

Risley Lower Grammar CofE Primary School

Inspection report

Unique Reference Number	112850
Local Authority	Derbyshire
Inspection number	338032
Inspection dates	23–24 March 2010
Reporting inspector	Derek Watts

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	133
Appropriate authority	The governing body
Chair	Mrs Jill Summers
Headteacher	Mr Paul Bridgmount
Date of previous school inspection	25 September 2006
School address	Derby Road Risley Derbyshire
Telephone number	0115 939 7622
Fax number	0115 939 7622
Email address	headteacher@risley.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 two additional inspectors. One of the inspectors focussed mainly on safeguarding. Eleven lessons or part lessons were observed and five teachers were seen. The inspection team observed the school's work and examined its policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents. The inspectors analysed 75 questionnaires completed by parents and carers, and others by staff and pupils.

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

- improvements in the Early Years Foundation Stage
- how well pupils perform in writing
- factors contributing to pupils' improved performance in science
- support and development for new teachers.

Information about the school

Risley Lower Grammar is a smaller-than-average school. Most pupils are from a White British background. The proportion of pupils with special educational needs/or disabilities is well below average. The nature of these difficulties lies mainly in the area of emotional, behavioural and moderate learning difficulties. The proportion of pupils eligible for free school meals is below average. There is Early Years Foundation Stage provision for children in a Reception class. After numerous changes to the leadership, the current headteacher has been in post since September 2007. Over half of the teachers were new to the school in September 2009.

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

Risley Lower Grammar CofE Primary provides a satisfactory education. There are some good features to its work. Good care, guidance and support contribute well to pupils' personal development. Pupils are courteous, friendly and relate well to adults and to their peers. Behaviour in lessons and around the school is usually good. Pupils feel safe and show a good understanding of how to lead a healthy lifestyle. They are given a range of responsibilities and they make valuable contributions to the school and to the wider community. For example, they raise funds for a variety of national and overseas charities. Attendance has improved to well above average levels.

Children enter the Reception class with knowledge and skills expected for their age. Provision for the Early Years Foundation Stage is satisfactory. Outdoor learning opportunities are limited but there are clear plans to improve this aspect. Children are making satisfactory progress in most areas of learning. Pupils make satisfactory progress in Key Stage 1 and 2. Attainment by the end of Year 6 dipped to average in English and mathematics after the last inspection and effective action has been taken to bring this up above average. However, pupils' progress across the school is uneven because of inconsistencies in teaching. Staffing changes have been a contributory factor to this. Lessons usually have a clear purpose and teachers have formed good relationships with their class. The pace of learning can decline when teachers talk for too long in their introductions and explanations. Tasks are not always well suited to pupils' abilities and needs, particularly the more able. The curriculum is enriched by a good range of additional activities which enhance pupils' enjoyment.

The headteacher, with his staff, has created a positive atmosphere for pupils to learn. Self-evaluation is accurate and the school has a clear understanding of its performance and the areas in need of improvement. There has been success in raising attainment by the end of Year 6 and leaders are focussing their attention on developing teaching, particularly with new teachers. This demonstrates that the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Improve the provision in the Early Years Foundation Stage so that children make good progress in all areas of learning by:
 - providing purposeful activities that are carefully planned to meet children's varying needs.
- Improve teaching and learning from satisfactory to good so that most pupils make consistently good progress in Key Stage 1 and 2 by:

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

- ensuring that learning in lessons maintains a good pace
- using assessment information well to plan and tailor tasks to pupils' abilities and needs, particularly the more able.
- 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**

Pupils enjoy their time at school and are achieving satisfactorily. Although attainment in Year 6 is above average in English, mathematics and science, evidence from pupils' work and the lessons seen indicate that most pupils are currently making satisfactory progress. Pupils are making good progress in the Year 5 and Year 6 class where the teaching is consistently good.

In the main, pupils have good opportunities to discuss their work in pairs or small groups and by Year 6, many are confident and articulate speakers. Pupils write for different purposes and in different styles. However, writing tasks do not always fully extend the more able. In Year 3, pupils applied writing skills well to their work on Ancient Egypt and produced clear accounts about Egyptian Gods and the pyramids. In other classes opportunities for pupils to apply and develop writing in different subjects are sometimes missed. Pupils' progress in mathematics is satisfactory. In some lessons, pupils' solve interesting practical problems. Tasks and learning resources are well matched to pupils' needs but this good practice is not consistent. All groups of pupils make similar progress to their counterparts nationally, including those with special educational needs and/or disabilities.

Raising attainment in science was an improvement point from the last inspection. Attainment by the end of Year 6 has been above average for the past few years. The school has successfully focused on developing pupils' skills through practical investigation. During the inspection, pupils in the year 5 and 6 class were investigating the effect of friction on movement. Working in groups, they made good progress planning fair tests and deciding how to collect data.

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration for others and ability to work together. They feel well cared for at school and are confident that there is always a trusted grown up they can turn to if they are upset or worried. Pupils take on additional responsibilities such as serving on the school council. The choir perform in the local community. Pupils are well prepared for the future and their economic well-being. Their personal and social skills are well developed and those in Year 6 have above average skills in literacy and numeracy.

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils respond well to teachers' instructions and demonstrations. In the strongest lessons, teachers use questioning successfully to challenge pupils' thinking and to check their understanding. At times, activities are directed too much by the teacher and do not always extend the most able. Pupils are set learning targets for writing and mathematics but these are not always specifically matched to their improvement needs. The presentation of pupils work varies. While some show care and pride in their work, others' work is untidy.

