



St Oswald's CofE Infant School

Inspection Report

Unique Reference Number 112796
LEA DERBYSHIRE LEA
Inspection number 279022
Inspection dates 19 January 2006 to 20 January 2006
Reporting inspector Mr. Michael Best LI

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

Type of school	Infant	School address	Mayfield Road
School category	Voluntary controlled		DE6 1AS
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01335342660
Number on roll	127	Fax number	01335 348706
Appropriate authority	The governing body	Chair of governors	Mr. David Coackley
Date of previous inspection	11 January 2000	Headteacher	Mrs. Anne Tyler

Age group 4 to 7	Inspection dates 19 January 2006 - 20 January 2006	Inspection number 279022
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is smaller than most primary schools. The number of pupils on roll is stable but in each year group there are more boys than girls. Nearly all pupils are White British and speak English as their first language. The school serves a relatively prosperous community and children's attainment on entry to the Reception year is above average. The proportion of pupils with special educational needs is below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school. The provision in Reception is good and children make good progress. Pupils in Key Stage 1 also achieve well and standards are high. Rigorous assessment and analysis of pupils' performance, together with regular monitoring of teaching and learning by senior staff, are successfully helping to raise standards. Staff provide well for the varying needs of their pupils, and prepare them well for the next stage of their education. The school rightly recognises that there is further room for improvement in pupils' skills in language and literacy, and in solving problems. Pupils are enthusiastic, work hard and behave extremely well. The school actively involves all pupils in its work, and the arrangements for their care, support and guidance are outstanding. Strong links with parents, the community and other stakeholders successfully support pupils' development and progress. The leadership and management of the school are good. The staff work very well together as a team and the governing body provides good quality support and strategic guidance. The school acknowledges that curriculum leaders and governors require more opportunities to monitor and evaluate the work of the school. The school judges its effectiveness accurately. It has a good understanding of its strengths and areas for improvement, and its plans for development are well considered. Leaders have successfully proved their good capacity to raise standards and the quality of education since the last inspection. The school provides very good value for money.

What the school should do to improve further

- Further raise standards by improving pupils' skills in language and literacy, and in problem solving. - Continue to develop the monitoring and evaluation of the school's work by curriculum leaders and governors.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well. When they start in the Reception class, many children's skills and experiences are above average but those of a small minority are less developed. Children settle confidently into class routines. Most are well on target to attain or exceed the standards expected nationally. Standards at the end of Year 2 in the 2005 National Curriculum assessments were exceedingly high compared with national averages. Results exceeded the targets set by the school. Similarly high standards are evident across the curriculum, particularly in physical education and in pupils' personal, social and health education. Over time, standards are rising. Staff make good use of information about pupils' performances to set them challenging but achievable targets. Through this system, the school has correctly identified the need to improve further average pupils' language and literacy skills, and to develop all pupils' thinking skills to help them solve problems more swiftly. There are no significant differences between the results of boys and girls. Pupils with special educational needs make good progress. Teachers successfully challenge more able

pupils to achieve well. Pupils at the early stage of learning English as an additional language make good progress because they too are well supported in lessons.

Personal development and well-being

Grade: 1

This aspect is outstanding. In discussion, pupils say they very much enjoy coming to school and particularly enjoy each other's friendship. They much appreciate the support they receive from all the adults in school, which enables them to do well. Behaviour in lessons and around the school is excellent. Playtimes are enjoyable occasions, with Year 2 'buddies' on hand to befriend anyone feeling lonely or worried. Pupils comment that any problems are promptly and effectively dealt with. The school's very effective promotion of pupils' spiritual, moral, social and cultural development successfully underpins their learning and well-being. Pupils are enthusiastic about all aspects of school life. They work hard and take pride in what they do. The school inspires them to be confident to 'have a go' in new situations and to have good regard for their own self-worth. Pupils are particularly pleased with the very varied range of creative and sporting activities, and learn with enjoyment from visits and visitors. Attendance is above average. Pupils have an excellent understanding of the importance of keeping healthy. They have a similar awareness of keeping safe, and move around the school sensibly. They make a good contribution to town events and generously support a number of local and national charities. The school council is successfully developing its role in shaping the school's development. One council member comments that, 'We help the teachers decide when they don't know what to do'. Pupils work very well together. From their early days in Reception, pupils successfully rise to the challenge to take responsibility for making choices and working independently. The school's strong focus on providing regular, real-life opportunities for pupils to apply their basic skills in a variety of different situations is successfully preparing them for the world of work

