



Breadsall Hill Top Infant School

Inspection Report

Unique Reference Number 112746
LEA City of Derby LEA
Inspection number 279006
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Ms. Linda Rockey LI

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

Type of school	Primary	School address	St Andrew's View
School category	Community		DE21 4ET
Age range of pupils	3 to 8		
Gender of pupils	Mixed	Telephone number	01332345131
Number on roll	199	Fax number	01332 345131
Appropriate authority	The governing body	Chair of governors	Mrs.Ruth Hodgson
Date of previous inspection	22 November 1999	Headteacher	Mrs. Helen King

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

Breadsall Hill Top Infant School and Nursery is in a residential area on the outskirts of Derby. It serves a mixed community with some children coming from disadvantaged backgrounds. The school has been part of an Education Action Zone for the past five years. Children start school in the September following their fourth birthday. Many of them have attended part-time in the nursery (FS1) but others join in the reception class (FS2). Most children stay until they move to the junior school on the same site. Almost all the children are of white ethnic origin, and a very small percentage of children speak English as an additional language. Boys outnumber girls in the school by almost 20 per cent. The proportion of children entitled to free school meals is about average as is the number of children with special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Breadsall Hill Top Infant School is a satisfactory school. Although the school has some significant strengths, the inspectors do not agree with the school's view that its overall effectiveness is good. This is because not all children, particularly some boys and the more able, do as well as they should. The quality of the provision in the Foundation Stage is satisfactory and children make sound progress. By the end of Year 2, children reach average standards in all core subjects. The school recognises that the more able children need greater challenge and this is especially true in writing. It also recognises the challenge to cater for the teaching and learning needs of a large number of boys. Children have good attitudes to learning, behave well and enjoy school. They feel safe and well looked after. The majority of parents have positive views about the work of the school. The quality of partnership with them effectively promotes children's well-being. The quality of teaching is sound as is the curriculum. However, the tracking of all children's progress needs further development to ensure any underachievement is identified as soon as possible. Leadership and management are satisfactory. The school thinks they are better than this but there is a lack of rigour in tackling the issues identified and so improvement is not as rapid as it should be. The school has made satisfactory improvement since the last inspection and it gives sound value for money. The inspectors think its capacity for further improvement is satisfactory.

What the school should do to improve further

-continue to raise standards in writing giving particular attention to the needs of the more able children. -improve the quality of teaching and learning ensuring there is sufficient challenge in lessons for all groups of children, especially boys. -make better plans for improvement with a sharper focus on how to achieve them.

Achievement and standards

Grade: 3

Inspectors agree with the school that standards are average. However, they do not think that progress for all children is as good as the school does. Children's performance on entry to school is slightly below average overall. Although children enter FS1 with starting points expected for their age, around a third of the children join the school in FS2 with lower than expected language and personal, social and emotional development. These children do well and catch up. As a result of sound teaching, the majority reach the standard expected in all areas of learning by the end of FS2. Overall progress in the Foundation Stage is satisfactory. Test results show that by the age of 7, standards in English, mathematics and science are average. Although for most children, progress in Years 1 and 2 is satisfactory, some children are not doing as well as they should. The school is aware that the more able children could do better in writing and has begun to tackle this. Whilst there has been some recent improvement, the school needs to do more to ensure that the more able children do even better in

writing and that boys do as well as the girls. The school's commitment to children with special educational needs enables them to make satisfactory progress.

Personal development and well-being

Grade: 2

Provision for children's personal development is good. Children say they enjoy school. Most of them have good attitudes and are keen to learn, especially when teachers match the work well to their learning needs. However, in some lessons, boys do not always settle to learning. Attendance and punctuality is improving as a result of the effective work carried out by school staff and the education welfare officer. Children's behaviour throughout the school is good. They have a clear understanding of right and wrong. Children talk enthusiastically about the school's teddy bear, 'Teddy Horsley'. He is used well to help children to remember the school rules. The school successfully promotes children's social development. Every week, they get a chance to talk about their feelings and issues that concern them. These 'circle times' help the children to listen to one another and develop good social skills. Staff develop children's spirituality satisfactorily in lessons and assemblies. Children acquire a sound awareness of the major religious faiths through religious education lessons. However, more experiences are needed to help the children to appreciate cultural diversity and prepare them for life in a multi-racial society. The children learn about safe and healthy lifestyles. During playtimes extra activities called 'Huff and Puff' ensure children enjoy exercise. Children make a good contribution to the school and wider community. They are responsive to the needs of others and funds are raised regularly for charities. Through working co-operatively in teams and being helped to develop their self confidence, children begin to learn important life skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Some teaching is better than this. Teachers and other adults get on well with the children. As a result, children are confident and keen to learn. In the best lessons, teachers use probing questions to make children think more carefully. They have high expectations of children's behaviour, and so most children are attentive and do their best. However, in a minority of lessons, teachers do not manage children effectively. Restlessness or poor behaviour slows the pace of learning and this reduces the progress that some children make. Teachers plan lessons carefully. Most evaluate children's learning and modify subsequent lessons to make sure the specific needs of individuals or groups within the class are met. Planning generally makes provision for children with different abilities. Children who have special learning needs are supported well. These children are identified early on and given individual learning targets which help them to achieve satisfactorily. However, teachers do not always stretch the more able children enough to make sure that they do as well as they can. Assessment is satisfactory. Teachers use a suitable range of systems for

measuring and tracking children's progress. They use assessment information satisfactorily to set targets and to direct additional help to children whose progress slows. However, their analysis of assessment data is not always searching enough to identify ways in which teaching and learning could be improved.

