

# Sinfin Primary School

## Inspection report

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<b>Unique Reference Number</b>	112734
<b>Local Authority</b>	Derby City
<b>Inspection number</b>	343760
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Alan Lemon

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Grimshaw
<b>Headteacher</b>	Jim Crawford
<b>Date of previous school inspection</b>	9 June 2009
<b>School address</b>	Sheridan Street Sinfin Derby
<b>Telephone number</b>	01332 771370
<b>Fax number</b>	01332 270056
<b>Email address</b>	admin@sinfinp.derby.sch.uk

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

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 10 lessons taught by six teachers. Meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at a range of documentation including that relating to safeguarding pupils, the progress pupils are making in their learning, the school's evaluation of its work and 30 parental questionnaires as well as questionnaires completed by pupils.

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

- whether standards in writing and mathematics across the school are rising
- if teaching throughout the school is a good match to pupils' needs and provides all of them with work that is challenging
- the impact of the curriculum on promoting literacy and numeracy and pupils' engagement in learning and their progress.

## Information about the school

The school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is higher than average as is the proportion that have special educational needs and/or disabilities. The large majority of pupils are White British, although around one third of pupils are from a range of minority ethnic heritages. One fifth of pupils are learning English as an additional language.

As a result of its last inspection, the school was made subject to a notice to improve.

Among its awards the school was accredited with the Activemark in 2008.

**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**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. By the time of the school's last inspection a year ago, improvement was underway and the pace of development since then has been good. The local authority has continued providing strong support, which has helped school leaders and managers in monitoring and evaluating the school's progress accurately. School leaders' own ambition, with the governing body's support and challenge, has ensured that the capacity to sustain improvement has increased. Leaders have driven improvement resolutely, especially in teaching, which a year ago was satisfactory and is now good. There is a clear sense that teachers have got firmly to grips with approaches to lessons that are promoting good learning and progress. This reflects the success of the training and development they have undertaken to improve their teaching. In all of the lessons observed, teaching was lively and well-paced, making learning for pupils interesting and enjoyable. This has a positive effect on pupils' behaviour and the efforts they make. All of the lessons seen were planned well and used assessment effectively to match work to pupils' capabilities. In the best lessons, good engagement of pupils, clear objectives, explanations and assessment are embedded, promoting learning effectively. In a few lessons, questioning and summing up with pupils what they have learnt does not challenge them strongly enough.

By the end of Year 6, standards in English and mathematics are low compared to the national average, although standards improved in 2009 and have continued to do so this year. The work started over a year ago to raise standards in reading, writing and mathematics is proving successful. The tracking of progress done by the school shows most pupils making good gains in learning and this is also seen in their work in lessons and in books. Some gaps in pupils' knowledge and skills are still apparent particularly in older pupils' calculation, which is the legacy of past underachievement. Many children enter the Nursery with skills that are well below the age-related expectation. During their time in Nursery and in Reception the following year, they make satisfactory progress and start Year 1 well below average, particularly in the areas of literacy and numeracy. While the opportunities for literacy and numeracy are satisfactory, given many children's needs in these areas, this is not enough for children make the rapid progress needed to give them a good start in Year 1.

Good care, support and guidance provided by staff underpin pupils' positive attitudes to learning and are a significant factor in their progress and sound preparation for the future. They adopt readily the strong moral and social values of the school and these inform how positively they relate to others. Good behaviour is encouraged effectively

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and challenging behaviour is managed well. Pupils feel safe and they are well safeguarded by the school's good arrangements for their security.

