ICT). The planning benefits from a good curriculum, which encourages cross-curricular links, and enriches pupils' lives through a good range of clubs and out of school activities. On occasions, the teachers do not ask challenging enough questions, or use their marking of work to help pupils understand what they need to do to improve.

The school provides a good level of care and support for pupils. All safeguarding requirements are met and vulnerable pupils are cared for very well. This work results in good pupils' personal development. Pupils' behaviour is good and this reflects the hard work put in by all staff, including the learning mentors. Attendance is below average but the school works hard to help parents understand the importance of full attendance. Pupils are very aware of how to keep themselves healthy and safe and they make a very good contribution to the school community through taking responsibilities, such as for the school council or the ECO group. Their sound basic skills mean that they are satisfactorily prepared for their future lives. The school gathers a range of information about pupils' progress but does not use this regularly enough or in sufficient depth to identify where there are inconsistencies in provision, or to show how well all pupils are doing. Because of this leadership and management remains satisfactory. The governing body provides satisfactory support for the school. Improvements made since the last inspection show that the school has a satisfactory capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

The Foundation Stage provision has recently been disrupted by changes of staff and to the accommodation. Nevertheless, the quality of the provision is satisfactory, with some good aspects. The school provides a good safe environment for the Nursery children, and they have good opportunities to work and play together. There is a good range of appropriate resources. In the Reception classes, staff plan together to ensure some consistency of provision and a new timetabling system is proving more appropriate for children of this age. Staff recognise where children have weaknesses on entry to the Nursery and to the Reception classes, and these are addressed satisfactorily. In 2007, children reached the nationally expected standards in most areas of learning, which is an improvement on the previous year. Overall, children make sound progress from their starting points.

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

- Raise standards in writing by improving pupils' spelling, grammar and punctuation.
- Make better use of the available information to evaluate the progress of all pupils and to set targets that are more challenging.
- Improve the teaching and learning by ensuring that marking consistently helps pupils improve and by providing the more able pupils with sufficiently challenging work.

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**

Achievement is satisfactory because pupils, including those from minority ethnic groups, make progress through the school that is broadly in line with that expected. Pupils who find learning difficult make good progress however, and this is due to the closer tracking of their progress, the extra support provided and the more focused teaching in and out of classes. The progress of other pupils is more inconsistent due to differences in the quality of teaching and to the lack of sufficient challenge in a minority of lessons.

Standards in Year 2 continue to be below average. Current standards in Year 6 in English, mathematics and science are broadly average. Mathematics standards in 2007 were significantly above average, although in English they were well below average. The school does not use the available assessment information often enough to check on pupils' progress. Writing standards have improved this year because of a number of initiatives and pupils are on track to meet the school's targets. However, pupils' writing still contains too many errors and inaccuracies in spelling, grammar and punctuation.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good because the school creates a supportive ethos that helps develop pupils' good spiritual, moral, social and cultural understanding. Pupils behave well and this has a positive impact on their learning. They are enthusiastic and interested learners, especially when the work is sufficiently challenging and teachers' questioning encourages

deeper thinking. This happened, for example, in one lesson where Year 6 pupils were working together well to devise short animated films promoting good attitudes towards litter. Activities like these promote pupils' social and moral awareness as well as developing their contribution to the community and show in their clear enjoyment of the tasks. The school works hard to encourage good attendance although it remains below average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers manage lessons competently. They base their work on detailed planning and have established good behaviour and attitudes to learning in their pupils. Lesson introductions are typically clear and teaching assistants help small groups of pupils to achieve well. The quality of teaching is not consistent. Lessons often begin at a good pace but this sometimes slows when pupils work in groups. Sometimes the conclusions to lessons revise but do not extend what has been learned. Teachers make good use of assessment information to group pupils by ability. However, they do not always challenge higher attaining pupils to achieve more. Teachers' questions often help pupils understand what they should do, but are not used sufficiently to extend their learning. Most teachers set pupil achievement targets but some pupils do not know them well enough to help them improve. Teachers mark older pupils' work regularly and praise what they do. However, they do not always point out what pupils should do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good range of relevant and interesting learning opportunities. As a result, pupils enjoy their work. Topics effectively encourage healthy lifestyles and awareness of safety issues. Visitors and visits are well linked with the topics for each year and are greatly enjoyed. Teachers make good links between subjects so pupils are able to use skills learned in one subject in another, although their knowledge of spelling, grammar and punctuation is an area for development. More unusual subjects, such as learning about philosophy, T'ai Chi and Yoga, extend and enliven the curriculum. Provision for personal, social and health education is good and has a significant impact on pupils' personal development.

### **Care, guidance and support**

#### **Grade: 2**

This is a caring school. It ensures pupils are well looked after and safe. Safety is promoted through detailed risk assessments and health and safety checks. First aid arrangements ensure pupils are well looked after. Pupils say that they are confident in approaching adults in the school with concerns or problems and know they will get a good response. Teachers assess pupils' work well on an individual basis, targeting those who find learning difficult effectively. However, the setting of sufficiently challenging targets for all pupils is inconsistent. Teachers do not always set challenging work, particularly for the higher attaining pupils.

## Leadership and management

### Grade: 3

The headteacher has effective systems to manage the school and she maintains good links with other schools and outside bodies. The school's self-evaluation is largely accurate and the areas for improvement identified are appropriate. The headteacher has ensured that staff play a part in school improvement planning, but this does not focus enough on promoting better pupil progress. Challenging targets are set for some specific groups of pupils but not enough is asked of pupils overall. Teaching is monitored extensively though this has yet to produce consistently good teaching. The provision for pupils with learning difficulties and disabilities is managed well and they make good progress. Teaching assistants and other support staff are deployed well to support learning. The budget is soundly managed and the governors are improving their oversight of it. They carry out most of their duties satisfactorily but do not challenge the school to do better.





## 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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	2

### 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	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 the learners' needs?	3
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

<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>	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

17 January 2008

Dear Children

Inspection of Inkersall Primary School, Chesterfield, S43 3SE

I am writing to thank you for the way you made us welcome when we visited your school recently. I also want to share with you what we found out about your school. I especially want to thank all those of you we met in groups and talked to at lunchtime. This was very helpful to us and it was a pleasure hearing how much you enjoy being at school.

Your school has some important strengths. It is a very caring place and you are all very well looked after and kept safe. You told us that you can trust adults with problems or concerns if you have any. This is important! You behave well, especially in lessons and this helps your teachers to provide more things that are interesting for you to do. You know how to keep yourselves healthy and safe, and you are lucky to have such good school dinners.

We found that you learn what is expected by the time you leave the school, but we also feel that a lot of you are capable of doing even better. This is especially true in writing where we have asked the teachers to help you get much better at spelling, handwriting and punctuation.

Another way teachers can help you get better is by making sure their marking of your work consistently helps you to understand what you need to do to get even better. We also think they can devise better questions during lessons to help you develop deeper thinking skills. We have also asked your headteacher to help the staff use their assessments of your progress more effectively, so that they set you targets that are more challenging.

Thank you once again for your help. We really enjoyed meeting you. Enjoy your time at Inkersall and keep working hard!

Yours sincerely

Geof Timms

Lead Inspector