

Netherseal St Peter's C of E VC Primary School

Inspection report

Unique Reference Number	112844
Local Authority	Derbyshire
Inspection number	338031
Inspection dates	20–21 October 2009
Reporting inspector	Peter Sudworth

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Dr Liz Bailey
Headteacher	Sue Hart
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and a group of pupils. They observed the school's work, and looked at a wide range of documents, samples of pupils' previous and current work and pupils' and staff questionnaire responses. Inspectors also considered 22 parental questionnaires. The team looked in detail at the following:

whether there was a trend of girls attaining more highly than boys and if so what the school has done to improve their rates of progress

- the success the school has had in improving pupils' writing and speaking skills
- pupils' response to the revised curriculum and how it is implemented in the mixed-age classes
- what the school does to involve parents in their children's learning.

Information about the school

This is a village school of below average size. At the time of the inspection, all classes, including that containing the Early Years Foundation Stage children, were of mixed age. There are four classes in the mornings when the Year 6 pupils are taught separately. In the afternoon, Year 6 pupils join the Y4/5 class to make three-mixed age classes. Pupils enter the Reception class full-time in the September before their fifth birthday. The proportion of pupils entitled to free school meals is below average. All pupils are from White British backgrounds. The proportion of pupils who have special education needs and/or disabilities is lower than the national average. The headteacher took up her post in June 2009. She was formerly a member of the teaching staff. The proportion of children who leave or join the school at times other than the usual ones is much higher than that nationally. The school has experienced significant changes of staff during the past few months.

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. Good teaching and respectful relationships enable pupils to achieve well. It is a happy, welcoming school where pupils enjoy their learning and this is shown in their excellent attendance. They make good progress in a pleasant atmosphere which promotes effective learning. The school has worked hard to manage the changes of staff during the past year so that pupils' learning has proceeded with as little disruption as possible. Parents are overwhelmingly supportive of the school and praise its friendly atmosphere and the improved links since the last inspection. They are now more able to help their children at home because of the sessions about learning that the school has provided for them. One parent wrote, 'I am very happy with my child's progress at Netherseal, both academically and socially. She is happy and secure. The school is just like one big family where every child is considered and valued.' The staff is highly committed to the pupils. Care, support, guidance and safeguarding arrangements are outstanding. Pupils feel very safe as a result. The new headteacher is driving the school forward well to improve it further and the school priorities are the correct ones, based on careful and accurate monitoring of provision and outcomes.

The good curriculum covers a wide range of subjects in an interesting way and caters well for different needs and ages. Pupils have a good understanding of healthy and safe living and there is good attention to personal, social and health education. Pupils are polite, behave well and have good attitudes to learning. They take the initiative well. For example, they organise the service for armistice day and send out personal invitations to people in the community for the leavers' concert which they organise themselves. There are good links with the local community. The governing body has evaluated the provision to help pupils' understand diversity. However, it has not yet devised a plan to take forward its findings in order to help pupils' appreciation and understanding of different faiths and cultures in the United Kingdom and globally.

Attainment is usually above average by the end of Year 6 despite the small numbers which cause variations from year to year. Pupils' speaking and writing skills have improved since the last inspection.

While the school's priorities for development are the correct ones, many new staff have little experience in leading initiatives. This is because of their newness to teaching. The headteacher is already planning to enhance their skills so that they take a share of responsibility in developing the school further. The school's good track record in the consistency of attainment by the end of Year 6 illustrates a good capacity to improve further based on accurate self-evaluation. This is underpinned by strong leadership, together with the good team effort of both staff and governors which keeps the pupils' needs at the forefront of their thinking.

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What does the school need to do to improve further?

- Develop the new staff so that they are able to take a greater share in furthering the curriculum and improving pupils' attainment by:
 - training them to monitor aspects of the provision and to devise action plans that are rigorous, purposeful and evaluative with clear actions to be taken and defined time schedules.
- Build on the good work that has already taken place about community cohesion by creating a plan to take forward pupils' understanding of faith, ethnicity and culture in the United Kingdom and globally.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in reaching above average standards by the end of Year 6. They make particularly good progress in their final year because of the very effective teaching for these pupils. This has sustained a trend of above average results in recent years. Pupils make especially good progress in science because they have good opportunities to investigate and the pupils enjoy this approach. Pupils' attainment by Year 2 is benefitting from the good start that the children now make in the Early Years Foundation Stage. The most recent Year 2 results in mathematics were well above average. Work seen during the inspection indicates that the pupils are making good progress in Years 2 and 3. Good opportunities for pupils to engage in discussion in pairs and in small groups support pupils' speaking and listening skills well throughout the school and give them lots of confidence. The pupils are very keen to contribute answers or ideas in lessons. Boys and girls attain equally well.

Pupils have a good knowledge of healthy living. They eat a balanced diet including fruit and vegetables and can discuss the importance of this knowledgeably. They exercise regularly. Pupils know how to keep themselves safe, for example using zebra crossings and looking both ways when crossing the road. They understand that there are risks in using Internet facilities and know how to minimise these. The school council took part in the interviews for the headteacher, thinking of their own questions and challenging the answers. They think of their own ideas to raise money for different charities and learn about what the charities do. Pupils take part in local community events and regularly visit a residential home for the elderly and disabled. Pupils are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have very good relationships with pupils. They demonstrate good subject knowledge enabling them to respond fully to pupils' questions. They prepare lessons well, catering effectively for different ages, abilities and needs. Teachers are supported well in this by the teaching assistants. In a Year 2/ 3 class, the teacher taught pupils how to add 9 to a given number using a 100 square. This technique not only helped their accuracy, but they discovered how they could use the same technique to add 8, 7 and 6. By the end of the lesson, several pupils were able to dispense with the support and calculate examples mentally. In a Year 6 literacy lesson, pupils built on their study of different genres. They opened envelopes containing individual words and suggested the type of story genre the words evoked before drafting out their own science fiction story. They were well motivated and produced interesting ideas. Teachers track pupils' progress carefully and use assessment well to inform their teaching.

