

# Aston-on-Trent Primary School

## Inspection report

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<b>Unique Reference Number</b>	112502
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357115
<b>Inspection dates</b>	14–15 October 2010
<b>Reporting inspector</b>	Lois Furness

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ashley Hayward
<b>Headteacher</b>	Lindsey Kalirai
<b>Date of previous school inspection</b>	7 July 2008
<b>School address</b>	Long Croft Derby DE72 2UH
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## Introduction

This inspection was carried out by three additional inspectors. They observed sixteen lessons, and saw eight teachers and one teaching assistant teach. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised documentation including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent report of the School Improvement Partner. In total, 59 parents' and carers' questionnaires were analysed. The team also analysed 108 responses to the Key Stage 2 pupil survey, and 14 responses to the staff questionnaire.

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

- How well are the most able pupils in Years 3 to 6 challenged, especially in mathematics?
- Has the difference in boys' and girls' attainment in the Early Years Foundation Stage and in Key Stage 1 in reading and writing been rectified?
- How effectively does the leadership, including the governing body, respond to any identified weaknesses?

## Information about the school

In this average sized primary school, almost all pupils are White British. The few pupils from minority ethnic groups are fluent English speakers. The proportion of pupils who have special educational needs and/or disabilities is well below average, although the proportion of those with a statement of special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is well below average. The Early Years Foundation Stage consists of one Reception class. The school has gained a number of awards including Healthy Schools status, Sports Activemark (Silver) and Basic Skills Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Aston-on-Trent provides a good education for its pupils. There is a very positive atmosphere in the school, created by the good care, guidance and support provided. Pupils enjoy school and attendance is high. They say they feel safe and know they can talk to adults about any problems they are having. Pupils' understanding of the importance of leading a healthy lifestyle is very secure, as pupils eat healthily and participate wholeheartedly in the many sporting activities available to them in and out of school. These activities include dance, martial arts, multi-sports, football and cycling. Pupils' spiritual, moral and social development is good, with strengths in the latter two areas. Pupils clearly know right from wrong, showing respect and care for one another. They are eager to support the school community, for example, as school councillors, mini-leaders, 'buddies' and peer mediators. They readily raise money for a range of charities such as the Uganda Orphanage, and are keen to represent the school in community activities, helping to staff stalls at the summer and Christmas fairs, being involved in the 'Well Dressing Festival', and attending local church events. While pupils have a good awareness of their own locality, their understanding of the diversity of life in the United Kingdom and in the wider world is underdeveloped.

Over recent years, attainment by the end of Year 6 has been well above average in English. In mathematics, attainment has fluctuated, and the most able pupils have not consistently attained the level they should. The leadership responded well to the decline in mathematics attainment in 2009. Actions taken by the school have raised the level of challenge for more able pupils in Years 3 to 6. As a result, more pupils attained Level 5 in mathematics in 2010, than in the past. However, the analysis of progress information shows although progress is good, it is faster in some year groups than in others. Target setting for Year 6 pupils is rigorous, but targets are not set for all pupils on a yearly basis. This means teachers do not have clear guidance about the level of attainment expected. Meetings take place to discuss progress, but these in the past have not been able to ensure the consistently good progress of pupils, especially in mathematics.

All staff and governors share the headteacher's clear vision for school improvement and a strong team ethos is evident. Self-evaluation is thorough, and successfully identifies the right priorities to bring about sustained improvement. Almost all parents who responded to the questionnaire feel that their children enjoy school and they are kept safe. A small minority feel that the school does not take enough regard of their suggestions and concerns. The leadership, including governors, are not complacent and rigorously question any weaknesses in provision, taking any necessary action. The impact of this can be seen in the halting of the decline in mathematics attainment, and in the narrowing of the gap between boys' and girls' attainment in the Early Years Foundation Stage. This alongside maintaining well above average attainment in English shows the school has good capacity to improve further.

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

- Ensure the good progress of all pupils in reading, writing and mathematics by:
  - setting end-of-year targets for all pupils to ensure their progress is consistent year-on-year
  - using regular pupil progress meetings to identify any underachievement, swiftly taking any necessary action.
- Strengthen the school's engagement with parents and carers by improving existing communication systems.
- Develop pupils' understanding of community cohesion by:
  - pupils having more opportunities to interact with others from different ethnic, religious and socio-economic backgrounds that are representative of the different groups found within the United Kingdom
  - extending pupils' understanding of different global communities.

