

# Poolsbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	112628
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337976
<b>Inspection dates</b>	19–20 October 2009
<b>Reporting inspector</b>	Tim Bristow HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony Hill
<b>Headteacher</b>	Miss Rebecca Winfield (Acting Headteacher)
<b>Date of previous school inspection</b>	2 June 2007
<b>School address</b>	Cottage Close Poolsbrook Derbyshire
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 8 lessons, and held meetings with governors, staff, parents, a group of pupils and representatives from the local authority and partner agencies. They observed the school's work and looked at the school development plan, monitoring and evaluation documents, assessment information, lesson plans, school policies and 30 parental questionnaires.

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

- the capacity of school leaders to embed ambition and drive improvements
- the attainment and progress of pupils throughout the school
- the effectiveness of the school's contribution to community cohesion and its engagement with parents and carers.

## Information about the school

The school is below average in size. The proportions of pupils from minority ethnic groups and who speak English as an additional language are below average. The proportion of pupils who are eligible for free school meals is higher than average. The proportion of pupils with special educational needs and/or disabilities is below average. The pupils benefit from a breakfast club that is managed by the school. An acting headteacher has been in post since January 2009 because the school has experienced some difficulty in recruiting a headteacher. A new headteacher has been appointed for January 2010.

**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

Uncertainty about school leadership has made this a challenging year for the school. However, the acting headteacher, ably supported by the staff and governors, has been successful in ensuring that provision is satisfactory. Results of national tests in 2009 show that attainment of pupils continues to rise so that standards are average overall and in English they are above average.

The majority of children enter the Early Years Foundation Stage with skills that are below national expectations, particularly their speaking and listening skills. Progress varies each year from satisfactory to good so that the gap between their skill development and the national expected levels has narrowed by the time children enter Year 1. However, progress is inconsistent, particularly in the Nursery, because assessment information is not used sufficiently well to personalise activities to meet the needs of the children. Achievement is satisfactory because the very large majority of pupils make the expected progress in Key Stages 1 and 2. Attainment has risen steadily since 2006 so that standards that were below average are now average.

Many of the outcomes for pupils' personal development and well-being are satisfactory. However, their adoption of a healthy lifestyle is good. Most pupils demonstrate a good understanding of what constitutes a healthy diet and put this into practice by regularly choosing healthy snacks and meals at school. The behaviour of nearly all pupils is satisfactory. They work well together in lessons and behave sensibly when moving around the school. Pupils' responsibility for their own safety is good for their age. Pupils make a satisfactory contribution to the community. They are happy to do jobs in school and are eager to take more responsibility and influence its work.

Teaching is satisfactory overall with some good features. The relationships established between adults and pupils in lessons are particularly good. As one pupil reported representing the views of many 'I like this school because teachers help me with my work.' Some groups of pupils make less progress than they could because teachers do not sufficiently use assessment information to pitch work accurately to meet all pupils' individual needs. The curriculum is satisfactory. Teaching assistants are particularly effective when providing additional activities that ensure that pupils with special educational needs and/or disabilities make similar progress to their peers. The care, guidance and support for pupils are satisfactory.

As well as ensuring that the satisfactory quality of the school's work has been maintained school leaders have successfully made improvements this year. For example, the very effective measures for tracking progress developed by school leaders has enabled the school to ensure that the very large majority of pupils make the expected

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progress over time. Consequently, the school demonstrates satisfactory capacity for improvement. The steps taken by the school to promote community cohesion are inadequate. This is because school leaders and governors have only recently begun to produce a policy and procedures to promote community cohesion.

## What does the school need to do to improve further?

- Ensure that all children in the Early Years Foundation Stage make consistently good progress by:
  - assessing the children more often when they are taking part in activities to check their development
  - creating stronger links between the Nursery and Reception classes so that good practice can be shared
  - planning more opportunities for children to develop their speaking and listening skills
  - fully exploiting the expert support and guidance offered by the local authority (LA).
- Improve the quality of learning in lessons so that progress is good by:
  - using assessment information to pitch work accurately to meet the needs of all pupils
  - ensuring that success criteria make it quite clear to different groups of pupils what is expected of them
  - sharing the good practice that exists in the school.
- Ensure that the school fully meets its duty to promote community cohesion by:
  - completing the policy and procedures necessary to promote community cohesion
  - ensuring that staff and governors are trained so that they are fully responsible for their part in promoting community cohesion
  - taking steps to engage the few parents who are hard to reach.
- 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**

Challenging targets set by the school have been instrumental in improving attainment. By the end of Year 6 attainment in mathematics and science is now broadly average and in English it is above average. Presently the work of all groups of pupils in Key Stage 2 demonstrates that improvements in standards are being sustained. This is because the school now has effective procedures for ensuring that the pupils make the expected progress over time.