Curriculum and other activities

Grade: 3

The school offers a satisfactory curriculum which meets statutory requirements. It is broad and balanced and soundly organised. A satisfactory range of first hand experiences enriches the programme of work. The curriculum for the Foundation Stage is exciting and helps children get off to a positive start to their education. Children enjoy practical activities. For example, in a mathematics lesson children had to describe a hidden shape to a friend using specific mathematical vocabulary. They played this shape game with enthusiasm. In lessons like this, children revel in their learning and make good progress. However, in some lessons the work is not sufficiently matched to children's learning needs and they switch off. Children have good opportunities to learn about keeping safe and healthy through a planned programme for personal, social and health education. As a result, their social and emotional skills are developing well.

Care, guidance and support

Grade: 2

The school works hard to make sure children are happy and well cared for. It is rightly proud of its friendly, family atmosphere. There are effective systems to keep children safe and to protect those who need extra care. Furthermore, staff are keen to try new ideas if they think that the children will benefit. For example, they provide short breaks during lessons, when children drink water or perform exercises designed to improve the concentration of those who find it difficult to settle. The midday supervisory staff do a good job at lunchtimes. They have been trained to lead play activities such as parachute games and this promotes good teamwork and co-operation. They also have the necessary skills to resolve minor disputes and so children say that they are confident to turn to them for help if they are worried or upset. Adults support children's personal development well. They ensure that children learn to be safe and adopt healthy lifestyles, as well as attitudes and behaviours that equip them well for later life. The recent appointment of a learning mentor has strengthened support for the school's most vulnerable children. Teachers also help children to improve their work. However, this guidance is not always sufficient to ensure that able children achieve their full potential.

Leadership and management

Grade: 3

The inspectors agree with the school that the leadership of the Foundation Stage is satisfactory. The school thinks that its overall leadership and management are good

but the inspectors do not agree and judge it to be satisfactory. This is because although there is good team work and communication, there is insufficient focus on how improvements will be reached. The headteacher, in consultation with staff and governors, has clearly identified the areas requiring improvement. The staff know for example, that the more able children need to be challenged to achieve more in writing, but planning is not specific enough to bring about the rapid improvements needed. The headteacher works effectively with other agencies. This is evident in the school's involvement with the Education Action Zone (EAZ). This partnership work has had a positive impact on the quality of teaching and learning. The introduction of a more varied approach to learning has helped to engage and motivate children in lessons. In lessons, the effective use of talking partners is helping to develop the children's speaking and listening skills. The assistant headteacher and subject leaders are beginning to take a more active role in improving standards but this is yet to have significant impact on classroom practice. There needs to be more prompt action as a result of their monitoring and evaluation to tackle areas identified for improvement. Teachers regularly track the progress children make, but they need to make better use of this information to check how children are doing as they move through the school. The day-to-day management of the school is good and it runs smoothly. The headteacher has created an inclusive, caring atmosphere in which individual children are valued and respected. Parents speak highly of the way their children are cared for. An annual questionnaire provides an opportunity for parents to give their views and these are considered and acted upon. Governors attend meetings regularly and make sure that the school meets its statutory responsibilities. The chair of governors is supportive of the school but the governing body does not do enough to hold the school to account for the standards children reach. They would benefit from more detailed information about children's progress. The school's self-evaluation is developing and is accurate in some areas. The school has a sound track record of improvement since the last inspection. The inspectors judge that the school's capacity to improve further is satisfactory rather than good because the impact of the new leadership team on standards and achievement has yet to be seen.

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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	3	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	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	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?	3	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	3	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	NA
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 your help when we visited your school on our inspection. We enjoyed talking to you. We liked hearing about the exciting things you do like going on a spider hunt! Thank you for telling us all about Breadsall Hill Top Infant School. Here is a list of the things we liked about your school. -You were polite and friendly. -Activities like 'Huff and Puff' help you to exercise and play together well. -Adults care about you and make you feel safe. -Work in mathematics is fun and has lots of practical things for you to do. -Games with the parachute help you to work as a team. -Mid-day supervisors are good at playing with you and sorting out any of your problems. These are the things that we think need to improve. -Your writing - some of your writing is not good enough, especially the writing by those of you who find it easy. -Your teachers must make sure that the work is not too easy for you. They must make sure that all of you (particularly some of the boys) work as hard as you can in every lesson. -The school needs to make better plans about how it is going to improve.