

Duke of Norfolk CofE Primary School

Inspection report

Unique Reference Number	112868
Local Authority	Derbyshire
Inspection number	311034
Inspection date	10 March 2008
Reporting inspector	John Brennan

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	302
Appropriate authority	The governing body
Chair	Mrs Cilla Hollman-Sykes
Headteacher	Mrs Linda Jones
Date of previous school inspection	31 March 2003
School address	Royle Avenue Glossop Derbyshire SK13 7RD
Telephone number	01457 852635
Fax number	01457 852635

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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the pupils' achievements, including that of different groups of pupils. Evidence was gathered from classroom observations and school documentation to evaluate the quality of teaching and learning, the curriculum and leadership and management. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments were not justified, and these have been included in the report, where appropriate.

Description of the school

This larger than average school serves families in and around Glossop, which is an economically mixed area. Children's skills and abilities on entry to Reception cover the full ability range but are broadly typical of this age group, overall. The proportion of pupils who have learning difficulties is below average. The school operates on two sites that are some distance apart from each other. The school has a Healthy School Award and an Activemark 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. As one parent said, and many echoed, the school is 'happy and calm'. Pupils achieve well within this atmosphere to reach above average standards. Children's education gets off to a flying start in Reception and, at the end of Year 2 and Year 6, standards have traditionally been above average. Pupils do particularly well in English, where standards are very high, because they hone their skills by writing imaginatively and with purpose in many subjects. Although standards are not quite as high in mathematics and science, nevertheless, pupils achieve well and those who need additional help also make good progress. Most pupils attain the expected levels in English, mathematics and science. In the recent past, the school found it difficult to maintain momentum for higher attaining pupils in mathematics and science and so the proportion of pupils going beyond the expected levels dipped. Efforts to improve teaching, learning and the curriculum have turned this around to some extent and, as a result, the proportion of pupils going beyond the expected levels is rising again. However, there are still some inconsistencies to be addressed to ensure all higher attaining pupils achieve the levels of which they are capable.

Pupils' achievement is helped by their very good behaviour and by the encouraging manner in which teachers manage pupils. Classrooms are calm and productive places. Training for staff in the use of interactive whiteboards is paying off because demonstrations are clear and have a sense of purpose. For the most part, work is well matched to pupils' differing abilities, and this is helped by the good work of teaching assistants. However, there are still occasions, particularly in mathematics, when higher attaining pupils have to complete work that is too easy for them before they get to work that extends their thinking. The school's priority of setting pupils personal targets is working well so that they have a good idea of what they need to do to improve. This has been taken a step further in writing with teachers building on pupils' readiness to accept responsibility by encouraging them to self assess their own work.

Increasingly, pupils are set tasks such as planning their own scientific investigations, which build on their personal initiative. It is this willingness to encourage pupils' independence so that they make thoughtful use of basic skills, that marks out the stronger aspects of teaching, and learning. There are still occasions where teaching constrains the decisions higher attaining pupils are able to make, for example, in setting out and planning their work. The curriculum works well in helping pupils acquire basic skills but is less successful in promoting the creative and imaginative use of these. An interweaving of subjects in the Foundation Stage, which has also been successfully introduced in Year 1, achieves this well. The school's effort to entwine learning across subjects elsewhere in the school, so that it is similarly creative and imaginative, is meeting with mixed success. It works well in writing but is not yet fully achieved in other subjects. In particular, pupils do not use computers often enough. As one pupil astutely put it, 'computers are only used now and again.'

The introduction of a modern foreign language and the greater emphasis given to sport adds much to the curriculum. There is a very extensive range of clubs for pupils to join, and visitors and visits enrich school life.

The care, support and guidance given to pupils are good. Staff have pupils' needs at the heart of what they do and formal systems for pupils' safety are robust, such as those for child protection. As a result, parents and pupils are very happy with what the school does. Pupils grow academically and personally within this supportive environment and their personal

development is good. They clearly enjoy school and this is reflected in their above average attendance. Pupils know a lot about how to stay healthy, and participation in physical activity is high. The active school council ensures they have a genuine voice in the school. Pupils are well prepared for the next stage of their education.

For the most part, the school is well led and managed. The difficulties of operating on a split site are successfully overcome. Improvement since the last inspection has been good. The school strengthened the way it communicates with parents through a much-praised website. The school's analysis of performance is accurate and is helped by recent improvements to the system for tracking pupils' progress. With the exception of information and communication technology (ICT), the school is targeting the right areas for improvement and has demonstrated good capacity to improve further. Action plans are pertinent and a good sense of common purpose and teamwork is evident. Governors play their part well and achieve a suitable balance between supporting the school and holding it to account. Performance management regulations are well linked to the school priorities and training has a high profile. The school employs a good range of monitoring strategies but is meeting with mixed success in using these well. The school is strong on taking action but does not always check the impact of actions carefully enough. The monitoring of actions underpinning some improvement plans, such as those for writing and for curriculum development in the lower school, has been widespread and rigorous. As a result, refinement and improvement have followed. However, some monitoring has been too informal in subjects such as ICT and in the evaluation of the curriculum in the upper school. This has meant that there has not been sufficient focus on determining the ongoing success of key actions.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is good because it provides a wide range of vibrant learning experiences. As a result, children progress well both academically and personally. Teaching consistently strikes a good balance between adult led and child led activities. Adults work together very well in constantly developing and reinforcing children's communication and social skills. Much emphasis is given to children developing as independent learners and they rise to the challenges set. Children show a good level of concentration and perseverance, which further enhances their infectious enthusiasm and very good behaviour. Staff know children's needs very well and are aware that they need to improve their calculation skills in mathematics. With this exception, by the time children start Year 1, the vast majority reach the goals expected of them in each area of learning, with a significant number going beyond.

What the school should do to improve further

- Ensure that pupils use computers more often.
- Give pupils more opportunities to work in creative and imaginative ways.
- Ensure that the impact of all key action is carefully evaluated.

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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?	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	2
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	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?	2

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	2
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

11 March 2008

Dear Children

Inspection of Duke of Norfolk C of E Primary, Glossop, Derbyshire, SK13 7RD

Thank you very much for welcoming us to your school when we visited it recently. We would like to share with you what we thought about your school.

You go to a good school in which the staff and governors are working hard to make it the best school it can be. You too play your part well. It felt like we were visiting one big happy family. You get on very well with each other and with your work. We were impressed with how much you knew about your learning and with how keen you are on your work and all the clubs and activities on offer.

We were particularly impressed with your writing, both in English books and in other subjects. You write creatively and with imagination. You showed us how much you enjoy work that makes you think and use your skills in challenging ways. We have asked the school to give you more opportunities to work in this way. You can help by rising to the challenge and continuing to come up with bright ideas. You told us, and we could see for ourselves, that you could use computers more often. We have asked the school to make sure it makes more use of computers as a way of helping you learn.

The headteacher, staff and governors have some good ideas about making your school better still. We have asked the headteacher, staff and governors to check that these important new ideas are working well.

Thank you once again and good luck for the future.

John Brennan

Lead inspector