

William Rhodes Primary School

Inspection report

Unique Reference Number	112671
Local Authority	Derbyshire
Inspection number	378535
Inspection dates	24–25 November 2011
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Toni Padley
Headteacher	Nigel Turner
Date of previous school inspection	10 December 2008
School address	Hunloke Avenue Boythorpe Chesterfield S40 2NR
Telephone number	01246 234626
Fax number	01246 234626
Email address	info@williamrhodes.derbyshire.sch.uk

Age group	3–11
Inspection date(s)	24–25 November 2011
Inspection number	378535

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by six teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. They scrutinised 72 questionnaires returned from parents and carers, 10 from staff and 68 from pupils.

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

- What is the impact on attainment levels of the high number of pupils who join the school during Key Stage 2?
- How effectively do the partnership arrangements that have been developed support pupils' well-being and academic progress?
- How much impact do leaders at all levels have on raising standards?

Information about the school

This is a smaller-than-average primary school. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is much lower than average and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average and very few have a statement of special educational needs. The proportion known to be eligible for free school meals is above average. An above-average number of pupils join the school partway through their primary school education. The school runs a daily breakfast club. The current headteacher took up his post in January 2010.

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

William Rhodes provides a satisfactory education. It provides good care for pupils. Individual pupils, including those with special educational needs and/or disabilities, are supported well. The good care is extended beyond the school day by the breakfast club. Pupils say they enjoy school and feel safe. Behaviour is good and all of the parents and carers who completed the questionnaire say that any behaviour issues that arise are dealt with well. Pupils have a good understanding of how to stay healthy, and most make healthy choices of food as well as joining in sporting activities both during and after school. Their social and moral development is good.

Leaders have improved the partnership with parents and carers by giving them better information about events and achievement, and involving them more in their child's education. All of the parents and carers who returned questionnaires are happy with what the school provides for their child, and the communications with them. The reputation of the school has improved in recent years and a significant number of pupils now join in different year groups, particularly in Key Stage 2. Attainment at the end of Year 6 is broadly average in English and mathematics and all groups of pupils make satisfactory progress. The school's self-evaluation is accurate and although recent initiatives are yet to have a full impact, it demonstrates a satisfactory capacity for further improvement.

Teaching is satisfactory. There are examples of good teaching throughout the school, and even the satisfactory teaching has some good common elements. However, assessment information is not used consistently well to inform lesson planning, and teaching is not consistently good enough to raise pupils' achievement to the next level. While all teachers display good subject knowledge and have good relationships with pupils, their marking does not consistently help pupils to improve their work, and they do not always give pupils enough opportunities to discuss their learning and understanding of the work. Pupils are becoming involved in assessing their own progress, and monitoring their progress towards identified targets. The school works well in close and productive partnership with the local authority, other local schools and external specialists to raise academic standards and support pupils' well-being.

In the Early Years Foundation Stage, the Reception class has been relocated next to the Nursery as the first step towards having a combined Early Years unit. Currently progress across the two classes is satisfactory, but leaders recognise that the lack of shared systems for planning and monitoring is holding back children's progress.

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

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?

- Raise attainment in English and mathematics by increasing the proportion of lessons that are good or better, by:
 - using the outcomes of assessment consistently well to inform lesson planning, so that all groups are challenged to make good progress
 - developing pupils' speaking and listening skills by giving them more opportunities to discuss their learning and understanding
 - ensuring that the marking of pupils' work always tells them how to improve their work and get to the next level in their learning, and that they are given time to respond to comments
 - always involving pupils in monitoring their own progress and in setting their own targets.
- Improve the outcomes in the Early Years Foundation Stage by completing the planned transition from two separate classes to a combined unit with consistent planning and monitoring throughout.

Outcomes for individuals and groups of pupils**3**

Pupils enter the school with knowledge and skills below the levels expected nationally for their age. The rate of progress varies across the school but by the time they leave Year 6 all groups of pupils, including those with special educational needs and/or disabilities, make satisfactory overall progress. Published performance data on attainment and progress show significant variation from year to year, but are unduly influenced by the number of pupils who join the school partway through Key Stage 2, who have often made less progress in their previous school. Pupils who have been in the school from Reception onwards generally make greater progress and attain higher standards. Pupils behave well in lessons and they enjoy the activities. They confidently ask and answer questions.

