

# Stonebroom Primary and Nursery School

## Inspection report

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<b>Unique reference number</b>	112621
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378522
<b>Inspection dates</b>	24–25 January 2012
<b>Lead inspector</b>	Joanne Harvey HMI

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>	145
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Smith
<b>Headteacher</b>	David Cook
<b>Date of previous school inspection</b>	11 October 2006
<b>School address</b>	High Street Alfreton DE55 6JY
<b>Telephone number</b>	01773 872449
<b>Fax number</b>	01773 591804
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	24–25 January 2012
<b>Inspection number</b>	378522



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## Introduction

Inspection team

Joanne Harvey

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed six teachers teaching six lessons jointly with the headteacher. In addition, the inspector made short visits to a series of phonics and other sessions, and scrutinised a sample of books in all classes, also with the headteacher. Meetings were held with groups of pupils, parents and carers, governors, staff and leaders and managers at all levels. The inspector observed the school's work, and looked at: the school development plan, assessment information, the school and local authority monitoring information, lesson plans and school policies. The inspector analysed 28 questionnaires from parents and carers, together with questionnaires from staff and a representative sample of pupils.

## Information about the school

Stonebroom Primary and Nursery School is smaller than the average of similar types. The number on roll has been falling steadily over recent years, resulting in an ongoing restructuring of staffing. A larger proportion than is usually found is known to be eligible for free school meals. Pupils are almost all from White British backgrounds and very few from the very small proportion from other ethnic backgrounds are in the early stages of learning English. The proportion of disabled pupils or special educational needs is similar to that found in most schools. Government floor standards have been met over the last year.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school, with good features. Attainment is broadly average in English and mathematics. From low starting points, children make good progress in the Early Years Foundation Stage and sustain this in Key Stage 1. They make good progress in reading skills in Key Stage 2, where attainment is above average. In writing and mathematics attainment is broadly average. Due to the focus on writing pupil progress is quickening. In mathematics progress is more varied and remains satisfactory for many pupils.
- Teaching is usually good in the Early Years Foundation Stage and Key Stage 1 so that pupils reach expected levels. English teaching has improved, but features of the most effective teaching are not applied consistently, particularly in mathematics, leading to satisfactory progress in Key Stage 2. Not enough pupils reach the highest levels of which they are capable. Teachers plan memorable experiences, but in mathematics they do not plan enough practical and relevant problem-solving opportunities, or ensure pupils can explain and record their strategies. Good support for disabled pupils, those with special educational needs, and those facing social and emotional challenges enables these pupils do well.
- Behaviour in lessons and around the school is now good. Attendance has improved and is better than in most schools. Pupils make a significant contribution to the smooth running of the safe school environment.
- Senior leaders know the schools' strength and weaknesses. They have secured improvements, but more rigour is required to bringing consistency to the quality of teaching and improvements to the maths curriculum.

Schools whose overall effectiveness is judged satisfactorily may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment to above average and quicken pupil progress by:
  - bringing more rigour to systems for monitoring and evaluating the quality of teaching and learning
  - ensuring the most effective elements of teaching seen are applied consistently throughout the school
  - ensure teachers plan work to challenge all pupils to reach the highest levels of which they are capable
  - provide practical, hands-on and relevant problem-solving opportunities in mathematics, ensuring pupils can explain and record the strategies used
  - provide more opportunities for pupils to use their mathematical skills to the highest level in other subjects.

## Main report

### Achievement of pupils

The achievement of pupils from all ethnic heritages is satisfactory. Parents and carers who returned the inspection questionnaire are happy that the school meets their children's needs, develops their basic skills and ensures their achievement is good. This is true in some, but not all cases.

Though standards have fluctuated, for the last three years pupils have attained broadly average levels in English and mathematics by the time they leave, similar to the last inspection. There have been improvements. For example, children's knowledge and skills have been improving steadily in the Early Years Foundation Stage. Whilst they enter with levels of understanding which are often lower than most children of a similar age, they enter Year 1 now having caught up with their personal, social and emotional development and early literacy skills and their skills in other areas are just below the levels expected. They continue to do well in Years 1 and 2, where standards have also been improving steadily to be broadly average in writing and mathematics and above average in reading. This accelerated progress in reading is due to the good focus on developing children's language skills right from the start. It is due also, to the systematic teaching of the sounds that letters make which has been extended through Key Stage 2, along with the effective teaching of higher-order reading skills. As a consequence, pupils' reading skills throughout the school are better than those normally expected and any gaps have been filled. Pupils say they love to read and take delight in discussing their favourite books.

