



# Duffield Meadows Primary School

Inspection Report

**Unique Reference Number** 112690  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278992  
**Inspection dates** 12 January 2006 to 13 January 2006  
**Reporting inspector** Mr. David Speakman LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Park Road
<b>School category</b>	Community		DE56 4GT
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332840305
<b>Number on roll</b>	320	<b>Fax number</b>	01332840305
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Keith Wharam
<b>Date of previous inspection</b>	10 January 2000	<b>Headteacher</b>	Mrs. Christine Watkins

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 12 January 2006 - 13 January 2006	<b>Inspection number</b> 278992
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized primary school. Attainment on entry to the reception class is above that expected for children of this age. Most pupils come from White British backgrounds, with a few of dual heritage. The proportion receiving free school meals is well below average. The proportion of pupils with learning difficulties and disabilities is well below average. The school has achieved Investors in People Award, Health Promoting Schools and the National Healthy School Status. At the time of the inspection there was an acting head teacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection team agrees with the school that it is a good and effective school. Pupils achieve well and standards are high by the end of Year 6. The school receives a well below average financial allocation and gives very good value for money. The curriculum is good. The main strengths are excellent provision for creativity, pupils' personal development and enrichment. However, there are insufficient opportunities for children in Reception to learn through play in the outside area. Provision in the Foundation Stage is otherwise good. The parents expressed concern about the amount of children in the reception class. The school effectively reduces this number by linking with Year 1, maintaining good progress for all children. Teaching is good throughout the school. Assessment procedures are good and teachers use them well to focus work to different abilities. Not all teachers fully appreciate the use of accurate assessment data to evaluate achievement as pupils move through the school. Pupils' behaviour in class is excellent, creating a comfortable learning environment and promoting pupils' love of school. Pupils are confident they are cared for very well. Leadership and management are good. Although there has been significant recent change, the acting headteacher, governing body and senior management team have quickly settled into new routines. School self-evaluation is good, taking account of a wide range of views, but the school development plan does not project into the long term, nor pay sufficient attention to pupils' achievement. The new leadership is aware and there are plans to improve this. High standards have been maintained in spite of difficult staffing and financial circumstances last year. The school has a clear understanding of its strengths and areas for improvement. There has been a good level of improvement since the previous inspection and there is a good capacity to improve.

### What the school should do to improve further

- Further develop the school improvement plan by extending the time scale and placing a greater emphasis on pupils' achievement. - Ensure that all teachers have a clear understanding of how accurate assessment of pupils' work can be used to track their achievement through the school. - Make better use of the outdoor play area in the Foundation Stage to support children's learning and independence.

## Achievement and standards

### Grade: 2

Children in the Reception year achieve well in all areas of learning so that by the end of Reception almost all exceed the nationally expected standards. Pupils achieve well in Years 1 and 2. Standards are well above average in reading and writing. Attainment in mathematics is above average. The differences between the results last year were due to a group of lower attaining boys and fewer pupils than usual achieving the higher level. Work seen during the inspection confirms well above average standards in literacy. Attainment in mathematics is now on course to be well above average again. Pupils achieve well in Years 3 to 6. Standards are high in English and mathematics and above

average in science. This has been the trend over the last few years. Raising attainment in science is a school priority. Pupils are on course to meet the very challenging targets set for them at the end of the current year. Pupils with learning difficulties and disabilities make good progress. The quality of reading, writing and numeracy in other subjects is very good. Although achievement is good overall, the 2005 test results indicated that it was only satisfactory last year for the pupils in Year 6. This is because there were staffing difficulties and the school was not able to provide the usual focused support. Pupils achieve well in other subjects and the standards seen in art and music are good. Pupils are successful in sporting activities and higher attaining pupils achieve creditable success in events such as mathematics challenges.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Pupils have very good self-esteem because they feel valued, respected and encouraged to contribute to the work of the school. Their enjoyment of school is extremely high and this is reflected in good attendance, very positive attitudes, hard work in lessons and the high aspirations they have for their future. Pupils' behaviour is excellent and they are very supportive of each other when working and playing together. Older pupils care for and support younger ones and Year 6 pupils organise activities and clubs for younger pupils at lunchtimes. Pupils are very aware of how to stay safe and understand the benefits of taking regular exercise and eating healthily. The school has been awarded National Healthy School Status and opportunities for pupils to become involved in sporting activities are extensive. Pupils contribute well to their community through their fund raising activities for charity and involvement in local events such as the Duffield Carnival. They are prepared academically and personally to enable them to achieve well in their lives after they leave the school. Good provision is made for pupils' spiritual, moral, social and cultural development. As a result, pupils relate well to each other and adults, showing empathy for others less fortunate than themselves and an appreciation of the natural world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Lesson planning is good. Teachers plan jointly and ensure that no pupil misses out on learning opportunities. The teachers of the reception and Year 1 classes ensure that when Reception children join Year 1 for lessons, they receive continuity in learning. Planning ensures that pupils of similar age in different classes receive equal provision. In Reception, there are too few planned opportunities for outdoor learning to promote early independence. Teachers have high expectations of pupils' work and they provide good opportunities for pupils to attain highly. When pupils are taught in ability groups, teachers provide different learning activities so that all pupils are pushed, including those with learning difficulties. Assessment is used well in planning activities appropriate to all pupils' learning needs.