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

- Build on the work to raise pupils' attainment in mathematics by:
  - closing identified gaps in calculation.
  - Ensure the good quality of learning is consistent in all lessons by:
    - ensuring questions asked of pupils and their own evaluations of learning focus sharply on revealing what they understand and have learnt.
  - Raise standards in writing and calculation in the Early Years Foundation Stage by:
    - increasing the amount of adult-led activities in Reception promoting writing and calculation skills
    - increasing the emphasis on writing and calculation skills across all of the areas of learning in Early Years Foundation Stage provision.
  - 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, whatever their backgrounds, make good progress in reading, writing and mathematics. Good support for pupils learning English as an additional language ensures they settle quickly, begin learning effectively and make good progress. Pupils sustain their effort and produce a lot of work, particularly in writing. Good teaching in Years 1 and 2 ensures pupils make a fast start with writing, discovering enjoyment and creativity in using a well-developed vocabulary of connecting and descriptive words to write sentences. Even so, many struggle with forming letters when writing. By Year 6, the higher attaining pupils describe the feelings of characters in stories with an expressive vocabulary including 'downhearted', 'panic-stricken' and 'terrified'. In mathematics, older pupils confidently tackle problems, although a few are let down by weak mental calculation skills, which means they make some obvious mistakes. Achievement is satisfactory overall as, although learning and progress are good, standards are still low by the time pupils leave the school.

Pupils come to lessons keen to learn and they keep up good efforts with their work. Good behaviour is important to them and they help each other to behave well. This is one of the many ways in which pupils contribute to the school's success by monitoring behaviour in assembly. Pupils have learnt ways in which they can stay safe and are well aware of the everyday risks they might have to face. They respond positively to the school's promotion of a healthy lifestyle, eating a healthy diet and making good efforts in staying fit and active. They also perform helpful roles on the playground and in

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classrooms, watering plants, setting out the hall for assembly and keeping the library and books neat and tidy. Pupils contribute widely by raising money for charity and performing music at community events such as the anniversary of a local church.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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
<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Improvement in the quality of teaching has had a strong impact on planning pupils' work, which is well-matched to their different capabilities and needs and reflects the sharp focus on using assessment fully in planning lessons. This has a particularly positive effect on pupils with special educational needs and/or disabilities and those learning the English language. The careful grouping of pupils in lessons and deployment of teaching assistants means those pupils receive the level of attention and support they need. There are occasional inconsistencies in the effectiveness with which teachers assess pupils' learning in the course of lessons.

The improvements to the curriculum, started some time ago, are beginning to take effect. As leaders have correctly assessed, there is still some way to go to reach a good strategy promoting literacy and numeracy across the curriculum and to raise standards

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<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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as high as possible. However, a variety of topics such as 'castles' and 'pirates' have been, or are being, developed, linking subjects together in enjoyable ways for pupils and incorporating literacy and numeracy. Existing initiatives supporting reading, writing and mathematics are proving their worth in pupils' interest in learning and the rise in standards. The good enrichment of the curriculum, particularly through sports or learning to play steel drums and African drums, helps to make pupils' experience of school an exciting one. Pupils with a talent in sport have been able to pursue elite coaching in gymnastics and football.

Pupils and parents hold positive views about the care, guidance and support provided by the school. Staff work as an effective team in keeping pupils safe and caring for them. Pupils arriving from abroad, speaking little English, settle quickly and find friendships easy to make. The needs of those who are in potentially vulnerable circumstances, who find learning more difficult than most or who are learning to speak English are well-understood and supported. Close links with many agencies ensure where additional and specialist support is required this is coordinated effectively.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?**

The headteacher's and senior leaders' drive to improve standards and progress in writing and mathematics has paid dividends and the school is more effective as a result. Curriculum improvements are taking shape so that pupils' work and activities are increasingly challenging and enjoyable. They all have good opportunities to achieve, especially as the school is strongly committed to the equality of opportunity of all its pupils and the removal of any discrimination. Most improvement is in the quality of teaching and use of assessment, which has come from the good monitoring and evaluation by leaders, linked to continual support and training for teachers and their assistants. The close and regular tracking of pupils' progress informs decision-making effectively at senior level and in the classroom on choosing the strategies to support individuals and groups of pupils.

