

Pottery Primary School

Inspection report

Unique Reference Number	112787
Local Authority	Derbyshire
Inspection number	338020
Inspection dates	4–5 February 2010
Reporting inspector	Usha Devi HMI

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	369
Appropriate authority	The governing body
Chair	Mr Martin Osborne
Headteacher	Mrs Gillian Hutton
Date of previous school inspection	7 November 2006
School address	Kilbourne Road Belper Derbyshire
Telephone number	01773 823383
Fax number	01773 823383
Email address	info@pottery.derbyshire.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The majority of time was spent looking at learning. The inspectors observed the school at work; they visited 15 lessons and saw 14 different teachers. Inspectors held meetings with staff, groups of pupils, governors, parents, the school's advisor and representatives from partners who work with the school. They looked at a range of information, including the data the school has collected on pupils' attainment and progress, governors' minutes, teachers' planning and the school's monitoring of its performance. The inspectors took account of 121 questionnaires from parents, 103 questionnaires from pupils in Key Stage 2, and 23 questionnaires from staff.

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

- the progress made by different groups of pupils
- if teaching is of a consistently good quality, particularly in Years 1 to 6
- how well children achieve in the Early Years Foundation Stage
- how well leaders and managers evaluate pupils' progress and the school's performance.

Information about the school

Pottery Primary is a larger-than-average primary school. It has privately run out-of-school care facilities on the school site. Nearly all pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is broadly similar to the national average. The school has received the following awards in recognition of its work: Healthy School Status, Activemark Award, Anti-bullying Commitment Award, Information Communication and Technology Award, International intermediate Award, Sing Up Gold Award and the Music Mark. It has also received Positive Play accreditation. The site is relatively small with five buildings and a small playground.

Since the last inspection, governors have appointed two class teachers to replace those that have left. A new chair of governors was elected in November 2008. In September 2009, the school reorganised Reception and Year 1. The Reception children and some Year 1 pupils are now taught together in one mixed-age Early Years Foundation Stage class. The remaining Year 1 pupils are taught in a separate Year 1 class.

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

Pottery Primary School is a satisfactory school. It is improving and some aspects of its work are good. Pupils feel safe and valued because staff know them well and provide a good level of care and support. Strengths include:

- pupils' positive attitude towards school and learning, and their good behaviour
- the way in which the school works with parents and carers and partnership agencies to ensure the pastoral needs of pupils, including those with special educational needs and/or disabilities, are fully met
- the good start children get to their learning and development in the Early Years Foundation Stage.

Children start school with skills that are typical of those expected for their age. They leave Year 6 with average standards. Rates of progress vary as pupils move through the school. Children make good progress in the Early Years Foundation Stage. Progress through the rest of the school is uneven because of inconsistencies in teaching. In 2009, for instance, Year 6 pupils with special educational needs and/or disabilities made satisfactory progress overall, while other pupils, such as boys of average ability made less than the expected rate of progress. Senior leaders responded well to this inconsistency. They have robustly tackled the weaknesses in teaching that were identified at the last inspection. They have also focused on developing strategies to improve the quality of teaching in all classes. For example, a whole-school approach to developing pupils' speaking and listening skills is having a positive impact on pupils' language acquisition and standards of writing in all classes. Inspection evidence confirms pupils are now making satisfactory progress and some are making good progress. Inspectors did not see significant variations between the performance of different groups of pupils during lessons or in pupils' work.

The quality of teaching is satisfactory and improving. Pupils are enthusiastic in lessons and listen carefully to the adults they work with and each other. Progress accelerates when teachers use a variety of techniques to check pupils' understanding and use this information well to adapt tasks or to provide further explanation. Teachers are aware of the need to plan work for pupils of different abilities. However, assessment information is not always well used to plan tasks that will enable all pupils to make good progress. In lessons, teachers do not always indicate what pupils of different abilities need to do to succeed. Occasionally, the explanations that teachers give at the start of the lesson are not clear and confuse pupils. This slows down the pace of learning. Teachers' marking is particularly helpful in writing because pupils receive the precise guidance they need to improve their work. This effective practice is not yet widespread. Teachers are refining the way in which they assess pupils' performance in order to ensure that the

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information they have for individual pupils is accurate.

