

Duckmanton Primary School

Inspection report

Unique Reference Number	112630
Local Authority	Derbyshire
Inspection number	337978
Inspection dates	22–23 March 2010
Reporting inspector	Bob Roberts

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Anthony Hill
Headteacher	Sarah Chadwick
Date of previous school inspection	17 October 2006
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Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were observed and eight teachers were seen teaching. Inspectors' observed the school's work, and looked at the minutes of meetings, records of monitoring and evaluation, school policy and planning documents and 62 replies to the parent and carer questionnaire.

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

- the progress being made by girls and boys across the key stages, particularly in reading and writing
- the impact on the school's attendance of a small number of pupils with severe physical disabilities and the underlying trend in attendance
- the quality of the pupils' cultural development in order to judge whether it confirms the school's own evaluation of spiritual, moral, social and cultural development
- the effectiveness of the school's care, guidance and support in meeting the needs of pupils with special educational needs and/or disabilities.

Information about the school

Duckmanton is smaller than most primary schools, serving a former mining community to the east of Chesterfield. Almost all pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is twice the national average. The proportion of pupils with special educational needs and/or disabilities is higher than average. A significant number of these pupils have medical conditions, physical impairment and associated learning difficulties and the number with statements of special educational needs is much higher than usually found in other schools. The school has gained the national award for Healthy Schools, the Activemark for school sport, the Basic Skills award and the ABC kite mark for anti-bullying work.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that has improved significantly since its last inspection when it was judged to be satisfactory. It provides a supportive environment for its pupils, particularly for the high proportion with special educational needs and/or disabilities. Pupils' achievement has improved and is now good.

The quality of provision is good across all aspects. Inspectors agree with the school that the quality of teaching is good. Teaching provides clear tasks and steps for improvement, besides supporting the good social and moral development of pupils. The curriculum provides a good grounding in basic skills and, through imaginatively developed themes, enjoyable experiences. Good quality care and support ensures that pupils flourish. Tracking systems lead to the timely identification of pupils who need extra support, which is then provided extremely well.

As a result of this good provision, pupils make good progress from the time they join the Nursery and Reception classes to the end of Year 6. However, the rate of progress does slow in Years 1 and 2, and the school is aware of the need to maintain the good progress across all years. Progress in science is exceptional. The school is seeking to build on the successes in science to further improve pupils' progress in English and mathematics. Besides their academic progress, pupils develop well in many other ways. In this caring environment, they grow in confidence. They are clearly happy and secure at school. They have good attitudes to learning and behave well. Most have a good understanding of the need to eat healthily and take regular exercise. Many take up positions of responsibility in the school and contribute to the community. Levels of attendance are satisfactory.

In its own evaluation, the school was very accurate overall, showing a good understanding of its strengths and areas for further development. The headteacher has been the main driver of change and improvement. Leadership responsibilities are shared and staff respond well to good opportunities for professional development with enthusiasm and commitment. Leadership arrangements in the Early Years Foundation Stage are shared amongst several teachers and managers. These arrangements lack clarity and coherence and those involved are not all sufficiently aware of children's progress and development needs.

Since the last inspection, all aspects of provision have improved significantly. The school is clear about what needs to be done to improve further. Staff work very well together and help each other through their leadership roles. There is a growing pool of commitment and expertise to support the school in the next stage of its development. Consequently, the capacity for sustained improvement is good.

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What does the school need to do to improve further?

- Strengthen leadership and management practices in the Early Years Foundation Stage by:
 - clarifying roles and responsibilities
 - ensuring that all those involved share an understanding of the children's progress and their needs.
- Build on pupils' good progress by:
 - ensuring that progress in Years 1 and 2 matches that in the older years
 - improving teaching in English and mathematics so that progress in these subjects matches that in science.

