

St Giles CofE Primary School

Inspection report

Unique Reference Number	112925
Local Authority	DERBYSHIRE LA
Inspection number	311055
Inspection dates	13–14 February 2008
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	255
Appropriate authority	The governing body
Chair	Mr David Weston
Headteacher	Mrs Helen Haynes
Date of previous school inspection	19 May 2003
School address	Sheepcote Road Killamarsh Sheffield South Yorkshire S21 1DU
Telephone number	0114 2482825
Fax number	0114 2470549

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average school. The vast majority of pupils are White British. Of the few from minority ethnic groups, only a very small number has a first language which is not English. The proportion known to be eligible for free school meals is just below average. The proportion with learning difficulties and/or disabilities is nearly average, but those with a statement of special educational need is above average. The attainment of most children on entry to the Nursery is below the level expected for their age. A new headteacher joined the school in September 2007.

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 is providing a satisfactory standard of education. The new headteacher has successfully increased the urgency for dealing with the low standards and pupils' underachievement seen over recent years and this has had a positive impact. The headteacher has provided an accurate view of the school's strengths and weaknesses. This has led to new initiatives that are bringing about improvement in standards and the quality of teaching. While the impact of these is yet to be realised fully, initial successes show the school has a satisfactory capacity to improve further. The school is now dealing satisfactorily with improvement issues pending since the last inspection and is making progress with these. Parents are pleased with the new developments.

In 2007, the Key Stage 1 results showed an upward trend, and Year 2 pupils reached at least average standards. Currently, Year 2 pupils are making good progress and are on target to maintain broadly average standards. In 2007, standards in Key Stage 2 were exceptionally low and achievement was inadequate. However, the current picture of pupils' progress is more positive. Achievement is satisfactory and standards are broadly average by Year 6. While the rate of progress varies, it is mainly good up to the end of Year 4 and is satisfactory in Years 5 and 6. The quality of teaching mirrors the rate of progress pupils make across the school, that is, it is good from the Foundation Stage through to Year 4 and is adequate overall in Years 5 and 6. Occasionally, the level of challenge is inaccurately pitched and opportunities for higher attaining pupils and for all pupils to work independently are slightly restricted.

Pupils' personal development is satisfactory. Pupils feel safe at school and learn well how to stay healthy. There are suitable opportunities for pupils to contribute to life at school and the wider community. Care, guidance and support of pupils are satisfactory. Pastoral care is sound and academic guidance is satisfactory because recent developments in setting targets for individual pupils are beginning to have a beneficial effect. The curriculum is broadly satisfactory.

Leadership and management are satisfactory. Some senior and middle leaders are new to their roles and have little experience or skills in checking work in their areas of responsibility. The newly introduced tracking of pupil data and its use in measuring pupils' progress in each class is forcefully bringing into focus accountability of all teachers and senior leaders for the performance of the school. After managing a deficit budget for many years, the school is now in a secure position. Governance is not satisfactory overall. Although the governing body is now supporting the school adequately, in the past it has not challenged the school strongly enough on low standards and underachievement.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress and, by the end of the Reception year, nearly all are working at the levels expected for their age and some are attaining higher levels. Children settle quickly because expectations are clear and routines helpful. Good arrangements between Nursery and Reception ensure a smooth transition. Staff work well as a team and have a good understanding of how children in the Foundation Stage learn. Good planning and organisation result in a range of interesting activities that stimulate children's interests and help them to enjoy learning. Recent developments in the teaching of letters and sounds are already helping to improve children's progress in communication, language and literacy and raise standards in reading and

writing. Staff regularly observe children at work and make detailed assessments to keep track of their progress. Although staff make use of the outside area to develop children's leaning, they recognise that this is not fully developed.

What the school should do to improve further

- Improve the rate of pupils' progress in English, mathematics and science in Years 5 and 6, and particularly for higher attaining pupils in these years.
- Improve the quality of teaching through lessons that provide the right level of challenge for all pupils and greater opportunities for learning independently.
- Develop the roles and strengthen the skills of leaders in monitoring and evaluating the work of the school.
- Improve governors' skills in monitoring the work of the school to enable them to better hold the school to account for its performance.

A small proportion of 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

The results from tests taken in 2007 by Year 6 pupils showed standards were well below average in English, mathematics and science. These results represented unsatisfactory achievement in all three subjects. By contrast, the 2007 results from the assessments of Year 2 pupils showed their standards were average in reading and writing and above average in mathematics. Pupils with learning difficulties and/or disabilities are making satisfactory progress. Currently, pupils in Years 1 and 4 are making good progress. Pupils in Years 5 and 6 achieve satisfactorily overall. Scrutiny of pupils' workbooks shows standards are broadly average but some weaknesses are apparent in pupils' understanding of place value and the application of their number skills in solving practical problems in mathematics.