The headteacher and the senior leadership team have played a key role in moving the school forward steadily since the last inspection. The improving picture of achievement and teaching demonstrates the school's satisfactory capacity for making further improvements. School leaders and managers regularly check the work of the school using a range of suitable strategies. These include observing teaching and talking to pupils about their learning and progress. Despite, the wealth of information they gather, their evaluation of the school is over-generous in some aspects of its work and particularly in relation to achievement and teaching. This is because not all leaders and managers place enough emphasis on how well groups of pupils are doing when they monitor and evaluate. For example, lesson observations place too much emphasis on the teacher and not enough on the impact of teaching on the progress of different groups.

What does the school need to do to improve further?

- Raise achievement in reading, writing, mathematics and science by confirming the accuracy of teachers' assessments of pupils' attainment and by ensuring teachers use this information consistently to match activities to pupils' different capabilities.
- Strengthen and improve the quality of teaching so that it is consistently good or better by:
 - ensuring teachers are clear about what pupils of different ability groups are expected to learn during lessons
 - developing the quality of teachers' explanations at the start of some lessons
 - sharing existing good practice and ensuring marking in all subjects helps pupils understand how they can improve their work.
 - Ensure leaders and managers at all levels establish more robust arrangements for monitoring and evaluating the work of the school by:
 - focusing on the achievement of pupils when monitoring and evaluating the quality of learning
 - analysing the progress of all the different groups across key subjects.
- 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**

Observations of pupils in lessons and pupils' work show that progress is steadily improving. Pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Some make good progress. In lessons, pupils are keen to learn. They particularly enjoy learning through practical activities. An effective example of this was seen in Year 6, where pupils investigated the effect of air resistance on

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moving objects. Pupils of all abilities worked together well to make predictions and carry out their experiment. In contrast, learning slows in some lessons when pupils find their tasks too easy or too difficult.

Pupils enjoy school and this is reflected in their above-average attendance. Pupils told inspectors they feel safe in school and adopt healthy lifestyles, a view endorsed by parents. They take responsibility in many ways, for example through the active school council, as buddy readers and as playground leaders. Members of the school council told inspectors that they were particularly proud of the part they played in establishing a fruit break for pupils in Key Stage 2. While pupils make strong gains in the personal skills they will need as they get older, they develop their academic skills satisfactorily. Good links with schools in Uganda, France and India have given them a real understanding of the lives of pupils from other cultures.

These are the grades for pupils' outcomes

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	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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory and improving. Relationships between staff and pupils are good. Teaching assistants are deployed well and support pupils effectively. Consistently in

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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lessons, teachers:

- encourage pupils to work with confidence and persevere when working alone or in a group
- use computerised whiteboards well to present information visually
- provide opportunities for pupils to discuss and extend their ideas.

In too many lessons, pupils make satisfactory rather than good progress because activities are not always closely matched to the needs of pupils with different capabilities. Pupils know their individual learning targets but are not always clear about what they need to do to achieve them.

The curriculum provides a broad experience that satisfactorily meets the needs of the pupils. Teachers are increasingly developing links between subjects. In one effective example, pupils wrote reports, evaluated each other's work and prepared a presentation for parents during a project based on the River Derwent, This successfully developed their speaking, listening and writing skills. The curriculum is well enriched by a good range of clubs and visitors. Pupils particularly enjoy learning French. Despite the constraints of a small site, the school effectively manages the space available to offer pupils a wide range of sporting activities. Pupils told inspectors they appreciate activities such as basketball and kwik cricket.

The school is inclusive and pupils are well cared for. As a consequence, all pupils, including those whose circumstances make them most vulnerable are treated fairly and provided with the support and guidance they need to participate fully in all aspects of school life. One parent commented, 'Our child is valued as a member of school and no concerns are too small.'

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	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 headteacher and senior leadership team are well supported by staff and governors. They share the senior leader's commitment to continue raising the achievement of all pupils. Staff responses to the inspection questionnaire were all positive. One wrote, 'I feel we all work well as a team.'