Teachers provide for a wide range of learning styles, helping pupils to enjoy their work and enabling them to move onto higher levels of attainment where possible. Through discussion and investigation, Year 5 pupils developed a clear understanding of complex ideas in science, for example. Teachers have a good understanding of what they teach and explain clearly so that pupils are able to move forwards confidently. The management of pupils' behaviour is good. It is based on very good relationships between teachers and pupils and enables teachers to provide lively and interesting learning experiences, which pupils clearly value.

## **Curriculum and other activities**

### **Grade: 2**

The good, well-organised curriculum achieves a good balance between academic learning, creative achievement and personal development. The curriculum reflects the school's aims to promote positive attitudes and a lifelong enjoyment of learning. Good curriculum planning ensures that the needs and aptitudes of all pupils are supported well. There is provision for identified pupils to receive additional focused support, especially in English and mathematics. Because of financial constraints, this kind of support was not possible last year. The emphasis on developing pupils' creative skills is excellent. Several major aspects of personal development have been merged into an outstanding programme of lessons that is taught throughout the school. Careful planning ensures that many important skills are practised and extended across different subjects, including language, creativity, problem-solving and computer skills. The curriculum is enriched exceptionally well by the very extensive range of additional activities that almost all pupils regularly enjoy. These include musical and sporting activities, and also drama, chess, French and origami, addressing a wide range of aptitudes.

## **Care, guidance and support**

### **Grade: 2**

Pupils are confident that the school cares for them very well and helps them to do their best. They say teachers make their lessons fun and help them to learn well. Pupils' efforts and successes are celebrated and very trusting relationships exist between adults and pupils. Consequently, pupils receive good quality guidance and support that helps them to achieve well in a wide variety of activities and develop into confident, productive members of their community. Child protection arrangements are good and procedures to ensure pupils' health and safety are clear and understood by all. The school council is well established and very active in ensuring pupils' ideas for improving the school become reality. For example, improvements to the playground were made at the council's request. Effective procedures ensure new pupils settle quickly into the school community and at the end of Year 6 pupils move successfully to the next stage of their education.

## Leadership and management

### Grade: 2

The leadership of the new acting headteacher is good. She has a very good knowledge of the school through extensive opportunities, such as that of deputy headteacher, to monitor provision and standards. She has used this knowledge to quickly form a very clear view of how to move the school forward. She is supported effectively by members of the senior management team. School self-evaluation is good and identifies important areas for improvement. Subject leaders have the opportunity to gain a clear picture of standards and provision in their subjects, through lesson observation, analysis of pupils' work and assessment data, talking to pupils. Parents' views are regularly sought. Governors are effectively involved in school self-evaluation and contribute well to school improvement. The coordinator for assessment has developed good systems, but these still need to be fully embedded in practice through teachers using accurate assessments to track pupils' academic progress. Although the school development plan is satisfactory for the current year, it informs the improvement process only in the short term and there is insufficient reference to standards and achievement. Governors meet their commitments well. They have a very good knowledge of the school. They are pro-active, self-evaluating and challenge the school, holding it to account. They have made a significant contribution to bringing the school through a difficult year, in which standards have been maintained and staff morale remains high. The school maintains high standards in relation to pupils' academic and personal development. Issues noted at the time of the previous inspection and those that have emerged since have been effectively addressed. The acting headteacher has already made a good start in leading the school. There is a good capacity for further improvement.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We were delighted to meet you when we came in to inspect your school. Thank you very much for talking to us, making us feel so welcome and helping us find out about you and how good your school is. We are very pleased to say that you have a good school. The headteacher, teachers and all other adults working in your school do their very best to help give you a good start to your education. They look after you well and we noticed that, in turn, you also look after each other. Your teachers know you well and help all of you to make good progress. The teachers go to great lengths to make sure that you have interesting lessons and excellent opportunities to mature into sensible and confident young people and to grow up fit and healthy. You had really good things to say about your school, your teachers and friends and it is obvious that you enjoy being there. We thought your behaviour was excellent. We are asking your headteacher and governors to put greater emphasis on your progress in lessons when planning the school's development, for teachers to use accurate assessment of your work to track your progress through the school and to give children in the Foundation Stage better opportunities to learn practically in the outdoor area. We wish you well in the future.