■ Outcomes for individuals and groups of pupils

2

Children start Nursery and Reception with skills and knowledge that are below those expected for their age. They make good progress through the Early Years Foundation Stage and the rest of the school. Last year, pupils left Year 6 with average attainment in English and mathematics. Standards in science are consistently above average. In 2009, girls and boys reached very similar standards overall. The rate at which pupils make progress is faster in Years 3 to 6, than in Years 1 and 2. Pupils' overall progress in the older years is consistently good, and exceptional in science. The school recognises the need to ensure equally good progress in all years and between subjects. Pupils with special educational needs and/or disabilities make at least good progress. Pupils develop the skills, confidence and attitudes that will serve them well and their overall achievement is good. This is a result of being cared for in a school where they feel valued and supported.

Pupils made good progress in the majority of lessons observed. They show very good attitudes to learning and work well with each other. In some lessons, boys tend to expect more attention from teachers and occasionally the girls become too passive. Pupils behave very well, acting with courtesy and concern for others. They understand how to act safely and feel secure in being able to take their concerns and anxieties to adults. The cohesive school community contributes well to their good social, moral and cultural development. Pupils talk lucidly about their sense of human equality in a diverse world. Spiritual development is satisfactory, and pupils respond well to opportunities in lessons to explore ideas and reflect on issues. There are many opportunities for pupils to take and show responsibility, both in school and in contributing to the wider community, which they eagerly undertake. Overall attendance figures are affected adversely by the low attendance of a small minority of pupils with severe health problems. When this factor is allowed for, attendance is satisfactory. Pupils' understanding of the world of work and their development of relevant attitudes and skills, including computer skills, is good. They are well prepared for the subsequent stages of their education.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan lessons carefully and make very good use of the large number of teaching assistants, who, with their varied skills matched to particular needs, make a substantial contribution to pupils' learning. Very good relationships exist in all classrooms. Pupils' moral and social development is supported by the excellent way teachers manage behaviour and set clear expectations. Frequent use is made of talk partners to encourage collaboration. Pupils are very used to assessing their work and that of others against clear criteria, then identifying what they have done successfully and their next steps for further improvement. Occasionally, boys are allowed to take too much of the limelight. Good opportunities are provided to explore, both physically and intellectually, such as through the use of different tools in pottery, and in discussing important moral issues, as seen in an English lesson using a text based on the First World War.

The curriculum has improved considerably since the last inspection. A wholesale review of the curriculum has led to learning opportunities which, besides meeting statutory requirements, place far more emphasis on creativity, practical experience and exploration. As a result, pupils' enjoyment of learning is very obvious. A good emphasis on basic skills sits alongside a cycle of half-termly themes, such as 'exploring leaders'. Teachers, led by committed and enthusiastic subject coordinators, plan collaboratively how to integrate a wide range of subjects into these themes in ways that give pupils the necessary coverage and motivate their learning. A good range of extra-curricular

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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activities, such as the recent residential visit for older pupils and visits to places of worship of different faiths, further enriches the curriculum.

Good arrangements are in place to support and care for pupils and to help them develop and learn. The school has a deserved good reputation for its care of pupils with special educational needs and/or disabilities, including those with severe difficulties and physical impairment. There are well-established links with specialist services, particularly health agencies and therapists, to support the pupils facing severe challenges. These pupils are fully integrated into the life of the school and their presence benefits the whole ethos of respect and care for others that is present. As pupils get ready to move on from this school, care is given to what help they might need in making this transition successfully. There are very good arrangements to provide extra help for those pupils who need it, especially in literacy and numeracy, ensuring that most pupils make good progress in their learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the last inspection, the headteacher has led the school with commitment, energy and a willingness to take difficult decisions. Her success is obvious, with the school improving all areas of its provision. This has led to improved levels of achievement. While it is clear, and acknowledged by all those associated with the school, that the headteacher has been the driving force behind improvement, she has also spread leadership responsibilities in a way that has benefitted and enthused other staff. There is now, for instance, a team of subject coordinators who demonstrate real ownership and pride in their work, and their efforts have contributed significantly to the improvements.