Systems and processes to monitor and evaluate the work of the school are sound. The school's inclusive ethos satisfactorily promotes equality of opportunity amongst all groups of pupils. Leaders and managers regularly check the progress of individual pupils and boys and girls in each year group. They have used this information well to identify

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those who would benefit from additional targeted support. As a consequence, achievement in the school is improving. Pupils are not yet making consistently good progress because learning and progress are inconsistent, so there is still work to do. Governors use their broad range of skills and experience to give the school good support. They have been key players in strengthening the school's safeguarding procedures and in the refurbishment of the school. Governors ask challenging questions and keep a close check on the work of the school. At the time of the inspection, safeguarding procedures met statutory requirements. Policies are detailed and place a strong emphasis on pupils' safety and well-being. The school promotes community cohesion effectively through links with parents, partnership agencies, members of the local community and schools abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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

Provision in the Early Years Foundation Stage is good. There are positive relationships between staff and children. Adults work together well and links with parents are strong. As a result, children settle quickly, behave well and feel safe and secure. Children enter the Reception class with levels of skill and knowledge that are typical for their age. They make good progress because:

- there are good opportunities for them to learn in a variety of ways and engage in activities that capture their interest
- of the focused teaching of letters and sounds and numbers
- staff effectively promote children's personal, social and emotional development.

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During the inspection, children were observed imagining □ they were frogs while they travelled short distances at different □ heights. The children were clearly enjoying this activity while also developing a range of skills. On occasions, there is an imbalance between adult-led activities and those that children choose for themselves. Staff use a range of strategies to make continuous and precise assessment of children's progress in all six areas of learning. They use this information well to plan activities which successfully build upon what children already know, understand and can do. The school is aware that the assessments that staff make when children start at the school are not always accurate. Staff underestimate the children's true capabilities, particularly in creative and physical development.

The Early Years Foundation Stage leader has a clear understanding of strengths and priorities for improvement. She is working with staff to ensure they continue to meet the needs of all the children in the Early Years Foundation Stage class effectively.

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

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire hold positive views about the school. One parent wrote, 'Teaching staff and office staff are extremely approachable and helpful.' A number of parents commented on how happy their child was at the school. The inspection team agree with most of the parents' and carers' positive views, but found that while learning and progress are satisfactory overall, pupils could make even better progress.

A few parents raised concerns, particularly about behaviour. Inspectors found that behaviour is good and the school has suitable strategies to deal with unacceptable behaviour should it arise. Some pupils in Years 3 and 4 told inspectors that there used to be a problem, but behaviour has improved. They told inspectors that staff listen and deal with any concerns they may have.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pottery 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	66	39	33	1	1	1	1
The school keeps my child safe	83	69	36	30	0	0	1	1
The school informs me about my child's progress	53	44	66	55	2	2	0	0
My child is making enough progress at this school	62	51	54	45	3	2	0	0
The teaching is good at this school	63	52	56	46	1	1	0	0
The school helps me to support my child's learning	57	47	62	51	1	1	0	0
The school helps my child to have a healthy lifestyle	45	37	72	60	3	2	1	1
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	36	65	54	2	2	0	0
The school meets my child's particular needs	55	45	63	52	1	1	1	1
The school deals effectively with unacceptable behaviour	60	50	54	45	4	3	1	1
The school takes account of my suggestions and concerns	41	34	74	61	2	2	0	0
The school is led and managed effectively	58	48	61	50	0	0	1	1
Overall, I am happy with my child's experience at this school	73	50	47	39	0	0	1	1

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.



9 February 2010

Dear Pupils,

Inspection of Pottery Primary School, Belper, DE56 1HA

Thank you for your friendly welcome when we visited your school recently. We enjoyed talking to you, looking at your work and visiting your lessons. We would also like to say thank you to the pupils in Years 3 to 6 who completed the inspection questionnaire.

We could see how much you enjoy school. You are polite, well mannered and have good attitudes to learning.

Your school provides you with a satisfactory education. Most of you are making satisfactory progress in reading, writing, mathematics and science. Some of you are making good progress.

You told us that your teachers and the adults who work with you take good care of you and help you feel safe. We agree.

In lessons, you like it when your teachers give you the opportunity to work practically. We could see how much Year 6 were enjoying learning about air resistance.

We have asked the headteacher, staff and the governors to do the following to improve the school further:

- help all of you to make even better progress in reading, writing, mathematics and science
- make sure that all your lessons are as good as the best ones, and to tell you how you can make your work even better when they mark it
- check more closely how well you are doing so that they can continue improving the school.

You can help by continuing to work hard in all your lessons. Thank you once again for making us feel welcome. The other inspectors and I wish you the very best for the future.

Yours sincerely

Usha Devi

Her Majesty's Inspector

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