

# Herbert Strutt Primary School

## Inspection report

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<b>Unique Reference Number</b>	112789
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	378561
<b>Inspection dates</b>	15–16 September 2011
<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>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Pygott
<b>Headteacher</b>	John Murday
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	Thornhill Avenue Belper DE56 1SH
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed parts of 18 lessons taught by eight teachers. Inspectors held meetings with members of the governing body, groups of pupils, leaders at all levels, the special educational needs coordinator and the Early Years Foundation Stage leader. The school improvement plan, safeguarding documentation, assessment records, planning documentation and the School Improvement Partner's reports were scrutinised, as was pupils' work in lessons and on display. In total, 84 parents' and carers' questionnaires were analysed. The returns of 103 pupil questionnaires and three staff questionnaires were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the declining trend in attainment in reading, writing and mathematics by the end of Year 2 and in English at the end of Year 6 has been halted.
- How well the English and mathematics curriculum matches the needs of boys and pupils with special educational needs and/or disabilities throughout the school.
- The thoroughness of self-evaluation in identifying key improvement points in order to ensure fluctuations in attainment and progress are eliminated and all groups of pupils achieve well.
- Whether children's achievement in the Early Years Foundation Stage is effectively built upon in Years 1 and 2.

## Information about the school

In this smaller than average-sized primary school almost all pupils are White British. 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 number of pupils known to be eligible for free school meals is above average. Provision for Early Years Foundation Stage children is provided in a Reception class. The school has a number of externally accredited awards including National Healthy Schools status, Arts Mark silver, Basic Skills Quality Mark and Activemark.

**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

Herbert Strutt Primary School provides a satisfactory quality of education. Pupils enjoy school, as confirmed by their above average attendance. Behaviour is good. Pupils feel safe as a result of effective care, guidance and support and the good safeguarding practices which pervade much of the school's work. Relationships are good and the friendly, caring atmosphere contributes to the favourable views of the school expressed by pupils, parents and carers. Comments such 'This is a wonderful school with a strong community spirit.' and 'Everyone matters here!' show how positively the vast majority of parents and carers view the school.

Children get a good start to their education in the Early Years Foundation Stage and as a result of good teaching they make good progress. However, progress is not as fast in other year groups and is therefore satisfactory overall. Over the last three years, attainment, although broadly average, has declined in reading, writing and mathematics at the end of Year 2, and in English by the end of Year 6. In 2011 however, attainment in English improved with more pupils attaining the expected level than in the previous year. In addition more pupils attained the higher level in mathematics than they have done in the past. Furthermore, the decline in attainment by the end of Year 2 has been halted. Nevertheless, although there is useful assessment information available, it is not used rigorously enough to ensure that all pupils make the progress of which they are capable. Teaching is satisfactory overall with instances of good and outstanding practice. In good or better lessons, teachers have high expectations of what pupils can do, learning intentions are clear and pupils know how to achieve success in their work. However these practices are not consistent throughout the school. At times, teachers talk to pupils for much too long and do not use strategies to ensure that they are actively engaged in all parts of the lesson. Consequently, pupils lose concentration, and learning – particularly that of boys – slows.

Leaders have an accurate view of the school's strengths and weaknesses and the school improvement plan identifies appropriate priorities. Regular monitoring of teaching takes place, but leaders do not evaluate the impact of teaching on learning well enough. The school's scrutiny of planning, pupils' work and progress records are not sufficiently rigorous to identify underachievement quickly and take necessary action in good time. Half-termly progress meetings are held but as yet, staff do not set challenging targets for pupils and are not held accountable for their progress towards them. The governing body is supportive and meets regularly to update policies and procedures. However, it does not challenge the school's performance

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strongly enough by checking whether pupils are learning as well as they should in each year group. Self-evaluation is too generous, and has not taken account of the uneven progress of pupils. Nevertheless, the halt in the decline of attainment at the end of Year 2 and Year 6, and the satisfactory resolving of the key issues of the previous inspection indicate that the school has satisfactory capacity to improve further.

Up to 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.

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

- Accelerate pupils' progress in Years 1 to 6 by:
  - using assessment information carefully to plan precisely the next steps of learning for each pupil
  - raising teachers' expectations of what pupils are able to do in all parts of the lesson
  - improving teachers' use of strategies to promote pupils' active engagement in learning, especially boys'
  - ensuring that all pupils know the intended learning in all lessons, and how to achieve success
  - involving the Early Years Foundation Leader in ensuring that the good progress in Reception continues into Year 1.
  