Improving writing has been the main focus of improvement. More rigour has been brought to assessment and feedback to pupils and pupils have more opportunities to write at length in a range of contexts. Consequently, evidence confirms that the progress pupils make in writing is quickening. This is not the case in mathematics, where school tracking data, evidence in pupils work and in lesson observations shows that progress is often slower.

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The school is successful in closing the gaps in attainment between some groups of pupils. For example, pupils known to be entitled to claim free school meals usually catch up. Boys catch up and often overtake girls, though not enough of the most-able girls and others who find learning more easy are successfully encouraged to excel. A strength of the school is the prompt assessment, focused interventions and close monitoring of disabled pupils, those with special educational needs, or in potentially vulnerable circumstances, so that they do well

Pupils' communication skills and confidence are developed successfully. The pupils are keen to do their best. They apply their basic literacy skills well in different subjects, but have fewer opportunities to do this in mathematics. Importantly, the school develops personal skills, including behaviour, so pupils make the most of their opportunities, whatever their quality. They were keen to report to the inspector that they enjoy school, as is further evidenced by their above-average and much-improved attendance.

**Quality of teaching**

Teaching is satisfactory. The inspector agrees with the response of parents and carers in that it has some good features. It is consistently good in the Early Years Foundation Stage, where all adults have a good understanding of the Early Years' Framework and of how to ensure young children learn well.

All teachers promote positive relationships and work tirelessly to manage and promote good behaviour so that lessons are calm and purposeful and pupils develop good attitudes to learning. Pupils show tenacity and sustain concentration, even when tasks are not stimulating or challenging. Teachers plan conscientiously, though, occasionally, plans lack high-enough expectations for the most able. Lesson objectives are clear so pupils know what to do to be successful. Teachers' ability to assess accurately has grown, particularly in English, where they are using this information to plan interesting and stimulating lessons, with tasks which match abilities and needs closely. This is not always the case in mathematics, where sometimes, for example, pupils of all abilities carry out similar tasks or spend time carrying out tests to confirm the teachers' own assessments; this means time for teaching and learning is lost. Pupils say that they enjoy and learn more in lessons where they have first hand experiences, hands-on and problem-solving opportunities. The positive impact of this can be seen in their 'Exciting Writing' folders. They are not as enthusiastic about mathematics lessons, where they work through work books or complete worksheets which sometimes place a limit on their learning, especially for the most able.

In an example of a lesson which was typical of the best seen, younger pupils made good progress in their learning about how to sequence a story. This was because exciting visual and other resources engaged them and reinforced their learning. They were able to act out the story, retell the story, talk to their partners to test out and develop their ideas, and then put their learning into practice through well-chosen activities with different levels of difficulty. All the time, the adults in the class were

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checking everyone's understanding, asking questions to challenge their thinking and make them explain their ideas confidently so that their learning moved on at a rapid pace. These effective features are not applied consistently. For example, in another lesson, pupils made slower progress in their understanding of remainders and fractions because some worked independently at a task for too long without the teacher discovering that they had misunderstood. More-able pupils were set a more-challenging task, but were unable to explain or record their strategies to solve a problem because they were not practised in doing so.

Most pupils know their targets and say that the targets help them to improve their work. Some good examples of marking were seen, with comments to help pupils improve and time to address mistakes. Pupils were encouraged to assess their own understanding. These practices are not yet embedded throughout school.

The curriculum is broad and enriched through, for example, educational visits and opportunities to experience the creative arts. Pupils say they look forward to the performances they put on as a whole school twice a year. Homework supports learning in lessons and allows parents and carers to understand and support their children's work. A strength of the curriculum is its good promotion of pupils spiritual, moral, social and cultural development. This underpins the school's work and is woven through all lessons so, for example, the pupils are able to work harmoniously and supportively together and are able to reflect and discuss issues maturely.

Additional adults and plentiful resources are used well. Teaching strategies are often good in meeting the individual needs of pupils. It is part of the school ethos to 'go the extra mile' to ensure that barriers to learning are removed and that pupils and their families feel included. Therefore, with the help of a range of other agencies, staff ensure that, for example, those pupils in the most potentially vulnerable circumstances do well.

