



Walton Holymoorside Primary School

Inspection Report

Unique Reference Number 112645
LEA DERBYSHIRE LEA
Inspection number 278981
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Ms. Susan Aldridge AI

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

Type of school	Primary	School address	Holymoore Road
School category	Community		S42 7DU
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01246 566502
Number on roll	392	Fax number	01246 566502
Appropriate authority	The governing body	Chair of governors	Mrs.Susan Robb
Date of previous inspection	14 February 2000	Headteacher	Mrs. Delyth Girdler

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most pupils are from White British backgrounds and there are small numbers of pupils of different minority ethnic groups. There is a smaller percentage of pupils with learning difficulties and/or disabilities or special educational needs than is usual in a school of this type. Pupils' socio-economic circumstances are favourable. Children enter Reception with above average attainment. The school's work in promoting the arts and healthy lifestyles has been recognised by the Artsmark Silver Award, National Healthy Schools Standard and Derbyshire's ABC (Anti Bullying Charter) Bronze Award. The school moved to a new building in June 2002. Since then there have been several changes in the leadership team, including a change of headteacher and deputy headteacher. Following this, further changes were made as part of the review of staff roles and allocation of teaching and learning responsibilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory, although it sees itself as good. Children in the Foundation Stage have a sound start to their education. Standards by Year 6 are well above average, but taking account of pupils' attainment on entry to school, the progress that they make is satisfactory. There are weaknesses in teaching quality affecting pupils' progress that have persisted since the previous inspection. A lack of continuity within the leadership team has reduced the school's capacity for monitoring and supporting teachers, an area that should have been given the highest priority. Consequently, action taken to improve some areas of weak teaching has not had sufficient impact. Nonetheless, overall teaching quality is satisfactory, and the proportion of good and outstanding teaching has increased since the previous inspection. The leadership team is now in a stronger position to provide support to teachers. An influential development in the last three years has been the introduction of systems for tracking pupils' progress. Staff use good assessment information in English, mathematics and science. Where pupils are not making the progress expected, they intervene and provide support. As a result of this, standards in writing and science have risen. Effective use of additional resources for information and communication technology (ICT) has improved standards in this subject too. The governors and headteacher set an ambitious agenda for change following the headteacher's appointment in 2003. A number of key improvements have been made which have strengthened pupils' personal development and enhanced communication and relationships with parents. The vast majority of parents are pleased with the provision that the school makes for their children. Parents are much involved in school life and in pupils' learning. Pupils' personal development is good; it is promoted well by the good quality personal, social and health education programme and by the good support and personal guidance that is given to pupils by staff. Pupils have good attitudes to learning and this contributes to the progress that they make in lessons, as does their good behaviour. Most enjoy school and this is reflected in their good attendance and enthusiastic participation in a wide range of clubs and activities outside lessons. The school's strong commitment to every pupil's personal and academic welfare is demonstrated by the recent appointment of a member of the leadership team as 'Children's Co-ordinator'. There are good opportunities for pupils to learn about healthy living, take part in physical activities, contribute to the school and the wider community, and develop skills and qualities that will serve them well in adult life. Pupils' spiritual, moral, social and cultural development is good. Provision for spiritual development has been strengthened and pupils sing joyfully, and to a high standard in assemblies. The regular celebration of pupils' achievements fosters their confidence and self-esteem. Relationships between pupils are good; they have improved as a result of a number of initiatives to support pupils during playtime, including anti-bullying strategies and circle time. School rules, rewards and sanctions are respected and well understood. Pupils are pleased to earn the right to eat lunch at the 'Golden Table'. They willingly take responsibility, as playground buddies for instance. The good, broad curriculum enables pupils to develop a thorough understanding of other cultures and customs and promotes tolerance. Through the recently developed school council,

pupils have a voice and are able to influence the curriculum and school life. Their request for a talent show resulted in a most entertaining occasion. Leadership and management are satisfactory. The headteacher has led the school well in several ways. The current leadership team has not been in place long, but members have demonstrated their ability in their roles as subject leaders, and the headteacher has recently taken suitable action to improve weak teaching. Literacy, numeracy and science subject leaders are involved fully in monitoring standards and provision. Leaders of other subjects do not yet have sufficient assessment information to measure pupils' progress, which limits their ability to evaluate standards and provision. However, they carry out competently the other aspects of their roles. There is not enough assessment information yet for the school to evaluate the progress of children in the Nursery, although this is being collected. Altogether, improvement since the previous inspection is satisfactory and so is the school's capacity for further improvement. It provides satisfactory value for money.