- Sharpen monitoring and evaluation procedures by:
  - establishing a rigorous cycle of monitoring planning, work in pupils' books and pupils' termly progress information
  - ensuring that lesson observations focus on pupils' learning and that the feedback given clearly evaluates the impact of teaching on progress
  - making staff accountable for the progress of pupils through the setting of challenging targets and monitoring the pupils' progress towards them
  - improving the effectiveness of the governing body by developing its ability to provide constructive challenge and hold the school to account for pupils' performance.

### **Outcomes for individuals and groups of pupils**

**3**

Attainment on entry to the school in the Early Years Foundation stage is below that expected for the children's age and is broadly average by the time they enter Year 1. Achievement and progress are satisfactory thereafter, although progress is good in lessons where expectations are high. For example, in Years 5 and 6 in both writing and mathematics lessons, pupils were set challenging tasks. Good subject knowledge and targeted questioning ensured that all pupils fully understood what they had to do to produce a good piece of work. However, in less effective lessons pupils are

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often involved in low level drawing or ‘show and tell’ activities where limited new learning occurs. Pupils with special educational needs and/or disabilities make similar progress to their peers, as do more able pupils. This satisfactory progress is a result of completing activities that are not consistently matched to their learning needs. There were no differences noted between boys’ and girls’ attainment during observations, but assessment information indicates that boys do not attain as well as girls in English or mathematics.

Behaviour in lessons and around school is good and reflects pupils' good spiritual, moral, social and cultural development. Pupils show good respect for the feelings and beliefs of others. They have good attitudes to learning and try hard to do their best work. Pupils say they feel safe and are confident that any bullying will be dealt with quickly and fairly. They have a good understanding of the main threats to their health and how they can be avoided. Many take part in a variety of sporting activities and recognise the importance of exercise. Pupils enjoy taking responsibility and have a good range of opportunities to contribute to the school and local communities through the work of the school council, for example. Their satisfactory and improving skills in literacy and numeracy, good behaviour, good social skills and their above average attendance prepare pupils satisfactorily for secondary education and the future world of work.

*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>	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?**

Good teaching and outstanding teaching was observed during the inspection but

<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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there are inconsistencies in its quality which leads to unevenness in pupils’ progress. Not all teachers consistently share the intended learning with pupils, and they do not always make clear what they will be looking for to indicate the learning intention has been achieved. Assessment is not used well enough in some classes to ensure pupils are given the right activities to enable them to make the progress of which they are capable. Some teachers encourage pupils to share ideas through the use of ‘talk partners’. When used, this strategy is effective, but sometimes pupils sit passively listening to over-long teacher explanations. Teaching assistants support pupils with special educational needs and/or disabilities satisfactorily, so they are able to take part throughout the lesson.

The school places a high priority on pupils' welfare, working effectively with a range of agencies to support pupils whose circumstances make them potentially vulnerable. Those pupils with specific needs, including behavioural issues, are supported sensitively. Induction procedures are good and parents and carers are very appreciative of the way their children are welcomed into school. Although transition to the secondary school is good, transition from the Early Years Foundation Stage to Year 1 is less effective. The curriculum offered to Year 1 pupils is not always appropriate to their needs and does not build well enough on the good start made in the Reception class. Even so, staff throughout the school have worked hard to provide an interesting curriculum which engages interest. A thematic approach has been taken, based on an environmental theme or a book such as ‘Stig of the Dump.’ Extensive enrichment activities are available and pupils appreciate the visits they make and the many visitors to the school. However, pupils’ uneven progress means as yet, the curriculum does not ensure that pupils’ academic needs are fully met.

*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?**

The leadership gives a high priority to pupils' well-being and strategies for ensuring good care, support and guidance are effective. All statutory requirements regarding pupils’ health and safety are met. Safeguarding documentation is of good quality, notably the child protection policy. The school site is very secure and safeguarding is integrated well into the curriculum, so pupils have a good understanding of how to keep safe. However, the effectiveness of leaders in embedding ambition and driving improvement is satisfactory. Monitoring and evaluation does not rigorously ensure that teaching is consistently good and that all pupils make the best possible progress year-on-year. Governance is satisfactory. The governing body, although active with

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members regularly visiting the school, does not provide rigorous challenge about pupils’ achievements. The provision for assuring equal opportunities and the tackling of discrimination are satisfactory. Much effort has been put into ensuring the good pastoral care of pupils. However, while this work has done much to ensure equal opportunities for those with specific needs, it has been less successful in providing consistently good progress for all.