The ethos of the school ensures that equality, the welfare of children, and good learning, are firmly established at the forefront of people's minds. The school works well with partners and with parents, although support for the direction the school is taking is not as strong amongst parents as it deserves to be. The progress of individual pupils is carefully monitored and effective action is taken, where appropriate, to ensure that none are falling behind. Safeguarding procedures are comprehensive and rigorously practised across all areas of the school's work. Governors are active in support of the school, particularly with respect to finance and health and safety, but the degree of governors' involvement in planning and monitoring is limited. The school promotes community

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cohesion satisfactorily. Actions taken, such as a new link with a school in a developing country, have had a positive impact.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery or Reception classes with attainment that is generally below national expectations. They make good progress during their time in the Early Years Foundation Stage and by the time they enter Year 1, most have reached the levels expected. The children enjoy school. They feel safe and secure, and work cooperatively together. They are given a good range of opportunities to develop their skills and understanding, both indoors and outdoors. The level of challenge is good and children are interested in the activities provided for them. Targets are clearly displayed and the work on view around the area shows what the children have achieved. Links between the school and parents and carers are good, with most parents involved appropriately in their children's learning. Teachers pay particular attention to developing speaking skills and act as positive role models. In the Nursery and Reception classes, teachers keep thorough records and track the progress of individual children. Plans for future activities are carefully based on the progress being made. Leadership and management arrangements for the Early Years Foundation Stage are divided between the teachers, the Early Years Foundation Stage leader, who is not involved directly in teaching this age group, and the headteacher. There is insufficient coherence about the current arrangements to ensure that an understanding of the children's progress and needs is shared between those involved.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	3

Views of parents and carers

Parents and carers are positive in their support for the school. A minority of parents and carers felt that the school does not deal effectively with unacceptable behaviour and a very small number expressed concerns about bullying. Inspectors found no evidence of bullying and found the behaviour of the pupils to be good. A minority felt that the school does not take account of their suggestions and concerns. Inspectors took the view that the ways in which the school seeks the views of parents and carers and attempts to respond to them are reasonable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duckmanton 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	42	30	48	5	8	1	2
The school keeps my child safe	32	52	25	40	3	5	0	0
The school informs me about my child's progress	29	47	23	37	7	11	0	0
My child is making enough progress at this school	21	34	34	55	5	8	0	0
The teaching is good at this school	28	45	29	47	3	5	0	0
The school helps me to support my child's learning	26	42	29	47	2	3	0	0
The school helps my child to have a healthy lifestyle	26	42	33	53	1	2	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)	19	31	29	47	9	15	0	0
The school meets my child's particular needs	23	37	35	56	2	3	0	0
The school deals effectively with unacceptable behaviour	18	29	21	34	14	23	7	11
The school takes account of my suggestions and concerns	14	23	29	47	15	24	1	2
The school is led and managed effectively	23	37	25	40	7	11	4	6
Overall, I am happy with my child's experience at this school	23	37	26	42	8	13	2	3

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">■ 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.



24 March 2010

Dear Pupils

Inspection of Duckmanton Primary School, Chesterfield S44 5HD

As you know, your school was inspected recently and this is to tell you about the results of the inspection. First of all, I would like to thank you for the way in which so many of you greeted and spoke to me.

Duckmanton is a good school that has improved in many ways since its last inspection. This is a credit to everybody who works there and all those involved with it. The school is a very safe, caring place which you enjoy going to. You behave well and your attendance is satisfactory. There are some very good ways in which the school helps you develop, such as your understanding and appreciation of the world around. The progress that most of you are making in school, particularly in the older classes, is good and you reach the levels that are expected for your age. Your progress in science is particularly good. The school is helping you prepare for the next stage of your lives well. Your headteacher, other staff and governors are trying hard to make the school even better. The two things we have asked them to do are to:

- try to help younger pupils improve in the same way that older pupils do
- improve the teaching and learning in English and mathematics so that your progress in these subjects is as good as your progress in science
- make sure that in Nursery and Reception everyone is firmly concentrating on what children need to learn.

You can play your part in helping the school to improve by continuing to help each other and show the same positive attitudes you have now.

Yours sincerely

Bob Roberts

Lead inspector

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