The governing body is robust in its support of the school. Governors are well-informed through reports from the headteacher and other leaders and also through their regular engagement with staff, pupils and parents. They have ensured safeguarding arrangements for pupils are firmly in place and these are robust in keeping pupils safe. Governors take a close interest in curriculum development and are ensuring the most

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appropriate provision is developed in order to raise standards. Good partnerships add value to the curriculum, such as sports links which provide coaching and daily exercise activities. Equally, apprentices from local industry organised a theme day based on design technology challenges. This provided opportunities for pupils that the school could not itself have offered. Governors and school leaders are committed to promoting community cohesion and do so satisfactorily through the engagement with parents and the community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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**

Many of the children starting the Early Years Foundation Stage have skills that are well below the level expected in all the areas of learning. Teaching is satisfactory and activities are planned to provide children with a broad range of experiences, both child-initiated and adult-led, covering adequately all areas of learning. Nearly a third of children are learning to speak English as an additional language and this is promoted effectively through strong emphasis on the use of language. Children make satisfactory progress, although many finish Reception with well below average attainment, especially in writing and calculation. These areas do not receive any greater attention than other areas of learning, although they do affect the start children make in Year 1. Sound procedures are used to assess children's attainment and progress. The Early Years Foundation Stage leader has a sound understanding of strengths and weaknesses in provision and this has given a clear insight into areas for improvement. The understanding that children need the best possible start to education in Early Years Foundation Stage is leading the school to plan an increase in staffing.



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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>3</b>
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**

A small minority of parents returned questionnaires and these expressed mostly positive views of the school. A very few parents raised some concerns, in particular that they were unhappy with their children's experience at school. During the inspection pupils were seen to enjoy school and of those Key Stage 2 pupils who returned questionnaires, the great majority said they enjoyed school and all of them said they learned a lot in lessons.

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

Ofsted invited all the registered parents and carers of pupils registered at Sinfin 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 142 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	50	13	43	0	0	0	0
The school keeps my child safe	12	40	13	43	3	10	0	0
The school informs me about my child's progress	12	40	12	40	4	13	0	0
My child is making enough progress at this school	16	53	11	37	3	10	0	0
The teaching is good at this school	14	47	14	47	1	3	0	0
The school helps me to support my child's learning	15	50	10	33	4	13	0	0
The school helps my child to have a healthy lifestyle	13	43	17	57	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)	8	27	17	57	1	3	2	7
The school meets my child's particular needs	12	40	11	37	3	10	1	3
The school deals effectively with unacceptable behaviour	6	20	17	57	4	13	1	3
The school takes account of my suggestions and concerns	6	20	17	57	5	17	0	0
The school is led and managed effectively	9	30	14	47	3	10	2	7
Overall, I am happy with my child's experience at this school	13	43	10	33	6	20	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.**



14 June 2010

Dear Pupils

Inspection of Sinfin Primary School, Derby, DE24 9HG

Thank you for your warm welcome and help during our visit to your school. Thanks also to the group of pupils who met with me to share their views of school. Your school has been judged to be satisfactory at this time, which is a good improvement since its last inspection, when it caused some concern.

Your school is effective in several ways.

You are making good progress as a result of your hard work in lessons and the hard work of staff in improving teaching and learning.

The standard of your work, especially in writing and mathematics, is improving.

You feel safe, your behaviour is good and you are really helpful around school with the many responsibilities you manage.

You enjoy school a lot, especially the many sports and other activities there are on offer.

Your headteacher, staff and governors have worked hard and have succeeded in bringing about much needed improvements.

Your school could be more effective if:

- standards continue to rise, particularly in English and mathematics
- in all lessons, as in the best, teachers took extra care in finding out what you have learnt in order to help them plan their lessons even better
- in the Nursery and Reception classes, staff gave greater attention to helping children improve their writing and calculation skills.

I hope you continue to keep up your good behaviour and hard work as this will lead to you achieving higher standards. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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