

William Levick Primary School

Inspection report

Unique Reference Number	112541
Local Authority	Derbyshire
Inspection number	325625
Inspection date	26 January 2009
Reporting inspector	Sue Hall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	197
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs L Mitchell
Headteacher	Mr P Wright
Date of previous school inspection	10 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Smithy Croft Dronfield Woodhouse Dronfield Derbyshire S18 8YB
Telephone number	01142890670
Fax number	01142890476

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether all groups of pupils achieve equally well, whether academic guidance is effective and whether the monitoring of the work of the school is rigorous enough to identify areas for further improvement. Evidence was gathered from observations of parts of lessons and discussions with the headteacher, senior staff, governors and children. Inspectors also scrutinised the inspection questionnaire for parents, school documentation and a sample of the pupils' work. Other aspects of the school's work were not investigated in as much detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average sized school in a generally advantaged area close to the Derbyshire/Sheffield border. The number of pupils entitled to free school meals is very low as is the proportion from minority ethnic groups. There is a below average number of pupils with learning difficulties and/or disabilities. Children receive Early Years Foundation Stage (EYFS) education in the Reception class. The school has before and after school care, which is not managed by the governing body so the report of this inspection is published separately. The school holds a Sportsmark and Anti-bullying 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, which has maintained its effectiveness over several years. Key to this consistency are the long serving headteacher and deputy who have given many years of high quality leadership. Within this is the detailed and careful tracking of the progress every pupil makes during their time in school. The inspection questionnaire shows that the large majority of parents are pleased with the quality of education and care provided, although a few think that the school does not always seek or act on their opinions. However, one carer rightly notes, 'I always think of the school as a very calm and happy place - somewhere I am confident leaving my children.'

With relatively small numbers in some year groups, the attainment of children on entry and the standards achieved vary from year to year. However, scrutiny of data and observations show that overall children start with skills that are often above the expectations for their age. Most are confident and happy children who are eager to learn. In the EYFS and from Years 1 to 6 they make consistently good progress. By the end of Year 6, standards in the last two years have been well above average. This shows a considerable improvement in writing where standards at the last inspection were not as high as in other areas. The school set about addressing this issue and progress has been considerable, which has a positive spin-off to pupils' work in many other subjects. All groups of pupils, including those identified as gifted and talented and those with additional needs, achieve well.

The personal development of the pupils is good and their behaviour and enjoyment are excellent. Attendance levels are high. Pupils are polite and behave exceptionally well in and around school. Spiritual, moral, social and cultural development is good. However, as an almost monocultural community the school misses opportunities to develop pupils' understanding of cultures other than their own. This does not ensure they are fully prepared for life in a multicultural society. Pupils have a generally good understanding of how to lead healthy lifestyles but there is much to do to persuade pupils and their families of the benefits of healthy packed lunches. Pupils have good understanding of how to keep themselves and others safe and there are opportunities for many to take on roles and responsibilities, including through the school council. Because they develop a good range of basic skills and grow in confidence, pupils are well prepared for their future.

The quality of teaching and learning is consistently good. Staff have clear expectations of pupils' behaviour and of them working hard. The pace of most lessons is good and staff make clear to pupils what they have to do. Planning carefully outlines what pupils are to learn, making good use of the detailed tracking of individual progress. However, the sample of recent work shows that very occasionally all pupils undertake very similar work when it might be appropriate to present different levels of challenge. The curriculum is also good and ensures basic skills develop in a consistent and progressive manner. The curriculum is enriched through a good range of visits, visitors and after school activities. However, the sample of work also indicates occasionally there could be a greater focus upon open-ended problem solving activities in mathematics. Whilst neither of these factors is a major concern the school notes these are areas to monitor especially during temporary staffing arrangements.

The care, guidance and support of the pupils are good. Procedures to support the pupils are effective and where additional help is required this is well organised. The school takes seriously its responsibility to safeguard the pupils and there are careful checks made of those who work

in school. The site is well managed. The school has developed very effective procedures to check and carefully track the progress of every individual pupil. Information is used well by the headteacher in discussions with class teachers that identify where additional support may be required. While the marking of pupils' work is completed conscientiously, indications of what the pupils have done well or what they need to improve is not always made clear.

Leadership and management of the school are good. School development planning is carefully considered and senior staff respond positively to issues identified through the collection and use of assessment information. The senior leadership team continually seeks how to improve further, which has been a great asset to the school over many years. There are good links with the local community although the school misses opportunities to develop links with the wider and global community. Governance of the school is satisfactory. Governors are supportive and now keen to resume a regular programme of individual focused visits to the school, which ceased during temporary staffing arrangements. School self-evaluation is effective and there is good capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the Reception class is good. They enter school with very varying experiences and those with no formal pre-school education are equally as skilled as their classmates because parents support their children well throughout their early and subsequent education. Overall skills on entry are above the expected level, including children's personal development and their speaking and listening. Many are confident and very happy children who want to learn and do what their siblings and friends do. They make good progress and on entry to Year 1 their knowledge and skills are above the expectations for their age. During temporary staffing arrangements the children are well taught and provided with a rich and varied range of learning activities through the curriculum on offer. The small outdoor area is somewhat limited and has no cover for inclement weather, but staff make effective use of other parts of the school grounds. Leadership of the EYFS is good with the Key Stage 1 leader liaising well with Reception class staff and ensuring that the care and welfare of children is promoted well.

What the school should do to improve further

- Extend the opportunities for pupils to learn more about cultures other than their own.
- Ensure that the marking of pupils' work identifies not only what they have done well but also areas for further improvement.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of William Levick Primary School, Dronfield, S18 8YB

Thank you very much for looking after Mrs Merrick and me when we visited your school recently. We really enjoyed speaking to several of you and meeting you in lessons, at lunchtime, in assembly and when we spoke to the school council.

These are some of the best things we found:

- Your behaviour is excellent, you attend school regularly and really enjoy the range of activities available, well done!
- There is a very good system to track what progress you make so that staff know what else you need to learn.
- Your headteacher and deputy head have worked hard for many years to make sure that the school continues to improve.
- You make good progress throughout your time in school.

Yours is a good school. To help things to improve further we have asked that:

- staff provide more opportunities for you to learn about cultures and traditions other than those in Dronfield
- teachers mark your work a little more carefully to help you understand what you have done well and what you need to improve.

To help your school to do even better please continue to try hard and perhaps you could help your parents to encourage you to eat more healthy packed lunches!

Yours sincerely

Sue Hall

Lead inspector