

# Fritchley CofE (Aided) Primary School

## Inspection report

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<b>Unique Reference Number</b>	112880
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338039
<b>Inspection dates</b>	21–22 April 2010
<b>Reporting inspector</b>	Andrew Stafford

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Batty
<b>Headteacher</b>	Phil Bateman
<b>Date of previous school inspection</b>	11 December 2006
<b>School address</b>	Church Street Fritchley Derbyshire
<b>Telephone number</b>	01773 852216
<b>Fax number</b>	01773 850281
<b>Email address</b>	enquiries@fritchley.derbyshire.sch.uk

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

T: 08456 404045

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## Introduction

This inspection was carried out by two additional inspectors. During the inspection nine lessons were observed and all six teachers seen. An inspector visited all classes with the headteacher to observe learning. Pupils' books were inspected to evaluate writing across the curriculum and to assess the quality of marking and target setting for improvement. The school's assessment data on current progress were inspected. Meetings were held with groups of pupils, the governors and members of staff. The school improvement plan, school improvement partner reports and school policies were scrutinised. The team looked at questionnaires completed by staff, pupils and 46 parents and carers.

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

- the effectiveness of strategies to raise standards in literacy across the school, and mathematics at Key Stage 2
- the quality of monitoring of teaching and learning and the use of assessment to inform lesson planning
- how well provision is matched to children's learning needs in the Early Years Foundation Stage.

## Information about the school

Fritchley CofE (Aided) Primary School is smaller than average, and numbers on roll are stable. Virtually all pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is above the national average. The number of pupils known to be eligible for free school meals is below average. The school has achieved both National Healthy Schools status and the Activemark award. The current headteacher took up post in September 2009, following a year of disruption to learning due to extensive staff illness. Independent before and after-school care takes place on the site for which a separate inspection report is available.

**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

While Fritchley Primary School provides a generally satisfactory standard of education for its pupils, some elements are good. Pupils feel safe and clearly enjoy school very much, as shown by their above average attendance and good behaviour in and out of the classroom. Pupils develop healthy lifestyles well, as shown by their involvement in a wide range of physical activities. They are well motivated to learn and make a helpful contribution to the school community, reflecting its strong Christian ethos, for example, by acting as partners listening to younger pupils read. The school's partnership with parents is good. All expressed a very high degree of satisfaction with the school and their child's experience. Several commented that they were delighted with the attitudes of staff and confident their child was having a very positive introduction to school life. Pupils make satisfactory progress. The quality of teaching is variable across the school. In the lessons seen it ranged from good to satisfactory, with the consequent variable impact on the progress that pupils made. The assessment system is improving, but teachers do not make enough use of what they know about pupils' prior learning when planning what they need to learn next. This means that pupils are not always sufficiently challenged. Leaders are already planning to tackle this.

In the Early Years Foundation Stage, children demonstrate a high degree of independence and work on tasks with little adult supervision. However, opportunities for them, and other pupils in the school, to play on the school's fields, and to learn through experiences of the natural world are restricted.

The school's capacity to sustain improvement is satisfactory. Self-evaluation is satisfactory and, supported by the school improvement partner, leaders have identified appropriate priorities for development, such as strategies to raise standards in literacy and mathematics. The school correctly identified that, while pupils' attainment at the end of Year 6 in 2009 in national tests was broadly in line with the national overall, attainment in mathematics was below average, showing that some had made insufficient progress in this subject. The school took appropriate action to tackle this and current evidence shows that there has been an improvement in the quality of teaching in mathematics, so that pupils are now making satisfactory progress. However, monitoring of teaching, though regular, is not always sufficiently linked to the progress pupils are making.