The curriculum promotes satisfactory progress for pupils and contributes well to their personal development. Links between subjects which add meaning and relevance to learning are developing steadily. Health education and the additional sporting activities make a valuable contribution to pupils' healthy lifestyles. Pupils have good opportunities to learn to play a musical instrument. Popular clubs include computers, football, golf and netball. They are much enjoyed by the pupils and support their personal development well.

Good care, support and guidance underpin the school's ethos. The organised, safe and secure environment provided is recognised by pupils and parents. As the pupils commented, 'Teachers look after you.' There are good examples where the school has provided specific support and guidance to meet pupils' particular needs.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers are effectively promoting good care and good personal outcomes for pupils. There is a clear ambition to improve teaching and pupils' progress from satisfactory to consistently good. Senior staff have identified what the school does well and the areas in need of improvement. The self-evaluation provided for the inspection team was accurate and realistic. Assessment systems provide a clear picture of how well various groups of pupils are performing. Senior staff have a clear overview of the quality of teaching through monitoring and support. New teachers, particularly those new to the profession are receiving appropriate support and good practice is being shared more widely.

Governors are supportive and have a clear understanding of the school's strengths. Statutory requirements are met. Not all governors are sufficiently involved in the school's monitoring and development. There are satisfactory procedures to protect and safeguard pupils. However, some of the policies relating to this area are not reviewed regularly enough. Equality is promoted satisfactorily and discrimination is tackled effectively. Leaders are aware that there is more to do before all groups of pupils are achieving well. Good partnerships have been developed with other agencies and organisations such as the county music services.

Community cohesion is promoted satisfactorily. The school has positive links with the local community, such as the church. Different cultures and faiths are promoted through the curriculum and there are plans to extend opportunities and increase pupils' knowledge and understanding of the global world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	3
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	3
The effectiveness of partnerships in promoting learning and well-being	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children have settled well in the Reception class. Adults have good relationships with children and the leadership ensures that good attention is given to their welfare. As a result, children feel secure, safe and grow in confidence. Most enjoy their learning and relate well to their peers. Children make good progress in their personal and social development. Teaching is satisfactory and children make sound progress in other areas of learning. There are appropriate systems to assess and record children's attainment. Some activities lack clear purpose and are not sufficiently linked to the main topic. Children use computer programs competently to consolidate their language and numeracy skills. Children's progress is hindered when tasks are not suited to their needs. The balance of adult-led activities and those chosen by children is not secure. Outdoor learning is limited but the school has clear plans and funding set aside to improve this.

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	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

Views of parents and carers

The inspection team received a good response to the survey with over half of the parents and carers returning the questionnaire. Most are happy with their child's experience at the school. They are pleased with the sense of enjoyment, safety in school and the promotion of healthy lifestyles. The inspection team supports these positive views. A small minority of parents have concerns about how well unacceptable behaviour is managed, how well the school deals with their suggestions and concerns and the quality of leadership and management. Most pupils are well behaved. There are a few pupils with challenging behaviour and less experienced staff are provided with support in the management of these pupils. The headteacher and governors recognise

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the need to work more closely with parents in seeking their views and responding to suggestions and concerns. The inspection team found that leadership and management are satisfactory. A few parents raised concerns about the quality of communication and the governors are already exploring ways of improving this. The school has increased its range of clubs in response to parents' suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Risley Lower Grammar CofE 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	49	35	47	2	3	0	0
The school keeps my child safe	33	44	42	56	0	0	0	0
The school informs me about my child's progress	17	23	48	64	8	11	0	0
My child is making enough progress at this school	21	28	45	60	7	9	2	3
The teaching is good at this school	21	28	45	60	4	5	0	0
The school helps me to support my child's learning	19	25	42	56	9	12	1	1
The school helps my child to have a healthy lifestyle	21	28	50	67	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)	11	15	44	59	8	11	2	3
The school meets my child's particular needs	17	23	47	63	9	12	1	1
The school deals effectively with unacceptable behaviour	15	20	43	57	12	16	2	3
The school takes account of my suggestions and concerns	18	24	39	52	10	13	2	3
The school is led and managed effectively	19	25	41	55	8	11	3	4
Overall, I am happy with my child's experience at this school	23	31	44	59	6	8	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.



25 March 2010

Dear Pupils

Inspection of Risley Lower Grammar CofE Primary School, Risley, DE72 3SU

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a satisfactory school. There are some good features.

These are the school's main strengths.

You enjoy school and your attendance is outstanding.

The school is a pleasant place in which to learn.

Pupils in the Year 5 and 6 class are making good progress.

There is a wide range of additional activities such as clubs.

You get on well with each other and you usually behave well.

You have a good understanding of how to keep healthy and fit.

You feel safe at school because the teachers and other adults take good care of you and provide strong support and guidance.

You make positive contributions to the school and to the wider community.

We have asked the headteacher and teachers to do a few things to make to improve areas of the school.

To help children in the Reception class make better progress, we have asked the teachers to provide a wider range of exciting activities.

Some of you in Key Stages 1 and 2 should be making better progress in lessons. We have asked the teachers to match the work more carefully to your abilities, especially those of you who find learning easy, and to move on to the main part of lessons more quickly.

You can help by continuing to work hard. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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