Personal development and well-being

Grade: 3

Pupils have a considerable understanding of the importance of exercise, eating the right foods and sustaining a good healthy lifestyle. They have a reasonable understanding of what they have to do to keep safe. Their behaviour in lessons, and in and around the school is satisfactory. Most pupils enjoy what the school has to offer them, but the level of motivation in Years 5 and 6 is occasionally rather low because they find a few lessons unchallenging. Attendance is satisfactory and the school is continuing to promote vigorously the value of regular attendance and punctuality. Pupils show they care appropriately about others in the wider community by raising funds for a number of charities. Within the school, their contribution through the school council has resulted in improvements in arrangements for lunch and playtimes. Pupils' moral, social and spiritual development is sound, but their knowledge and understanding of cultures other than their own is rather limited.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. They have recently improved under the strong direction of the headteacher together with support from the local authority. Teaching is good in the Foundation Stage and in Years 1 to 4. It is mostly satisfactory in Years 5 and 6. Where teaching is effective, teachers' planning is good as it takes into account the varying needs of pupils in the class and the next steps in their learning. Teachers make their intentions clear to pupils. Consequently, pupils know what is expected of them. Expectations are high and the pace of learning brisk. Where lessons are adequate, these positive elements are occasionally not firmly established, so learning is less effective and very infrequently are not satisfactory. Teachers occasionally spend too much time talking to pupils, leaving rather limited amounts of time for them to learn on their own. The marking of pupils' work does not always indicate clearly what pupils have done well and what they should do to improve.

Curriculum and other activities

Grade: 3

Recently, introduced individual targets are having a positive impact on improving progress and raising standards. The school's provision for developing pupils' literacy and numeracy is satisfactory but the promotion of these skills across subject is not fully in place. The development of information and communication technology is hindered also because of the lack of up-to-date resources. The planning of appropriate programmes to meet the needs of pupils who have greater difficulty in learning ensures their progress is adequate. However, the work planned for higher attaining pupils occasionally lacks challenge. Educational visits, visitors and a range of extra-curricular activities enrich the school's curriculum satisfactorily.

Care, guidance and support

Grade: 3

Satisfactory arrangements are in place to promote pupils' health and safety and their social and economic well-being. Pupils who receive additional support in lessons make satisfactory progress due to the effective guidance they get in school and through good links with outside agencies. Procedures for safeguarding pupils, child protection, reporting incidents and health and safety are all secure. Academic guidance is given through the setting of targets for individual pupils and through helping them to check whether they have been achieved. This is a relatively new development but pupils are becoming increasingly clear about why they have targets and how they help them to improve their work. Effective links are made with the local secondary school so that pupils are appropriately prepared for the next stage of education. Parents appreciate the support teachers and other staff provide for their children.

Leadership and management

Grade: 3

Within a short time, the new headteacher has accurately identified the school's key weaknesses and has taken effective action to tackle them. Priorities for development are strongly focused on raising achievement and improving the quality of teaching and learning. There has been

success in these respects and pupils' progress is now being robustly tracked to accelerate it. Pupils in Years 1 to 4 are making good progress which is the direct result of improvements made by the headteacher's leadership. Senior and middle leaders are now leading developments in their areas of responsibilities satisfactorily, although they still lack skills in the full range of monitoring and evaluation activities. Targets for raising the quality of teaching and those for increasing individual pupil's progress are suitably challenging and show early beneficial results. Until recently, the governing body did not fully appreciate its role in monitoring the work of the school. Consequently, it had a rather limited understanding of the school's strengths and weaknesses.

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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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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	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?	3
How well are learners cared for, guided and supported?	3

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?	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	4
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

15 February 2008

Dear Pupils

Inspection of St Giles CofE Primary School, Killamarsh, Derbyshire S21 1DU

We enjoyed meeting you when we visited your school. Thank you for the way you made us feel welcome and for talking to us about the work you were doing. I am writing to tell you what we found out.

This is what we thought was positive about your school.

- Mrs Haynes, your new headteacher has many good ideas and is doing the right things to improve your school.
- Behaviour is satisfactory and many of you get on well with each other.
- Your determination to stay healthy is good.
- You support your school well through the school council and this is helping make the school better.
- You care about others in the community and show it by raising funds to help good causes.

This is what we have asked the governors and headteacher to do to improve your school.

- Increase your rate of progress in English, mathematics and science in Years 5 and 6.
- Make sure that in all lessons work is matched well to your abilities and is interesting.
- Improve the way teachers keep a close check on the work of the school to ensure it is being effective in helping you make progress.
- Make sure that governors develop the ways that they look at the work of the school.

Yours sincerely

Krishan Sharma

Lead inspector