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Other key features of pupil outcomes:

Pupil questionnaires show that the very large majority feel safe in school. Whilst pupils report that bullying occasionally happens they are confident that when it does it is dealt with effectively.

Satisfactory spiritual, moral, social and cultural development is characterised by a respectful attitude to each other and adults. Pupils demonstrate that they appreciate the contribution made by other cultures within British society.

The pupils thoroughly enjoy the opportunity for physical activity and many cycle or walk to school demonstrating their good development of a healthy lifestyle. Pupils are eager for the school to arrange more opportunities for physical activity, such as a football team.

Pupils demonstrate that overall they make a satisfactory contribution to the community through activities such as organising activities to raise money for Red Nose Day and participation in the school council. There are insufficient opportunities presently within school and the wider community for them to make a greater contribution.

Attendance is average because the school has effective procedures to ensure that all pupils and particularly those that are vulnerable attend regularly.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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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## How effective is the provision?

Generally lessons are satisfactory. However, insufficient use is made of information about pupils' progress and performance to ensure that all pupils have work that will enable them to make good progress. All lessons have learning outcomes so that pupils understand what they should be learning about, but the success criteria does not make it explicit to different groups what is expected of them. This means the progress that they make is slower than it could be. In the lessons that are good, work is accurately pitched at the correct level for all groups of pupils so that the quality of their learning is good.

The curriculum covers all subjects adequately. Some cross-curricular links are evident. In topic lessons involving history and geography pupils have satisfactory opportunity to apply their literacy skills. For example, in one topic lesson about the Vikings pupils were successfully using their research skills to identify Scandinavian countries. A strength of the curriculum is the additional activities provided for pupils who need extra help with English and mathematics that enables them to match the progress of their peers. Enrichment opportunities are adequate, but at the time of the inspection extra-curricular activities that enable pupils to pursue their interests are limited. The school recognises the need to develop this area of its work and pupils are eager for them to do this.

The school meets the requirements to prepare individual education plans for pupils with learning difficulties and/or disabilities. Insufficient use is made of these plans when preparing lessons so that occasionally pupil's individual targets are not addressed. There are some stronger features of care, guidance and support, for example, the determined and effective steps taken by the school and governors to include vulnerable pupils with special educational needs whose behaviour at times can be difficult to manage. The breakfast club provides a very good start to the day for a minority of pupils. The atmosphere in the club is very relaxed, safe and secure and is fully appreciated by pupils and parents. As one parent reported 'I don't know what I would do without it.'

Other key features of provision:

Pupils generally report that they find the individual targets they have are helpful in guiding them in the next steps they need to take to improve their work. Where lessons are good teachers regularly refer to these targets so that pupils are constantly reminded of them.

Links with outside agencies such as the home school worker are improving, so that the care for vulnerable pupils is satisfactory. They have yet to be fully exploited so that all pupils who could benefit from these services are identified and helped.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

School leaders work hard to implement the school improvement plan and have been successful in a number of areas. For example, they have ensured that in the Nursery all six areas of learning are well provided for with dedicated areas for each of them. The acting headteacher regularly checks the work of the school. For example, through lesson observations she has accurately identified useful improvements that teachers can make to their lessons. Staff meetings are used very effectively to ensure that teachers know what improvements they are expected to make. However, at the time of the inspection subject leaders have not had sufficient opportunities to observe the progress of pupils in lessons so that they are unaware if their recommendations for improvement are having an impact on learning.

Other key features of leadership and management:

Governors have worked effectively this year to support the acting headteacher. They have been particularly decisive in taking steps to ensure the health and safety of pupils and ensuring the budget is sufficiently secure to maintain staff levels in the future. Whilst they ensure that most statutory requirements are implemented such as those that promote equality and tackle discrimination the requirements to promote community cohesion are not in place.