The school’s engagement with parents and carers is good. They are kept well informed of school events. Partnerships with local schools are used satisfactorily to support pupils’ learning and well-being. Community cohesion is strong within the school and the local community, but pupils are less involved in directly engaging with the diverse range of other communities that exist in the United Kingdom and throughout the world.

*These are the grades for leadership and management*

<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>3</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>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

Children join the Early Years Foundation Stage with skills and understanding that are below those expected for their age. They settle quickly and happily in a welcoming and stimulating environment where adults take good care of them. Children learn to take responsibility for small tasks and select activities for learning, sharing well and acting safely. There is a good balance of activities initiated by children and those planned by the teacher, both in the classroom and in the outdoor play area. Planning is detailed and thorough, and based on close observations of children’s learning. As a result of good teaching, progress is good, and by the end of the Reception year an above average number of children are working within the Early Learning Goals in all areas of learning. However boys do not attain as highly as girls, especially in writing. This weakness has been identified and a good action plan is in place to raise boys’



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attainment. The Early Years Foundation Stage Leader, as yet, does not work closely enough with the Year 1 teachers to ensure the new Year 1 pupils receive an appropriate curriculum during the autumn term. However, the provision is led well by a knowledgeable expert, supported by a motivated team. All welfare requirements are met and relationships with parents and carers are close and productive.

*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**

An above average proportion of parents and carers responded to the inspection questionnaire. Of those who responded, almost all felt that their children are happy in school and are kept safe. Parents and carers are pleased with their children’s experience of school. They think teaching is good and that their children make good progress. The inspection found that, although there is evidence of good teaching in some year groups, teaching is satisfactory overall resulting in satisfactory progress. A few parents and carers indicated concern about the behaviour of some pupils. Inspectors found behaviour to be good in lessons and around school. A few pupils can present challenging behaviour, but this was managed well by staff and did not interrupt learning. A few concerns were expressed about how well the school takes account of suggestions and concerns. Inspectors found there is an ‘open-door’ policy and the headteacher is available in the playground at the start of the school day to talk to parents and carers and listen to their views.

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

Ofsted invited all the registered parents and carers of pupils registered at Herbert Strutt 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	65	26	31	1	1	0	0
The school keeps my child safe	55	65	28	33	0	0	0	0
The school informs me about my child’s progress	35	42	45	54	2	2	0	0
My child is making enough progress at this school	33	39	49	58	1	1	0	0
The teaching is good at this school	44	52	39	46	0	0	0	0
The school helps me to support my child’s learning	38	45	42	50	2	2	1	1
The school helps my child to have a healthy lifestyle	43	51	39	46	1	1	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)	36	43	44	52	2	2	0	0
The school meets my child’s particular needs	33	39	49	58	1	1	0	0
The school deals effectively with unacceptable behaviour	34	40	40	48	9	11	0	0
The school takes account of my suggestions and concerns	34	40	38	45	10	12	0	0
The school is led and managed effectively	43	51	39	46	1	1	0	0
Overall, I am happy with my child’s experience at this school	54	64	28	33	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



19 September 2011

Dear Pupils

### **Inspection of Herbert Strutt Primary School, Belper DE56 1SH**

As you know, inspectors visited your school recently to see how well you are learning. Thank you to all of you who told us about the things that you enjoy doing and about what you do in your school. This letter tells you what we found. We decided that your school is satisfactory, with some things that are good and some that could be better.

We were pleased to hear you know how to keep healthy, and the Healthy Schools status and the Active Mark award confirm how much you know about leading a healthy lifestyle. You told us you feel safe, and we agree that adults in school take good care of you. You said that you enjoy your lessons, and your above average attendance supports this. You behave well and we found that you do lots to help each other. Those of you in Reception make good progress and learn lots of new things. However this good progress is not built upon well enough in Year 1. We have asked the leader of the Reception class to share some of her ideas to make sure your good learning carries on.

Although some of the teaching we saw was good and even outstanding, it varies too much and we judge it to be satisfactory overall. This means that your progress is also satisfactory, so we have made some suggestions that will make sure you are all achieving as well as you can. To do this, your teachers need to use information about what you know already to plan activities that make you think hard. We have told your teachers that you need to be clear about what you are learning and how to succeed with your work. At times, you spend too much time listening and so we have asked your teachers to use strategies to make sure you are all actively involved in your lessons. Finally we have asked your headteacher and the governing body to check regularly that you all are learning as well as you can.

Thank you again for your help. We know you will continue to work hard and help the adults as they make the changes needed so that your school can become even better.

Yours sincerely

Lois Furness  
Lead inspector

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