What the school should do to improve further

- Monitor and support teaching more thoroughly so that it is consistently good across the school. - Ensure that there is sufficient assessment information to enable staff with management responsibilities to track the progress of pupils in the Nursery and in the Foundation Stage subjects.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Boys' attainment is higher than that of girls, and this is the case across the school, although the gap is narrowing. Children make satisfactory progress during the Foundation Stage. Progress accelerates during Key Stage 1, because teaching is good here, and by Year 2 standards are well above average. In Key Stage 2, progress is slow at first, because there are weaknesses in teaching. In later years progress is better and by Year 6 pupils' overall achievement is satisfactory. Standards are well above average by Year 6. In 2005, the challenging targets set by the school to raise achievement were exceeded. The school is on track to be close to its targets for 2006 for the percentage of pupils to reach Level 4 and above in Year 6. Targets for reading and writing in Key Stage 1 are likely to be exceeded on current information, and that set for mathematics is likely to be narrowly missed.

Personal development and well-being

Grade: 2

Personal development and well being are good. The work done in order to achieve the Healthy Schools Award has been influential in encouraging pupils to make healthy choices at lunchtimes. Appealing physical, adventurous and outdoor activities result in many pupils choosing to take part in and enjoying physical activity. Pupils are sensible and adopt safe practices. Good links with the local community enable pupils to contribute well to others. The choir performs alongside professionals, and pupils

raise funds for others who are less fortunate. Pupils reach high standards in literacy and numeracy, and work well in teams in the classroom, so they are prepared well for the demands of secondary schooling.

Quality of provision

Teaching and learning

Grade: 3

Teaching, learning and assessment are satisfactory. In the great majority of lessons, teaching faithfully reflects the school's agreed characteristics of 'a good lesson'. The three-part lesson is well established. Teachers make it clear what the objectives of the lesson are, and they link these to pupils' previous learning. They question pupils well to check understanding and make them think, and give good feedback to them as the lesson progresses. They review learning well at the end and involve pupils effectively in assessing how well they have done. Most lessons are well planned to cater for the different abilities of pupils. For instance, pupils are often grouped by ability, and are set tasks that challenge them yet are achievable. More challenging tasks are set for gifted and talented pupils; those with learning difficulties are well supported so they make equally good progress. Tasks are appealing, so that pupils are well motivated. A good pace is maintained, so pupils are engaged well throughout the lesson and they make good progress. But in a small number of lessons planning does not take account of the wide range of ability in the class, pupils are over-directed and the pace of the lesson is slow. There are also low expectations of pupils with learning difficulties. In these lessons, pupils show little enjoyment and do not make enough progress.

Curriculum and other activities

Grade: 2

The curriculum is good. The new building is excellent and enables the school to provide a wider range of activities than it did at the time of the previous inspection, particularly in science and physical education. Links with other schools and the wider community provide additional experiences, such as visits, visitors and residential experiences that widen pupils' horizons and promote learning and personal development. Themed weeks stimulate pupils' interest, and pupils and parents greatly appreciate the focus on creativity and art.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. There is good pastoral support and pupils all say that they feel safe and have someone to turn to. There are good arrangements for safeguarding pupils. Risk assessments are carefully carried out and suitable checks are made on staff prior to their appointment. To supplement its tracking of pupils' progress in the core subjects, academic guidance has been strengthened by giving older pupils personal targets to improve their writing. Pupils generally know what these are and

they are fully involved in recording their progress towards these short-term goals. This has helped to improve standards in writing. There are plans to give pupils personal targets in mathematics and science.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has been instrumental in establishing and sharing a vision for the school, improving pupils' personal development, and ensuring that staff have wider access to training opportunities. High standards have been maintained despite many changes in the leadership team. The headteacher has led the development of a shared understanding about what constitutes good teaching and learning, but monitoring and support for this aspect of the school's work has not had the highest priority. Members of the leadership team are skilled teachers, who provide good role models for other staff, and participation in the Primary Leadership Project has given them added confidence and skills. The team is now in a position to monitor more often and support teaching. The school's evaluation of its performance is satisfactory; it involves staff, governors, pupils and parents. The school improvement plan shows all the right priorities; it is a well constructed and detailed document, this was not the case at the previous inspection. Governors make a good contribution by contributing to the agenda for change and keeping the school's work under review.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome in your school, especially to those that spoke to inspectors about their work and school life. We all enjoyed our visit. We came to see how you are all getting on and whether there is anything that could be done better. We found that you are all getting on well enough; most of you are able to reach high levels and you do. You behave well, and attendance is good. You try hard in lessons, and this helps you to make progress. In most of your lessons you are busy, thoroughly enjoy your work and make good progress. In a few lessons, progress is too slow. Teachers will help you to make good progress in every lesson by making sure that you all have work to do that is not too easy, not too hard, but just right. They will make sure that you keep busy throughout the whole lesson. We were pleased to see how well you mature as you get older. Many of you are choosing to eat healthy foods and take exercise. You know how to keep safe. You also contribute to the community beyond the school. We heard the choir and were very impressed with their professional performance. Older pupils take responsibilities and work well in teams. These are things that will be helpful when you become adults. Since Mrs Girdler came to the school there have been lots of changes for the better. You now have a say in what happens in school. Staff are now keeping an eye on your progress in English, maths and science and they need to do something similar for other subjects and for children in the nursery. We wish you every success at Walton Holymoorside Primary School.