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers and support staff work very closely together, sharing planning and discussing pupils' progress. Their use of the sensory room to stimulate pupils' language and literacy skills is working well. Teachers' subject knowledge is good and they have an effective understanding of how young children learn. They successfully adapt their plans for those with specific individual needs. Lessons are lively and all staff promote a purposeful working atmosphere. They manage pupils well, making good use of encouragement and praise. A particular strength is the way in which staff systematically develop pupils' skills and understanding. They plan each stage of learning in small, manageable steps and make very effective use of practical activities, learning resources and the interactive whiteboard to fully involve and engage their pupils. Teachers' very good use of

searching questions reinforces pupils' understanding. In selecting activities for pupils to complete independently, teachers successfully maintain their enthusiasm and interest through real-life situations, with work carefully focussed on extending learning. Pupils know their individual targets for improvement and teachers' marking of their work helps them identify what they need to do next. Teachers successfully share and review targets but at times these describe the planned activities rather than focussing on what pupils will learn. Occasionally, teachers do not give pupils enough time to share their work with each other, to reflect on their own learning or to work through their solutions to problems. Pupils regularly undertake manageable amounts of work at home, and respond well to this.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils. Staff effectively adapt their plans to motivate and interest their pupils, taking good account of the different ways in which boys and girls learn. The Foundation Stage curriculum provides a good balance of adult-led and child-chosen activities, and makes effective use of the outside area. The Key Stage 1 curriculum builds well on pupils' earlier learning, with staff making effective use of assessment information to plan challenging work. The school has a well-structured programme for personal, social and health education and citizenship. Pupils develop a very thorough understanding of safe and healthy living, and through a wide range of activities successfully develop their role as members of the community. Pupils enthusiastically support the very good range of after-school sporting and other activities.

Care, guidance and support

Grade: 1

The school's outstanding provision is highly effective in promoting pupils' personal development and their achievement of high standards. Links between home and school are extremely positive and parents praise the staff for their commitment and care. Parents are right in saying that the support for pupils with additional needs is of the highest order. Pupils feel safe in school. The school very successfully promotes high standards of behaviour, positive attitudes and good attendance. The school has rigorous procedures in place to assess and record pupils' development and progress. Pupils understand what they have to do to improve and meet their individual targets, and are well supported in this. Pupils' annual reports give a clear indication of the way forward, and there are good links with the receiving junior school. School routines are well established. Child protection and other health and safety procedures are robust, and well understood by staff and governors. The school has very well developed links with outside agencies, and acts promptly to meet individual pupils' needs.

Leadership and management

Grade: 2

The acting headteacher is leading and managing the school well during the headteacher's maternity leave. The school's daily life and work fully reflect its aims, and involves all pupils. The leadership team's clear vision for the development of the school firmly reflects their accurate monitoring and evaluation of the school's work. The school is well staffed. The whole staff team share a common purpose and work very well together. Recently qualified teachers speak highly of the support and guidance they receive from their experienced colleagues. Following recent changes in staffing, the school is developing the role of its curriculum leaders in monitoring and evaluating their subject areas. Improvements in assessment procedures and the analysis of pupils' performance have successfully helped staff to raise standards. In these, and the other areas identified for improvement at the time of the last inspection, the school has made good progress. The school's capacity for further improvement is good. Pupils, parents and other stakeholders are effectively involved in improvement planning. Targets for improvement are ambitious. Action plans include clear timescales and responsibilities, and links to the budget. The school deploys its resources carefully. The governing body has a good understanding of the school's strengths and weaknesses. Well led, they discharge their duties in accordance with the law. They manage the budget efficiently and the school benefits from many governors' professional expertise and experience. In developing their role as the school's 'critical friend', governors have correctly recognised that they need more first-hand opportunities to evaluate the impact of teaching and learning on standards.

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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?	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	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	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	1	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?	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

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 very much for making me so welcome when I visited your school last week. I very much enjoyed hearing about the exciting work you do in lessons. I was most impressed with all the activities you take part in to keep fit and healthy. St Oswald's is a good school and everyone, pupils, parents, teachers and governors, are working hard to make it even better. I congratulate you on the high standard of your work and the good progress you make. You told me how much you like learning through practical work and I am delighted that your teachers make your lessons fun. They keep a close eye on how well you are getting on. Although they set you challenging targets, they give you lots of help to meet these. I know that most of you do very well in reading and writing but, with some extra help, some others could do even better. I am pleased that you enjoy solving problems but I agree with your teachers that you could be even quicker in coming up with solutions! You get on very well with the adults in the school and each other, and your behaviour is excellent. I am delighted to hear that the playground 'buddies' help to make playtimes so enjoyable. I am very impressed with the way the staff take care of you, the extra help they organise when you need it, and how they prepare you for your next school. Everyone wants you to do as well as possible. With the help of all the staff and governors, Mrs Wood and Mrs Tyler run the school well. To help them make the school even better, teachers and governors are going to spend more time visiting your lessons and talking to you about your work. Keep up the hard work!