

Street Lane Primary School

Inspection report

Unique Reference Number	112613
Local Authority	Derbyshire
Inspection number	325646
Inspection dates	27–28 January 2009
Reporting inspector	John Messer

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)	50
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 Jane Stephens
Headteacher	Mrs Jan Robinson
Date of previous school inspection	15 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Street Lane Denby Ripley Derbyshire DE5 8NE
Telephone number	01773742717
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is much smaller than most. Children in the Early Years Foundation Stage (EYFS) are taught alongside pupils in Years 1 and 2. Nearly all pupils are from White British families. The proportion of pupils with learning difficulties and/or disabilities is below average. Half of the pupils live close to the school and half come from further afield as a result of parental choice. Children's attainment on entry to the school is broadly in line with expectations for their age. The school has the Healthy Schools Award, the Eco Silver Award and the Activemark, in recognition of its promotion of physical education. The headteacher has been in post for 18 months.

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 where pupils make good progress and attain standards that are above average in reading, writing and mathematics. The headteacher relentlessly pursues all avenues as she strives to raise standards and the staff share this commitment. The team have been highly successful. Until recently, national test results for pupils in Year 6 showed that standards were often exceptionally low in mathematics and science. The provisional results of the 2008 national tests for pupils in Year 6 showed that standards were slightly above average in English and mathematics but below in science. The school has an excellent computerised system that it uses well to measure the amount of progress that pupils make each term in literacy and numeracy. Pupils are now making good progress in reading, writing and mathematics in all year groups and the work that they produce shows that standards are above average. The school has recognised the need to continue to raise standards in science because pupils' understanding of some concepts is insecure and regular extra teaching sessions have been organised. Also, standards in information and communication technology (ICT) are not high enough.

Pupils report that they particularly like the size of the school and feel that the small classes help them to learn effectively. The older pupils are entrusted with a wide range of responsibilities, such as playground buddies, family group leaders and leaders of the school and eco councils. This promotes their personal development well. Social and moral development are promoted particularly well but there is less attention to pupils' spiritual or cultural development. Pupils know about the types of food that are needed to create a balanced diet and why they need regular exercise to keep fit. Pupils are sensitive to the needs of others and the older ones are particularly good at nurturing the younger ones.

Teaching is good and pupils learn effectively. One key strength of the teaching is the way that pupils are encouraged to find things out independently. They often challenge themselves to read really hard words and find out what they mean. A pupil in Year 2, for example, successfully read 'amphibian' and fully understood the dictionary definition. Older pupils are becoming increasingly skilled at using the internet for research and independent learning. Classrooms are well organised and interactive whiteboards are used successfully to support and stimulate learning. Relationships between staff and pupils are good and pupils enjoy lessons. Teachers do not always insist on high standards of presentation. Consequently the quality of pupils' work is sometimes marred by untidy handwriting and poor layout. Across the school a productive learning environment has been established.

The curriculum is good. It is enriched by a good range of after school activities, including a popular gardening club. French is taught from Reception to Year 6 and pupils are beginning to master everyday words and phrases in this language. Sports, including swimming, feature strongly and promote health and fitness well. Good attention is paid to conservation and recycling initiatives and pupils understand fully that they share a responsibility for looking after our world. Staff have created a good programme of projects, that link subjects together to create a thematic approach, so that lessons match pupils' interests. A good range of educational visits to places of interest are linked to specific projects and help to bring learning alive. There are many links with the local community, such as working with the community association to redesign the adjacent recreation ground. Pupils have a limited understanding of the cultural diversity of our society. The school is endeavouring to make links with schools in other countries to help develop a greater appreciation of different customs and beliefs. Pupils wholeheartedly

support fund-raising events for those less fortunate than themselves and this gives them a good insight into their responsibilities to the wider community.

Good care, guidance and support help pupils to learn effectively. Pupils receive good guidance about what they need to do to reach the next stages in their learning. Staff offer lots of encouragement and teachers mark pupils' work with good advice on how to improve. Pupils who find learning difficult are supported well so that they experience success and achieve well. Faster learners are appropriately challenged so that they also make good progress.

The school has made great strides since the last inspection. The good leadership of the headteacher has been the driving force behind recent improvements. A strong sense of teamwork is evident and staff share a commitment to raising standards across the curriculum. The upward trend in achievement shows that the school has good capacity for further improvement. The school's self-evaluation is accurate and is used well to highlight the most pressing areas for development. The governing body is supportive and the majority of parents are very pleased with the education provided for their children. One wrote, 'The staff of this small, friendly community school are very approachable and the school is going from strength to strength under the excellent leadership of the headteacher.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children receive a warm welcome and settle happily into Class 1. The Reception children join an established class of older pupils and quickly learn how to follow classroom routines. They show boundless confidence and chat excitedly about their work to older pupils and to adults. Teaching is good and children achieve well. By the end of the Reception Year, children attain standards that are above average in all areas of learning. Children achieve particularly well in communication, language and literacy because there is an appropriately strong emphasis on teaching children the links between letters and the sounds they represent. The rigorous teaching of phonics helps children to get off to a flying start in developing early reading and writing skills. Good role play activities, such as pretending to be detectives, help to make learning fun. Staff consult the children about classroom organisation, including whether the home corner should be turned into a hospital, a spaceship or a garden centre. This helps the children to understand that their views are taken into account and that it is important to make sensible decisions. There is room for improvement in classroom organisation, especially the storage of resources so that they are accessible and children can themselves get things out and learn to put them away tidily. The outdoor area is well equipped and is used well, particularly for physical and creative activities. Children's welfare, health and safety are top priorities. Good leadership and management help to ensure that the staff keep abreast of new developments and maintain a productive and purposeful learning environment.