The staff take excellent care of the pupils. The pupils say, 'Teachers support you in lessons and never let you down.' The staff know the pupils very well as individuals, including their families and particular circumstances. Governors are most diligent in ensuring that there is a safe and secure environment for the pupils. First-aid arrangements are thorough. A pupil's comment in the questionnaires, 'It is kind and caring at this school', sums up the school well. The very good links with external agencies support pupils who have particular emotional or learning difficulties so that they make similar rates of progress to others.

The school provides an effective curriculum well arranged to ensure work is not repeated in the mixed-age classes. Additionally, the good range of extra activities

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supports pupils' learning further and enhances their healthy lifestyles. There is a good range of practical and more academic subjects. The good attention given to the core subjects of English, mathematics and science is reflected in pupils' good progress. Effective use is made of visits to places of interest, such as to Derby to visit different places of worship and so that pupils can experience different cultures and faiths. Additionally, pupils have opportunities for residential visits which support their good personal development. The school still relies in part on published schemes. There are plans in hand to dispense with these as the school develops its own curriculum in a more individual way.

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	1

How effective are leadership and management?

The new headteacher is driving the school forward well supported by her good knowledge of the school from her previous role. She is a very good role model in her own teaching. She is engaging parents in their children's learning through, for example, the target setting process. Pupils' written targets not only remind pupils how they can improve their English, mathematics and science at school, and also their personal and social development, but indicate how opportunities at home can develop these too.

The governing body is very effective. It is extremely well led by its committed and well informed chair. It has carried out a self-evaluation of its work and knows where it needs to develop further. Its curriculum committee has been pursuing matters concerning community cohesion but this has not yet been turned into a full plan. It recognises the need to do this. The headteacher and governing body work well together in partnership, fully involving the parents, who are very supportive of the school. This partnership contributes to the good progress that pupils make. Statutory duties are fulfilled and the school manages its budget prudently. The school gives a very high priority to safeguarding matters and policies and safeguarding practice are excellent. Governors and staff keep a close eye on all pupils' progress ensuring that equality is promoted and any discrimination avoided.

The young staff are keen to develop and to take on responsibility, and recognise that they need training to do this effectively. The monitoring of teaching and learning by the headteacher is very accurate and she has the skills to develop the staff to take on these greater responsibilities. The school provides good value for money.

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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	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	2
The effectiveness of safeguarding procedures	1
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

The children's attainment when they first start school is usually about the level expected but it can vary from year to year because of small numbers. The children make good progress and the vast majority reach the expectations for the end of the Reception year and frequently exceed these. Teaching is good and there is a good partnership between the teacher in charge and the teaching assistant which assists a good match of task to the children's needs in the mixed-age class. Good leadership and management ensure a good curriculum is provided. The children make good progress in their early reading and writing skills. The children studied the 'Three Little Pigs' and dramatised the story together which helped to develop their vocabulary. Good assessment arrangements ensure that the work is well matched to the children's future learning. Individual children's attainment is well supported by a bank of evidence which supports the judgements made. The classroom does not provide direct access to the outdoors so outdoor learning has to be planned carefully. In one such session, children enjoyed different exercises and there was a well planned link to mathematics as they hopped or jumped a given number of movements.

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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

Parents have very positive views of the school and are overwhelmingly supportive of its efforts for their children. One parent has concerns about the grouping of the Years 4, 5 and 6 pupils together in the afternoon but past progress data indicates that pupils make good progress by the end of Year 6. Parents report that the staff do well in helping individual pupils cope with any emotional difficulties.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Netherseal St Peter' C of E VC 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	73	6	27	0	0	0	0
The school keeps my child safe	16	73	6	27	0	0	0	0
The school informs me about my child's progress	15	68	7	32	0	0	0	0
My child is making enough progress at this school	17	77	3	14	1	5	0	0
The teaching is good at this school	15	68	7	32	0	0	0	0
The school helps me to support my child's learning	16	73	6	27	0	0	0	0
The school helps my child to have a healthy lifestyle	17	77	5	23	0	0	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)	12	55	9	41	0	0	0	0
The school meets my child's particular needs	15	68	7	32	0	0	0	0
The school deals effectively with unacceptable behaviour	15	68	5	23	1	5	0	0
The school takes account of my suggestions and concerns	13	59	8	36	0	0	0	0
The school is led and managed effectively	14	64	8	36	0	0	0	0
Overall, I am happy with my child's experience at this school	16	73	6	27	0	0	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 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.



22 October 2009

Dear Pupils,

Inspection of Netherseal St Peter's C of E Primary School, Swadlincote, DE12 8BZ

Thank you for welcoming me to your school and sharing your work with me. You obviously enjoy school and like meeting your friends. I noticed that you are kind to one another and help each other. You attend a good school and the teachers work hard to make your lessons interesting. They take excellent care of you. I found you to be polite and friendly children. I was interested to learn of your support for different charities and the links you have with residents in the village. I am sure they enjoy the concerts you provide for them. Your school has gone through a lot of changes during the last few months but the staff are determined to make sure that you continue to make good progress. You reach a standard which is good for your age by the time you get to Year 6.

I have made just two suggestions for the further improvement of your school. The first is help for the new staff so that they can take a greater share in improving the school further. The second is to ask the school to help you understand more about the different ways in which people in the United Kingdom and in the wider world live.

Thank you once again for your help when we visited. I wish you all well for the future and hope that you will continue to work hard and to do your best.

Yours sincerely

Peter Sudworth

Lead inspector

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