## Outcomes for individuals and groups of pupils

2

On entry to Reception, children's attainment is above that expected for their age. They make good progress in this class and quickly develop an eagerness to learn. This eagerness continues throughout the school as was seen when Year 2 pupils enthusiastically considered how to write a set of instructions to cast a spell on 'Wilbur' to make him multi-coloured. In Year 6, enjoyment was evident as pupils were challenged to draw different shapes. In this lesson, pupils rose to the challenge and were eager to set problems for each other. For example, 'draw a shape with two sets of parallel sides without right angles'. At times however, progress slows when pupils are given work that is too easy or does not build well enough on the skills they already have. Pupils with special educational needs and/or disabilities make the same good progress as other pupils, and many catch up with their peers by Year 6. They are integrated well into school life, and take a full part in everything it has to offer. Boys, in the past, have not achieved as well as girls in reading and writing, especially in Years 1 and 2. However, the gap is closing, as the curriculum is adapted to become more interesting for them. Achievement overall is good.

Pupils are proud of what they do and they try hard to do well. Pupils receive good help to understand their feelings and emotions, and reflect on these well during assemblies. They are satisfactorily broadening their understanding of different cultures through visits and visitors to the school. Pupils' behaviour is good, and is often exemplary. Those who find it difficult to behave are usually managed well, although a few become restless when the pace of the lesson slows or when activities are not challenging enough. Pupils are well prepared for the future and Years 5 and 6 pupils receive first aid training from St John's Ambulance, which greatly enhances their life skills. Through the partnership with Rolls Royce, pupils have been able to link to 'real world' issues through a range of practical activities such as problem solving, managing a budget to decide on appropriate resources, visits to the factory and graduates working in school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

Good teaching and learning and a well-planned curriculum that brings different subjects together into theme weeks, successfully secure the good progress pupils make, both academically and personally. A good range of visits and visitors and well-attended extra-curricular activities covering, for example, sports and the arts, enrich the curriculum further. Pupils are offered the chance to learn a musical instrument including the violin, woodwind, brass, guitar and keyboard. The Year 4 pupils have had the opportunity to perform on two occasions at Derby Assembly Rooms giving them memorable experiences, which has improved their confidence and self-esteem. Pupils also learn a modern foreign language, with the French teacher from the local secondary school teaching French to the Year 6 class.

Teachers generate a positive learning ethos in the classroom. They relate well to pupils, and successfully find different ways of motivating them, for example by the use of the interactive whiteboard. Learning is made interesting and there is a strong emphasis on outdoor activity. Pupils are encouraged to collaborate and share ideas. In most lessons, assessment information is used well, and lessons proceed at a brisk pace. When this occurs, progress is good and often outstanding. Occasionally however, activities are not challenging enough and pupils repeat activities, which they have carried out before. There is a lack of urgency at times in some classrooms, and expectations are not high enough.

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Most marking is good and pupils know what they need to do to improve. Teaching assistants are usually well briefed, and they make a good contribution to pupils' learning.

Arrangements for the care of all pupils are well organised and effective. As a result, there is good support for personal and academic development and well-being. Induction and transition from year to year are good. Pupils say they appreciate the 'move round' days, which provide them with the opportunity to spend the morning with their new teacher. Parents and carers are appreciative of the after-school club, which provides a caring environment for their children.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The leadership provides clear educational direction. Self-evaluation is based on firm evidence so that the school has an accurate picture of its many strengths and of the way ahead. It knows that pupils' good progress could be even faster. The actions taken over the past year have been effective, but there is still more work to do to maximise the progress of all pupils in both English and mathematics. The governing body is knowledgeable about the strengths and development areas. It is actively involved in the school's work making visits to classrooms with subject leaders and then reporting the information to the full governing body. Statutory requirements in respect of equal opportunities and safeguarding are met. Staff work hard to ensure that discrimination is tackled and girls and boys have equal access to all activities that are offered.