In the majority of lessons there is a good pace of learning, with the pupils' enthusiasm evident. In a Year 5/6 English lesson, pupils responded well to the enthusiasm of the teacher and also enjoyed discussing and then generating imaginative sentences using the interactive whiteboard. In a Year 3/4 mathematics lesson, pupils were motivated by being given the task of being a 'maths detective' to solve problems by eliminating shapes based on the evidence provided. Pupils with special educational needs and/or disabilities responded well to the support from the teaching assistants, which enabled them to take an active part within the classroom. In a few of the less successful lessons the work was not matched well enough to the understanding and ability of some pupils.

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

Pupils enjoy opportunities to take responsibility such as being as a school council member, and are enthusiastic about being school ambassadors promoting the school to visitors. They are involved with the local community through activities such as taking part in the Chesterfield-in-Bloom competition and singing in the town and at local residential homes. They make a contribution to the wider community mainly through fund-raising activities. The clubs and sport activities are well attended and pupils say they enjoy the school trips. Broadly-average academic attainment and good moral and social skills contribute to pupils’ satisfactory preparation for their secondary education and later life. Their cultural and spiritual awareness, while satisfactory, is less well developed.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers are increasingly using assessment data to monitor progress. They use a good range of teaching styles and strategies to sustain pupils’ concentration and most lessons have a range of short activities with periods of direct teaching between them to keep pupils engaged. The school is improving the effectiveness of the support for pupils with special educational needs and/or disabilities by ensuring that it takes place within the classroom wherever possible. There is good use of information and communication technology to develop pupils’ workplace skills. The setting of targets for pupils is variable across the school but again it is improving. Teachers mark pupils’ work regularly, although they do not always give pupils sufficient guidance on how to improve it.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

Middle leaders are developing the curriculum well, but the recent changes have not yet had a significant impact on pupils’ attainment. Topic work is used well to make learning more exciting, and good links are developing between subjects so that pupils can consolidate their key skills and see the relevance of their learning. All staff are involved and changes are monitored carefully to ensure that they are effective. In the summer term the curriculum is more flexible in Key Stage 2 to allow pupils to devise and research their own interests and encourage independent learning. The curriculum is enriched by a satisfactory range of visits and visitors. The wide range of extra-curricular activities is well supported.

Good partnerships have been established with external agencies and the local authority, and these provide additional support for pupils’ academic and social needs. These are accessed when needed and the school reports a quick response. Records show that such support is very effective in meeting the needs of pupils whose circumstances make them potentially vulnerable. The staff provide good supervision throughout the day and welfare provision is good, including effective induction for pupils who join the school late. There are good links with the adjacent secondary school, and pupils and their parents and carers say they are well prepared for the move. Procedures to promote good behaviour and improved attendance are effective.

The breakfast club provides a secure and caring environment where there is a happy atmosphere and pupils can enjoy healthy food. All the requirements for the care of pupils are met and there is a good range of supervised activities.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a good understanding of what needs to be done to raise attainment. He has successfully built a good partnership with parents and carers and improved the reputation of the school. He has a clear vision for the future and staff support him. Leaders at all levels are involved in raising attainment, and are being given time to develop their skills. There is a clear system for monitoring progress through pupil progress meetings and developing strategies for support and improvement. Many procedures are not yet fully embedded or applied consistently across the school, but they are beginning to have an impact on raising attainment. Teaching and learning have improved, although as yet not enough lessons are good. Governance is satisfactory. The new Chair of the Governing Body is committed to

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

school improvement and is well supported by the other members. They have an effective committee structure and monitor school performance appropriately. They fully support the headteacher’s drive for improvement.

