

Lord Deramore's Primary School

Inspection report

Unique Reference Number	121536
Local Authority	York
Inspection number	314028
Inspection date	10 March 2008
Reporting inspector	Ross Parker

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	209
Appropriate authority	The governing body
Chair	
Headteacher	Mrs Sheena Powley
Date of previous school inspection	7 March 2005
School address	Heslington York North Yorkshire YO10 5EE
Telephone number	01904 410457
Fax number	01904 414142

Age group	4-11
Inspection date	10 March 2008
Inspection number	314028

© Crown copyright 2008

Website: 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 school was inspected by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement; pupils' personal development; and the elements of teaching and learning, the curriculum, and care, guidance and support which were most influential in supporting these outcomes. Evidence was gathered from observations of lessons, analysis of pupils' work, discussions with staff, pupils and governors, as well as the scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation form, were not justified.

Description of the school

The school is situated in a village on the outskirts of York, very close to the university. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties and/or disabilities is below average and so is the proportion with a statement of special educational need. Many of the pupils are from families connected with the University of York and many of these are from overseas. The proportion of pupils from minority ethnic backgrounds is high and so is the proportion speaking English as an additional language. A higher than average proportion of pupils enters or leaves the school at times other than the usual. In recent years the school has received various awards including The Basic Skills Award, Healthy Schools Award, Investors in People, BECTA ICT Mark, and Artsmark Silver.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lord Deramore's Primary School provides a good standard of education. The outstanding curriculum takes full advantage of the diversity of the school's population to promote exceptional spiritual, moral, social and cultural development.

When pupils join the school their skills are above expectations for their age, though many are developing two sets of language skills simultaneously. All pupils, including those with learning difficulties and/or disabilities achieve well throughout school so that by the end of Year 2 and Year 6, standards overall are above average. This has been the case for a number of years. Standards in English and science are stronger than in mathematics. A heavy emphasis on supporting the literacy skills of the high proportion of pupils who are new to English enables them to make good progress. However, the additional language challenge involved in mathematical problem-solving slows the progress of some pupils in spite of their well developed number skills.

Pupils' cultural development is superbly supported by the extensive celebration of the twenty five nationalities, fifteen languages and five faiths shared by pupils. Strong spiritual development is underpinned by their clear sense of individuality and their aspiration to, 'be the best that you can be'. A strong sense of right and wrong and a clear concern for other people's well-being shine through pupils' daily activities. Pupils' recent development of a memorial Japanese Garden illustrates their ability to accept responsibility and their respect for others. Pupils are clear that their enjoyment of the wide range of experiences offered in the small and secure school is outstanding, and this shows in their above average attendance. The school council enjoys its work and feels that members' views are listened to and have made an impact. They have contributed to smarter facilities, improvements to school meals and have secured extensive funding for an environmental project. A recent initiative to develop entrepreneurial skills has a lot of support already. Pupils show a good understanding of how to be healthy. They are very active at playtimes and helpful here and at other times in the school day. Older pupils support younger children in their play, assist with the smooth running of lunch and work as buddies to help other pupils to settle into new routines. Pupils' self-confidence and independence, as well as their strong collaborative skills and mastery of basic skills, are preparing them well for success in later life.

Teaching and learning are good overall and help pupils to make good progress. Pupils show good levels of engagement and enjoyment of school because work is well planned to suit their needs. Teachers mark pupils' work very effectively. Pupils are well aware of their individual targets and higher attaining pupils in particular are very clear about how they can improve their work. Teachers and pupils make good use of information and communication technology (ICT) as a learning tool and Year 5 pupils showed good levels of skill as they interrogated a supermarket website to plan more appropriate costings for their next charity fruit sale. Pupils are independent and support each other's learning very well. The school is developing teaching approaches to make links between subjects and to extend the way pupils think. The outstanding curriculum benefits from exceptional links with the nearby university as well as a local secondary school, with particular benefits for pupils' enjoyment of scientific investigation. The development of modern foreign languages and a focus on social and emotional aspects of learning are providing increased enjoyment and self-awareness for pupils. The popular range of extra-curricular activities includes an extensive range of sports as well as music, art and drama activities that consistently gain recognition in local competitions.

The school maintains strong links with parents who contribute significantly to the enrichment of pupils' experiences. Parents who responded to the inspection questionnaire say they are pleased with the care, support and quality of teaching their children receive. Relationships are very positive within the school. Adults manage behaviour well, creating a calm, courteous and respectful atmosphere. In response, pupils' behaviour and attitudes are good. Pupils' progress is tracked very thoroughly so that effective additional support can be provided where it is most needed. Arrangements are rigorous for safeguarding pupils and ensuring their welfare.

Governors are well informed and play an active role in the school's activities, supporting the headteacher's outstandingly clear direction and accurate self-evaluation. They have good first-hand experience of what goes on day-to-day in classrooms to inform their guidance of the school. Improvement to the curriculum, pupils' independence and the use of ICT to support teaching, learning, assessment and administration since the last inspection has been good. Based on this record, and the coherent vision and aspirations of the whole staff team, capacity for further improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good and helps children to make good progress. Strong links with local pre-school providers ensures a smooth transition to Reception. Leadership and management are good and well established routines enable children from a wide range of backgrounds to grow in confidence. The well managed learning areas give children good early support for independence and frequent opportunities to work and play together. Detailed planning ensures a consistent focus on learning, whether children are exploring new ideas independently or with the help of the teacher, support assistant or a parent volunteer. The children clearly enjoy this sustained challenge and are keen to discuss what they are doing. Well managed assessment provides very clear evidence of standards on entry and individuals' developing skills. It also enables the adults to match activities very carefully to individual needs.

What the school should do to improve further

- Develop pupils' understanding and use of mathematical language to raise standards in mathematics to match the high levels reached in English and science.

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.

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?	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?	1
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	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
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?	1
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	1
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

Inspection of Lord Deramore's Primary School, York, YO10 5EE

Thank you all for the very friendly welcome you gave me when I came to visit your school recently. I really enjoyed meeting you and having the chance to talk to you.

The school gives you a good education. Here are some of the really good things about your school.

You make good progress throughout your time at Lord Deramore's and are well prepared for secondary education. I was impressed by your good behaviour, concern for other people and the calm atmosphere around the school. You have excellent opportunities to appreciate different lifestyles and values from all around the world and you clearly enjoy this enormously. You appreciate the way that teachers provide challenging opportunities in lessons and the guidance they give you on how you can improve. You are also making a good contribution yourselves - securing the funds for the Japanese Garden and then going on to design it, for example. You are fortunate to have some excellent links with other schools and the university which are providing extra opportunities for you, particularly in sports and science. Your teachers, parents and the school governors all share a really clear vision of the ways in which they want to keep improving the school. Above all you are a superb example to us all of how people from different backgrounds can benefit from each other's company and experiences.

I have asked the school to do something which will make it even better. In recent years standards in mathematics in Key Stage 2 have not been as high as they have been in English and science. I have asked the school to keep on exploring all the ways that they can find to reduce this difference, so that you can reach the same high standards in all of your learning. You can help by making sure that teachers know when you are finding work more difficult in one subject than another, so that they can help you to improve.

Thank you again for the welcome and may I wish you all the best for the future.