

Etwall Primary School

Inspection report

Unique Reference Number	112549
Local Authority	Derbyshire
Inspection number	337960
Inspection dates	12–13 May 2010
Reporting inspector	John Horwood

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 of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Graham Wale
Headteacher	Janet Meakin
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and nine teachers. Meetings were held with groups of pupils, staff and governors. They observed the school's work and looked at documents including pupils' work, progress records, governors' records and various policies. The replies to questionnaires from 120 parents and carers were analysed and their written comments examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether current progress pupils make shows improvement on previous years
- if variations between the achievement of boys and girls is common between cohorts
- whether improvements since the last inspection demonstrate a satisfactory capacity for sustained improvement.

Information about the school

This average-sized primary school serves a mainly White British community. A very few come from other minority ethnic backgrounds and none are at the early stage of speaking English. The school has a below-average proportion of pupils who have special educational needs and/or disabilities but these cover a wide range of needs. The school roll has risen steadily, and a significant number of pupils join the school partway through their primary education. The school has been awarded the Activemark and obtained Healthy School status. The Early Years Foundation Stage provision is in one Reception class with two teachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Etwall Primary provides pupils with a satisfactory education. By the end of Year 6, attainment is broadly average in English, mathematics and science. This represents satisfactory progress from pupils' starting points, which were at the expected levels for their age. The progress pupils make in school currently is significantly better than is indicated in published data. This is because, although teaching is satisfactory overall, there is much good teaching and pupils' progress is increasing. Pupils have good relationships with teachers and each other. They say they enjoy school and this is demonstrated by their high attendance levels. Pastoral care is good and the school works well with external agencies to support pupils. Pupils say they feel safe in school and say there has never been an occasion to give them any concern over safety. Behaviour in the school is good as a result of recent improvements in behaviour management and also in much of the teaching.

Teachers plan their lessons well using their good subject knowledge within a satisfactory but improving curriculum. The improved assessment systems are generally used to match work to pupils' ability but, in some lessons, the tasks are not sufficiently challenging, especially for the higher-ability pupils. The curriculum content and teaching methods have been adapted to encourage boys and girls to make the same progress. Pupils with special educational needs and/or disabilities get good additional support as needed. Pupils who join the school partway through their education are quickly assessed and integrated into the appropriate ability group. Pupils get good verbal advice and help on how to improve, but the marking of their work does not always identify the next steps they need to take. Pupils have a very good understanding of what they need to do to keep healthy and the vast majority choose healthy options at lunch times as well as eating healthy snacks. There is a very high uptake of the many sporting activities both during and beyond the school day.

Progress on issues from the last inspection has been satisfactory. Standards in mathematics have improved and a significant proportion of teaching is now good. The self-evaluation process within the school involves all staff and governors. However, leaders are not yet consistently involved in sharing best practice amongst teachers to help raise standards further. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Levels of attainment are beginning to rise as teaching improves. Senior leaders, some of whom are relatively new to post, provide satisfactory leadership but have the vision and determination to drive the school forward and are supported by all staff. The school is a harmonious environment where behaviour has improved and strong links have been developed with the local and some distant communities. The systems to safeguard pupils are good within this very caring school.

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These outcomes, supported by an increasingly effective governing body, demonstrate that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards by:
 - ensuring all leaders are actively involved in improving teaching by the sharing of best practice
 - using assessment systems consistently within the classroom to set appropriately challenging work to enable all pupils to make the progress they should
 - improving the marking of pupils' work so that they know how to improve.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

All pupils make satisfactory progress and say this is because teachers help them to learn by explaining things well. Pupils enjoy school and have high attendance records. Their good attitudes to learning were evident, for example, in a Year 6 science lesson where pupils were carrying out investigations into forces. They showed a desire to learn and were very confident in explaining their results to the class. In many, but not all, lessons there is good pace and challenge to enable pupils to make good progress. This was demonstrated in a Year 4 literacy lesson where staff supported pupils well and clear objectives were set. These included one for those who want to 'aim higher' which was taken on enthusiastically by a significant number of pupils. Behaviour is good, both in and out of lessons, ensuring that all pupils learn and enjoy school. They say any bullying is dealt with effectively by staff. Pupils with special educational needs and/or disabilities enjoy learning because they are well supported in lessons.

Although pupils have high levels of attendance their broadly average levels of attainment mean that they are satisfactorily prepared for their future education and lives beyond school. Pupils have an outstanding approach to eating healthily and participating in sport which has led to the school being awarded the Activemark and Healthy School status. The specialist sports coaching has enabled them to develop leadership skills and the older pupils enjoy organising playtime clubs such as dancing for the younger ones. They make a very good contribution to the school community through the school council and taking on roles such as 'red caps' to support others in the playground. They interact well with the local community through sport activities and being involved with village events such as the annual Derbyshire tradition of well-dressing.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils benefit from satisfactory teaching supported by a satisfactory curriculum, both of which are improving but have yet to show a clear impact on attainment. Lessons are made interesting through linking them to current events such as the forthcoming World Cup. This is also an example of how the curriculum is being used to motivate boys in their learning. A Year 6 topic-based lesson also successfully linked geography with cultural understanding through the use of information and communication technology (ICT). Work set for pupils does not always provide sufficient challenge for them to make better than satisfactory progress. In a very few lessons, teachers did not make sure that all pupils understood what they were supposed to be doing. Marking of work is regular but does not consistently give advice on how to improve.