The effectiveness with which the school promotes equal opportunities is satisfactory. There is no evidence of any discrimination and pupils say that they are all treated fairly. All pupils have the same opportunities within lessons and other school activities. As a result, all groups of pupils make satisfactory progress. Safeguarding arrangements are satisfactory. Statutory requirements are fully met and records of the suitability of all staff to work in the school are all up to date, as are risk assessments. There are good records of meetings with external agencies, for example to support pupils whose circumstances make them potentially vulnerable. School leaders understand the needs of the school community and have ensured that there is good cohesion within the school and that the school works well with the local community. Links with the wider and the global communities are developing appropriately.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are particularly limited in communication and calculation. They make satisfactory progress across all the areas of learning. Parents and carers say they are very happy with the provision and the care given to their children. There are strong links with local pre-school providers and children can access a series of ‘introduction to Nursery’ sessions to help the child and their parent or carer understand what Nursery will be like.

Children are very happy and enjoy the activities, but their communication skills vary

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

significantly. The accommodation is good although at present there is limited interaction between the two classes. The indoor area is well organised and well resourced. The outdoor area, which was originally only accessible to the Nursery children, is excellent. The garden area has been significantly improved since the previous inspection and offers children a wide range of experiences. Teachers make good use of the outdoor area to extend learning. There is a good mix of indoor and outdoor learning, as well as a good mix of teacher-led opportunities and those chosen by the children. Throughout the provision, children behave well and have good relationships with adults and with each other. Systems to monitor and record progress are not yet fully established across the two classes.

The children are well cared for throughout the day and all health and safeguarding requirements are met, including through appropriate first aid provision. Leadership and management are satisfactory. During this transition period to form a combined unit the provision is being led by a member of the senior leadership team until a permanent structure is established.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The parents and carers who returned questionnaires are overwhelmingly satisfied with the school. A few made written comments mainly about their satisfaction with the school compared to their previous experiences. A typical comment was, 'The transformation in my son's academic attainment and equally in his own self-belief and confidence is remarkable. Every adult within the school, both teaching and non-teaching, work in unity to provide a secure, happy and enthusiastic learning and development environment for every individual child.' The only concerns raised related to some specific procedural issues. These are currently being reviewed by the headteacher.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Rhodes 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	58	29	40	1	1	0	0
The school keeps my child safe	47	65	25	35	0	0	0	0
The school informs me about my child’s progress	42	58	27	38	3	4	0	0
My child is making enough progress at this school	41	57	30	42	1	1	0	0
The teaching is good at this school	46	64	26	36	0	0	0	0
The school helps me to support my child’s learning	44	61	24	33	2	3	0	0
The school helps my child to have a healthy lifestyle	40	56	32	44	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)	38	53	33	46	0	0	0	0
The school meets my child’s particular needs	42	58	30	42	0	0	0	0
The school deals effectively with unacceptable behaviour	43	60	29	40	0	0	0	0
The school takes account of my suggestions and concerns	36	50	36	50	0	0	0	0
The school is led and managed effectively	41	57	31	43	0	0	0	0
Overall, I am happy with my child’s experience at this school	46	64	26	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 November 2011

Dear Pupils

Inspection of William Rhodes Primary School, Boythorpe, S40 2NR

Thank you for making us so welcome when we visited your school, and for telling us your views. We really enjoyed our time with you. Your school is giving you a satisfactory education. You are making satisfactory progress because of satisfactory teaching. There are many things we admired most.

- You enjoy your education and you told us that you feel safe in the school, where most pupils behave well.
- There are good relationships throughout the school, and adults look after you well.
- The school is working well with your parents and carers to support your learning.

These are the things we have asked the school to do to raise the quality of teaching and in turn standards, especially in the key subjects of English and mathematics.

- Ensure that teachers consistently refer to information about your different ability levels when planning the work in lessons.
- Give you more opportunities to discuss what you have learnt in lessons and how well you understand it.
- Ensure that teachers' marking always tell you how to improve your work.
- Give you more opportunities to assess your own progress and to be involved in setting your own targets.
- Complete the work started to combine and improve Reception and Nursery, so that planning and the monitoring of progress are equally good for all children.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**