### **Behaviour and safety of pupils**

A small minority of parents and carers who responded to the inspection questionnaire reported their concerns about behaviour and bullying. The inspector found that, because of the consistent and effective strategies employed, pupils behave well in lessons and around school and respond well to the embedded system of rewards and sanctions. Evidence shows that unacceptable behaviour, including racism and bullying, has reduced considerably and is now extremely rare. Pupils report that issues are dealt with swiftly and appropriately so they feel very safe and happy to come to school. Pupil's behaviour was seen to be consistently good in lessons and on the playground. They have positive attitudes to learning and, where progress does slow in lessons, it is due to teaching and curriculum rather than poor behaviour. The school has an excellent record in welcoming pupils who have faced challenges in maintaining good behaviour elsewhere and records show that these pupils have gone on to make accelerated progress and perform equally as well as their peers.

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It is evident that the school is a harmonious community. Pupils recognise their role in keeping it so and are proud to carry out any jobs that help it to run smoothly. They work together supportively in lessons and volunteer to be mini-leaders and members of the school council. They are courteous and helpful. Curriculum programmes and extra-curricular activities ensure that pupils are confident about many ways to help keep themselves safe, such as from the dangers of roads, fire and the internet. They are also adamant that, should they have any worries or concerns, there is someone available to help them. Pupils say they are very happy to come to school and demonstrate this through their above-average levels of attendance.

### **Leadership and management**

The headteacher, staff team and the governing body have focussed successfully on creating a harmonious community within the school, where everyone is included, feels safe, well cared for and able to succeed. Improvements have been secured since the last inspection. The Early years Foundation Stage continues to thrive. The good leadership of English has ensured reading is now a strength throughout the school. Writing is improving and the tenacious approach to securing good behaviour and spiritual, moral, social and cultural understanding has paid dividends. The systems for monitoring and evaluation have been successful in identifying potential weaknesses, such as the underachievement of boys and those known to be entitled to claim free school meals, and these have also been tackled successfully and indicate both the school's commitment to the promotion of equality and its capacity to improve. However, securing consistently good teaching across school and good-quality provision in mathematics has not been pursued rigorously enough by school leaders. The system for tracking the performance of pupils has improved recently, but is only beginning to give leaders an accurate picture of pupils' performance. Staff are given professional development opportunities and are held accountable through a performance management process which evidences success, but is not sufficiently focussed on the progress that pupils make.

The governing body is highly supportive and committed to the school, but the information it receives does not help it to hold leaders sufficiently to account for the school's performance. It ensures that statutory requirements for safeguarding and child protection are met well, together with ensuring equality of opportunity for all.

The successful promotion of pupils' spiritual, moral, social and cultural development is woven through the curriculum and throughout all aspects of school life. Consequently, pupils are able to reflect on and discuss maturely issues that concern them. They are well prepared for life in a multicultural, multi-faith society. Work for the International Schools award has helped to secure their global understanding. Good leadership of special educational needs ensures provision is made for care and welfare which goes beyond that normally seen, ensuring that – whatever the need – every pupil and family members are able to take full advantage of school life.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 January 2012

Dear Pupils

**Inspection of Stonebroom Primary and Nursery School, Alfreton, DE55 6JY**

Thank you for making me so welcome when I came to inspect your school recently. This letter is to tell you what I found out about your school.

I think Stonebroom Primary and Nursery School is a satisfactory school. It has some good features. Your teachers work hard to plan interesting activities for you to do in most subjects. As a result, you make good progress in your reading, improving progress in your writing, but only satisfactory progress in mathematics. When you leave, your attainment is similar to that of pupils in most schools. The youngest children settle quickly into the Early Years Foundation Stage and make good progress and go on to do well in Years 1 and 2. Those of you who find work more difficult or need other practical help in the classroom to access the curriculum get good support so that you can do well.

You told me in person and in your questionnaires that your school is a happy place. You said also that teachers look after you well so that there is always someone there for you if you have worries or concerns. I was impressed with how well your teachers help you to behave and get on with each other. Also, you concentrate well on your work and try hard to do your very best, even when the lessons are not as interesting or challenging. Your attendance is much improved and is now better than in most schools.

The headteacher, staff and governing body want the best for you and are keen for your school to be even better. That is why I have asked them to check more carefully to make sure that all teaching is as good as the best I saw. I want them to make sure that they plan work which challenges you all to excel. I have asked them to make sure you use your mathematical skills in different subjects, to solve problems and be able to talk about and write down how you have solved them. You can play your part by continuing to behave well and coming to school every day.

Yours sincerely

Joanne Harvey  
Her Majesty's Inspector

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