The curriculum is enhanced well by a range of enrichment activities. Both during the day and after school there are many well-supported sport activities. Cultural development is enhanced by visitors from the local and more distant communities as well as through each class having an international link which makes full use of ICT opportunities.

Good procedures are in place to encourage good behaviour and high attendance. Transition arrangements with the secondary schools are good through a strong partnership between the two schools. The pastoral care in the school is good, with all staff strongly committed to the concepts of equal opportunities. All requirements of health and safety are met. First aid provision is especially good, with a large number of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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staff having first aid training specific to the age of the pupils. Systems of recording and reporting all accidents are in place. The provision for vulnerable pupils, including those with special educational needs and/or disabilities, is good with secure records and effective education plans as appropriate. Good systems are in place to monitor and review support required and the school often funds this support whilst additional funding is sought.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team share the same vision and have a good understanding of what needs to be done to improve the school. Although leaders are able to point to recent improvements in provision, including an increased proportion of good teaching, much change is too recent to have shown through in terms of its impact on pupils' attainment. Leaders have successfully created an inclusive community which promotes equal opportunities and avoids discrimination by providing support to those who need help. Although in some year groups there is a small but reducing variation between the achievement of boys and girls, there is no significant underachievement by any group of pupils.

The governing body has a wide range of skills and fulfils its required duties. It provides good support to the school and is increasingly providing constructive challenge as governors become more established in their role.

The effectiveness with which the school promotes community cohesion is good. An initial audit was carried out and actions included in the school development plan. Leaders know the local community well and have good relationships with parents. Links with the local community are good. Each class has close links with an international school or community but not yet with other schools nearer to home. Safeguarding procedures are all in place to meet requirements including vetting of staff. Risk assessments are thorough. There are good partnerships with support agencies and secure child protection procedures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Reception Year with skills and capabilities expected for their age. They make good progress in the Early Years Foundation Stage as a result of good teaching and the current cohort are on track to exceed national expectations by the start of Year 1 in each of the areas of learning. This is better than the previous cohort who had made good progress but from a lower starting point. Children are happy and they behave well. They get on well together and play harmoniously with each other. Relationships with staff are good and this contributes to children feeling safe and secure.

Staff plan suitable activities which interest and engage children. They adapt the teaching methods and the groupings to match the abilities of pupils. For example, letters and the sounds they make (phonics) are taught in two groups because of the wide range of abilities. The classrooms provide a stimulating range of opportunities with a good mix of teacher-led and child-initiated activities. Not all of the activities give children enough opportunities to develop their own creative ideas. The indoor area provides for all six areas of learning but, at present, the outdoor area is less well developed. Observation and assessment are used well to support the planning for the next steps of learning. Staff work well with parents, particularly through homework activities and reading records. They also refer to outside agencies as necessary to ensure appropriate support for the children. In this well-run provision, the Reception teachers work closely with the Year 1 class teachers to help children transfer easily into the main school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Almost half of the parents and carers expressed their views and the vast majority are very satisfied with the school. A small minority have concerns about the behaviour of pupils. Inspectors found behaviour to be good, confirming the views of those parents who say that it has improved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Etwall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 120 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	60	43	36	4	3	0	0
The school keeps my child safe	75	63	45	38	0	0	0	0
The school informs me about my child's progress	40	33	75	63	5	4	0	0
My child is making enough progress at this school	38	32	69	58	10	8	0	0
The teaching is good at this school	44	37	73	61	2	2	0	0
The school helps me to support my child's learning	35	29	77	64	5	4	0	0
The school helps my child to have a healthy lifestyle	53	44	63	53	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	37	66	55	3	3	0	0
The school meets my child's particular needs	33	28	74	62	3	3	1	1
The school deals effectively with unacceptable behaviour	34	28	72	60	8	7	2	2
The school takes account of my suggestions and concerns	46	38	61	51	8	7	1	1
The school is led and managed effectively	72	60	43	36	0	0	1	1
Overall, I am happy with my child's experience at this school	69	58	49	41	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2010

Dear Pupils

Inspection of Etwall Primary School, Derby, DE65 6NB

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you learning and playing together. Your school is giving you a satisfactory education. You are making satisfactory progress in your work and are able to do the things that are usually expected by the time you are in Year 6.

There are many things we admire about your school and these are a few of them:

- you behave well and your attendance is high because you enjoy school
- adults look after you well
- you have good relationships with your teachers and with each other
- you play and work together well in a harmonious community within the school
- you have an outstanding understanding of how to keep fit and healthy

There are things we have asked the school to do to make it better:

- helping teachers to all use the best methods of helping you learn
- make sure that your work in lessons is always sufficiently challenging to help all of you make as much progress as you should
- always mark your work with helpful comments so that you understand how to improve and know what to do next.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead inspector

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