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

- Raise standards by:

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- firmly embedding the assessment system so that pupils' progress can be consistently tracked
- using the information from these assessments to challenge pupils with work that is more closely matched to their needs
- employing greater rigour in the monitoring of teaching and learning so that it focuses more closely on the progress pupils are making.
- Ensure that the school's outdoor areas are developed fully, so that pupils have greater opportunities to experience the natural world for learning and outdoor play.
- 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**

By the end of Year 6, pupils make satisfactory progress and their overall attainment is average. As a result of well-targeted support for those with special educational needs, the progress of these groups of pupils matches that of their classmates. There is no significant difference in the performance of boys and girls or those in receipt of free school meals. Observation of lessons and pupils' work shows that pupils make good progress in English. Whilst satisfactory, progress is weaker in mathematics. However, improved teaching and strategies to engage pupils more effectively in this subject are beginning to have a positive effect. Pupils respond well to opportunities for problem-solving. For example, those in Years 5 and 6 were excited about using water to measure volume and capacity. They used a range of calibrated containers to convert litres to gallons and then discuss the best way of being sure of the accuracy of their calculations. All pupils have targets in English and mathematics that are reviewed regularly and pupils talk knowledgeably about their progress towards meeting them. In a discussion with some pupils, all felt they were achieving well in their studies and it was evident they enjoy school and are highly motivated to learn. Pupils particularly value opportunities to gain personal merit points and have totals celebrated in assembly. Spiritual, moral and social development is good. Older pupils act as good role models for younger pupils, particularly at playtimes, where they take responsibility for organising games and activities. There are many opportunities for pupils to take responsibility and develop leadership skills. The school council has been instrumental in getting equipment for the playground and getting pupils to agree rules to make the school a safe and calm environment. Pupils show empathy for those less fortunate than themselves and willingly raise funds for charities. The younger children put on a Christmas play called 'Wriggly Nativity' for the village community, with money raised going to Sheffield Children's Hospital.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

**How effective is the provision?**

Where teaching is good, pupils are challenged to think, the pace of learning is rapid and activities are planned to address all their individual learning needs. Effective use is made of ongoing assessment to plan lessons that build on prior learning and challenge all pupils. In these lessons, pupils make good progress. In satisfactory lessons, these features, especially the use of assessment to ensure that pupils' learning needs are met, are less strongly evident. In most lessons, teaching assistants are well deployed to support learning effectively.

While the curriculum makes a satisfactory contribution to pupils' learning and personal development, it has some good features. Current events are used well as a stimulus for writing, such as the impact of snowy weather across the country, which also contributes significantly to pupils' knowledge and understanding of environmental issues.

Opportunities to develop pupils' basic skills across the curriculum are evident in current work. However, such activities are not consistent across the curriculum. All pupils are initially taught French by the class teacher and then by a specialist teacher. Teachers from a local secondary school forge inter-school links which enrich and extend learning opportunities for pupils, particularly in sport. The school ensures that all pupils have the same opportunities to take part in sporting events, for example, the weekly cross-country run. Gifted and talented pupils are identified and provision is dealt with by class teachers but activities to extend the learning of this group are not consistently planned. There is a good range of after-school clubs, which are well attended. Enrichment activities such as residential visits, trips and visitors to the school contribute towards pupils' personal development.

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Arrangements to ensure the care and welfare of pupils are good. Parents are very happy with the support their children receive and the extent to which they are kept safe. Links with support agencies and health professionals are good and contribute towards the school's provision to meet the needs of the pupils with special educational needs and/or disabilities. Pupils are well prepared for their move to secondary school by regular visits, curriculum events and induction days.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Leaders are satisfactorily sharing their vision for improvement. The new headteacher has successfully stabilised provision following a period of disruption to teaching through staff illness. However, this has affected the monitoring of teaching and learning and has contributed to the variability in the quality of teaching seen during the inspection. The assessment system is not sufficiently developed for the school quickly and consistently to identify pupils who may be experiencing difficulties with their work and put in place appropriate strategies.

There is a good working partnership with the governing body. Many governors are gaining experience and the developments in monitoring the work of the school reflect their commitment to supporting improvements. They are ensuring that statutory requirements are met. This includes ensuring that all safeguarding procedures are effective, including those for ensuring safe recruitment. Leaders appropriately tackle discrimination and ensure equal opportunities.