The effectiveness of the school's work with parents is satisfactory although a small minority do not think the leadership listens well enough to their suggestions. The promotion of community cohesion is satisfactory. Good links are evident within the local community, and partnerships with agencies include the exchange of good practice with schools, and the local technology colleges. Sports, language and music partnerships extend pupils' learning opportunities well, and links with agencies such as the police and fire services and the local church are supportive of pupils' health, safety and well-being. However, pupils are less well informed about the diversity of different communities within the United Kingdom and the wider world.

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*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>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>2</b>

## Early Years Foundation Stage

Children make good progress in the Reception class and begin Year 1 with skills that are above average. Good induction procedures ensure that they settle quickly. This was evident even at this early stage in the school year. Children are happy and eager to learn, and good teaching ensures that they are provided with a stimulating learning environment. Lessons take good account of children's interests as was seen when three 'policemen' enjoyed making a list of 'traffic offenders'. Adult-directed activities successfully develop children's literacy and numeracy skills, while child-initiated play effectively promotes their independence. Although teaching is good, at times there are missed opportunities for adults to extend learning by asking probing questions. Procedures to ensure children's welfare are good. Children have good relationships with adults and play well with each other, taking turns and listening to one another. Children's progress is carefully monitored, and photographs and observation notes record steps in their learning. Access to outdoor play is good. Good leadership and management have created an effective team who are continually striving to improve the provision further.

*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	2

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Stage

## Views of parents and carers

The vast majority of parents and carers who made their views known to inspectors through the inspection questionnaires, are particularly pleased with their children's enjoyment of school, and how safe their children feel. However, a small minority had a number of concerns, which were followed up during the inspection. A small minority of parents were concerned about their child's progress and evidence shows that although progress is good overall, it is faster in some year groups than others. A small minority would like to see improved lines of communication with the school and more account taken by the school of their suggestions and comments.

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

Ofsted invited all the registered parents and carers of pupils registered at Aston-on-Trent 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	61	22	37	0	0	0	0
The school keeps my child safe	32	54	25	42	1	2	1	2
My school informs me about my child's progress	16	27	34	58	4	7	1	2
My child is making enough progress at this school	16	27	33	56	6	10	0	0
The teaching is good at this school	21	36	24	41	4	7	0	0
The school helps me to support my child's learning	20	34	30	51	4	7	2	3
The school helps my child to have a healthy lifestyle	25	42	32	54	1	2	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)	18	31	31	53	2	3	2	3
The school meets my child's particular needs	14	24	37	63	2	3	1	2
The school deals effectively with unacceptable behaviour	18	31	27	46	5	8	4	7
The school takes account of my suggestions and concerns	11	19	29	49	8	14	2	3
The school is led and managed effectively	19	32	24	41	7	12	4	7
Overall, I am happy with my child's experience at this school	24	41	26	44	4	7	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



18 October 2010

Dear Pupils

**Inspection of Aston-on-Trent Primary School, Derby, DE72 2UH**

Thank you for making us feel so welcome when we visited your school recently. We really enjoyed meeting you. After spending two days in your school, talking with you and your teachers, looking at your work and watching you learn we have judged that your school is good. We thought that you behave well in lessons and around the

- school and we could see that you are caring towards one another. You always try to do your best. We were impressed that you knew all about the importance of leading a healthy lifestyle and you told us how you appreciated the many sporting activities available. You know how to keep safe for example, when using the internet and the importance of not speaking to strangers. We were amazed at all the things you do to help each other within the school and the local community. However, we felt that you could find out more about communities both in the United Kingdom and worldwide. We have asked the staff to look at ways of developing this.

You told us that your lessons were fun and we could see why; your teachers work very hard to make learning interesting and plan an interesting curriculum for you. By Year 6, you usually attain standards in your work that are higher than those found in most schools, especially in English. However, although you make good progress, we think that in some year groups progress is not fast enough. So we have asked staff to set you yearly targets to ensure you are all learning as well as you can.

Finally, we would like you to thank your parents and carers, who told us what they thought about the school. Although most were pleased you were happy, and you were kept safe, some of them felt that their ideas and worries were not listened to carefully enough.

Thank you again for your help and congratulations on your excellent attendance! Keep this up.

Yours sincerely

Lois Furness

Lead inspector

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