What the school should do to improve further

- Raise the standards that pupils attain in science and ICT.
- Implement a whole school handwriting and presentation policy designed to improve the quality of work that pupils' produce.
- Reach out beyond the local community to broaden pupils' understanding of people's different cultures and beliefs.

Achievement and standards

Grade: 2

All groups of pupils achieve well. Pupils do well in Years 1 and 2 so that by the end of Year 2 they attain standards that are above average in literacy and numeracy. In the 2008 national assessments for pupils in Year 2, the results were above average in reading and mathematics and exceptionally high in writing. Pupils are now making good progress in Years 3 to 6 and standards have improved significantly. Pupils in Year 6 are on course to attain standards that are above average in English and mathematics but standards are only broadly average in science and ICT.

Personal development and well-being

Grade: 2

Pupils are very friendly and polite to visitors. They enjoy school enormously and are extremely positive about all aspects of school life. Attendance is good. Pupils are eager to learn and keen to succeed. They become tolerant, mature and caring individuals. Pupils willingly take on a range of responsibilities and the school council takes its role seriously. Older pupils willingly act as play leaders, ensuring that no one is left out at lunchtime. The school is a harmonious community and behaviour is good. Pupils have a good understanding of how to keep fit and healthy by eating a balanced diet and taking part in sporting activities. There is insufficient attention to spiritual development, and pupils' understanding of different cultures and beliefs is underdeveloped. Pupils demonstrate good care for others by raising funds for a wide range of charities. They are building a good foundation for later life and the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Warm relationships and a purposeful learning atmosphere typifies classrooms. On Friday afternoons and on theme days, such as pirates' day, the school is reorganised into family groups for learning activities and, while this has proved a potent learning force, it has also helped to foster self-confidence amongst pupils. Teachers are particularly good at asking questions that challenge pupils' thinking and this often stimulates good discussions. Teachers plan lessons carefully and modify tasks to match the learning needs of all groups in the class. Teachers are sometimes too ready to accept work that is not neatly written or carefully presented. Teaching assistants teach small groups effectively, and specialist expertise is introduced to take special booster classes, as in science, for example, where the school identified that more input was needed. Pupils listen intently and throw themselves enthusiastically into practical activities, such as making good facsimiles of Greek pots, so that learning is productive.

Curriculum and other activities

Grade: 2

The curriculum is enriched well by many special 'themed' days, which pupils help to organise. During 'Eco Day', for example, pupils enjoyed an 'eco maths' session, where they calculated how much waste was generated by the school. In 'eco science' they analysed the amount of biodegradable material found in rubbish bags and created posters during 'eco art' to promote

recycling initiatives. These special days generate an enthusiasm for learning and the school's evaluation shows that pupils' knowledge and understanding are promoted particularly well through such integrated activities. Visits, including a residential excursion to an outdoor pursuits centre, enrich learning and support personal development well. Visitors, such as the Derby University Re-enactment Society which staged a mock battle, help to make history come alive. Specialist coaching for cricket, football and athletics, develops games skills well and helps to identify talented pupils. There are gaps in pupils' prior learning in ICT because until recently the school lacked the equipment necessary to ensure full coverage of all the National Curriculum requirements.

Care, guidance and support

Grade: 2

Health, safety and safeguarding procedures meet requirements, and child protection arrangements are robust. Pupils report that they feel safe and secure in school and would have no hesitation in sharing worries with staff. The school assesses pupils' progress frequently in literacy and numeracy but progress in science is not tracked so thoroughly. Pupils have appropriate targets in the front of their exercise books to guide their progress in writing and mathematics. A good start has been made on encouraging pupils to evaluate their own learning and that of their partners. This is helping them to see what they need to do to improve further.

Leadership and management

Grade: 2

The headteacher's good leadership has been a key factor in creating rapid improvement. She has encouraged a sense of urgency about the need to improve the achievement of pupils in Years 3 to 6, especially in mathematics. Ambitious targets are set for the amount of progress that pupils are expected to make and the good teaching ensures that pupils are on course to meet their targets. Staff share responsibility for moving the school forward and driving up standards. The governing body, ably led by the chair, monitors the work of the school closely. Governors give good support but several are new to their roles and are not yet at the stage where they are sufficiently well informed to hold the school to account for its performance. Finances are controlled well and the day-to-day management of the school runs smoothly. Good attention is paid to ensuring that the buildings are safe and secure.

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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	3
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	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 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?	3
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**

29 January 2009

Dear Pupils

Inspection of Street Lane Primary School, Derbyshire, DE5 8NE

What a good school. I thoroughly enjoyed the short time I spent with you. Thank you for being so friendly and helpful.

One of the main strengths of the school is the way that you are so caring of each other. The older ones are very sensitive to the needs of the younger ones. You all get on very well together and make good friendships. Your school is much smaller than most but you told me that is just the way you like it because its small size gives a family feel. You enjoy school and have lots of fun. You are polite and well behaved. You are particularly good at reading, writing and mathematics. You enjoy learning new things and finding out more about our world. The whole school projects are good because you can share your ideas with all age groups and learn from each other. You know how to use the internet safely and you are developing a sound range of computer skills. You go on fascinating visits to places of interest. You are good at sport and do well in swimming. You understand the need for a healthy diet and how important it is to keep yourselves fit by having plenty of exercise. You know how to stay safe and look after yourselves and others.

I think that there are three main things that would help to improve your school.

- I have asked the teachers to help you to reach higher standards in science and ICT.
- I have also asked the teachers to show you how to improve your handwriting and present your work neatly.
- It would be helpful for you to develop a better understanding of people's different cultures and beliefs.

I know that you want to do your best and I am sure that if you continue to work hard the school will get even better.

I wish you every success in the future.

John Messer

Lead inspector