The school has a good partnership with its parents. There are termly meetings to discuss progress and set targets and recent workshops explained the assessment system to help them to support their child's learning. Partnerships with external agencies and other schools are good and support curriculum provision and the well-being of pupils, particularly the link with Alfreton Grange sports partnership. Provision for community cohesion is satisfactory. Because of the school's geographical location pupils have limited awareness of societies and cultures different from their own and the school has correctly identified this as an area for development.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

There are differences each year in children's attainment when they start school. Children started in the Reception class in 2009 with skills and experiences in line with levels typical for their age. They are currently making good progress and the majority are already attaining above national expectations, especially in personal development. Children benefit from local nursery provision before they start school. This helps them to settle into the secure learning environment quickly and enjoy coming to school. Behaviour is exemplary.

Resources are good and provide opportunities for children to develop a range of skills and self-confidence. Outdoor play provision is restricted to an exclusively hard-surfaced area but best use is made of available resources. For example, as part of a 'senses' literacy session children benefitted from being outside, acting as seeds flying in the wind as part of planning for their writing session. This activity was followed by children explaining what was happening in the story, to reinforce their understanding. Children learn and play well together and are developing a good understanding of healthy lifestyles. Opportunities for children to make choices are frequent and they are consulted about the theme for the role play area. They express ideas well through good construction challenges, for example, creating a machine that gets rid of 'baddies'.

The quality of teaching is good. There is regular assessment and tracking of children's progress and parents have frequent opportunities to contribute. Assessment information is not always used to best effect to ensure that all children are challenged in their learning. Leadership and management are good, with teamwork between the adults being especially effective. Partnership with parents is good and the care and welfare of pupils are of a high quality.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A higher proportion of families responded to the questionnaire than is usually experienced. Support for the school was overwhelmingly positive. Parents were particularly happy with their child's experience at school. Typical comments included, 'Very happy with our child's education, and the support and guidance he is given.' These comments were supported by inspection evidence.

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

Ofsted invited all the registered parents and carers of pupils registered at Fritchley CofE (Aided) 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	61	18	39	0	0	0	0
The school keeps my child safe	37	80	9	20	0	0	0	0
The school informs me about my child's progress	20	43	26	57	0	0	0	0
My child is making enough progress at this school	16	35	27	59	0	0	0	0
The teaching is good at this school	25	54	20	43	0	0	0	0
The school helps me to support my child's learning	21	46	24	52	1	2	0	0
The school helps my child to have a healthy lifestyle	34	74	12	26	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)	20	43	22	48	0	0	0	0
The school meets my child's particular needs	21	46	23	50	2	4	0	0
The school deals effectively with unacceptable behaviour	18	39	27	59	1	2	0	0
The school takes account of my suggestions and concerns	19	41	25	54	2	4	0	0
The school is led and managed effectively	27	59	18	39	0	0	0	0
Overall, I am happy with my child's experience at this school	32	70	14	30	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 April 2010

Dear Pupils

Inspection of Fritchley CofE (Aided) Primary School, Fritchley, DE56 2FQ

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school, work and play.

You told us that you enjoy coming to school, particularly creative writing and the extra activities that are provided for you after school. We found that you are courteous to visitors and to each other and you behave well both in lessons and around school. You are willing to take on responsibilities and take part in fund-raising activities to benefit others less fortunate than yourselves. You work hard in your lessons. We found that the effectiveness of your school is satisfactory. Children are getting a good start in the Reception class. By the end of Year 6, the progress you have made is satisfactory, and the standards you attain in English are in line with those of most other schools, but below in mathematics. The partnership the school has developed with Alfreton Grange extends your learning and gives you opportunities to try out new sports and activities. Links with your parents or carers are good and you receive a high degree of care.

We have identified some areas of the school's work that need improvement to make your school an even better place. These have already been recognised by senior leaders and the governing body and a start has been made to tackle them. These are the things that we have asked your school to do.

Make sure that your progress in mathematics matches that in English.

Make sure that the quality of teaching is checked regularly so that you receive teaching that meets your needs and leads to standards rising.

Ensure that checks are made, and record the progress you are making, in your learning.

Develop the school site so that you have more opportunities to learn in a natural environment.

You are already playing your part by behaving well and working hard in lessons. I wish you all the best for the future.

Yours sincerely

Andrew Stafford

Lead inspector

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