The school is successful in promoting equality and tackling discrimination so that attention to the needs of all groups of pupils has led to improved attainment.

Presently the school provides a safe environment for pupils. The checks it makes on adults who work in school are exemplary. An incident that occurred earlier this year caused a small minority of parents to be concerned about the safety of their children. A rigorous examination of the evidence by inspectors shows that the school and governors, supported by the local authority, took all the correct and necessary steps to minimise this risk.

Nevertheless, the parental questionnaires show that a few parents remain concerned about this issue. The school and governors correctly recognise the need to further develop the satisfactory procedures for communicating and consulting regularly with parents about its work in order to allay the concerns of these parents.

The school is involved in a number of activities that promote community cohesion, such as visits to the local mosque and multi-cultural centre. These have not been planned as part of a programme to promote community cohesion because the school has not had the policy or procedures in place to enable this. The school and governors have rightly recognised the need to take swift action to correct this inadequacy in leadership and provision.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children take part in an adequate range of activities in the Nursery that enable them to develop their skills at a satisfactory rate. For example, when making current buns children demonstrated that they could count to 10 and recognise the digits. Adults readily engage children in talk, but questions are not as thoughtfully asked as they could be so that opportunities to develop the children's vocabulary are missed. Assessment and tracking information about children is conscientiously and regularly recorded. However, the planning for activities does not make it sufficiently clear what assessments need to take place to ensure that adults can record on a daily basis the small steps in development that are being made by children. This means that progress is slower than it could be for some children because activities are not sufficiently personalised to meet their needs. In the Reception class progress accelerates. Phonics lessons enable children to make good progress in reading, but they are not exploited to ensure that when writing letter formation is accurate.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## **Views of parents and carers**

The large majority of the parents' questionnaires were positive. A large majority of parents were happy overall with their child's experience at school. Inspectors investigated any concerns rightly raised by parents about aspects of the school's work and pointed them out to school leaders and governors. A few parents were concerned about behaviour management. This was investigated and there were no apparent weaknesses in the school's procedures, nor were any behavioural issues witnessed by inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Poolsbrook 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	47	11	37	5	17	0	0
The school keeps my child safe	14	47	8	27	4	13	0	0
The school informs me about my child's progress	15	50	14	47	1	3	0	0
My child is making enough progress at this school	15	50	11	37	4	13	0	0
The teaching is good at this school	17	57	9	30	3	10	0	0
The school helps me to support my child's learning	16	53	10	33	3	10	0	0
The school helps my child to have a healthy lifestyle	15	50	14	47	1	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)	13	43	13	43	4	13	0	0
The school meets my child's particular needs	14	47	15	50	1	3	0	0
The school deals effectively with unacceptable behaviour	9	30	11	37	5	17	4	13
The school takes account of my suggestions and concerns	11	37	9	30	6	20	4	13
The school is led and managed effectively	12	40	8	27	5	17	3	10
Overall, I am happy with my child's experience at this school	15	50	8	27	4	13	2	7

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



21 October 2009

Dear Children

Inspection of Poolsbrook Primary School, Poolsbrook, S43 3LF.

If you remember I came with my colleague to inspect the work of the school and to check how well you were doing. Thank you for the help you gave us - we felt very welcome. We enjoyed meeting you and thought you were friendly and polite. We think that you behave sensibly in school. Most of you try to do your best in lessons and nearly all of you leave school having reached the expected standards in your work. We were particularly impressed at how much you know about how to eat a healthy diet and we agree that it would be great if the school gave you even more chance to take part in sports clubs. We think that you take your responsibilities to the school seriously and we know that the school is looking for more ways for you to make an even better contribution to the community.

Your headteacher and all of the staff are working hard to improve your education. Taking everything into account, we decided that yours is a satisfactory school.

To make things even better, we have asked the school to do the following:

- help the children in the Nursery and Reception classes learn more quickly
- make sure that teachers give you work that is just right for you so that you make faster progress
- help you take more responsibility for improving the community.

You can help your teachers by continuing to work hard in lessons.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

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