



Homefields Primary School

Inspection Report

Unique Reference Number 133258
Local Authority City of Derby
Inspection number 294048
Inspection dates 11–12 January 2007
Reporting inspector Robert Drew

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

Type of school	Primary	School address	Parkway
School category	Community		Chellaston, Chellaston
Age range of pupils	3–11		Derby DE73 5NY
Gender of pupils	Mixed	Telephone number	01332 691351
Number on roll (school)	258	Fax number	01332 691351
Appropriate authority	The governing body	Chair	Mr David Whitehead
		Headteacher	Mrs Julie King
Date of previous school inspection	20 January 2003		

Age group 3–11	Inspection dates 11–12 January 2007	Inspection number 294048
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Introduction

The inspection was carried out by 3 Additional Inspectors over 2 days

Description of the school

Homefields is a larger than average primary school, serving a residential area on the southern outskirts of Derby. It is relatively new and is heavily over-subscribed. The great majority of pupils are White British, with a significant ethnic minority of children from an Indian background. Attainment on entry has been average until recently, but is now rising. The proportion of pupils entitled to free school meals and the proportion with learning difficulties or disabilities is a little below 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. It has begun to show areas of excellence, and is aware of those features that require further improvement.

The headteacher has overseen good improvement since the previous inspection. She demonstrates excellent leadership and the leadership and management shown by others is increasingly good. Consequently, pupils are now achieving well, reaching academic standards that are higher than national ones in the Foundation Stage and in Key Stages 1 and 2. This indicates a consolidation of strengths noted in the 2003 inspection as well the successful improvements, especially in writing at Key Stage 2. Standards in science have improved to the point where they were exceptionally high in 2006. In the light of recently improved standards, the school's current targets are not as high as they could be.

Pupils' personal development is excellent. From its opening, the school has sought to help pupils become confident, active in school life, and good at working with each other. It has succeeded well, so that all aspects of personal development are now strong, including their spiritual, moral, social and cultural development and the positive attitudes and very good behaviour that follow. Pupils' enjoyment of school and their awareness of health and personal safety issues are all excellent. Under-pinning this success is outstanding care, guidance and support. The school has upgraded the tracking of academic progress so that it now matches the high quality of pastoral care already in place.

Teaching and learning have also benefited from effective management and are now good. Good appointments and in-service training have made the teaching force more consistent in their practice. For instance, all staff now use clear objectives in their lessons and actively involve pupils. They make very good use of information and communication technology (ICT) and have recently acquired confidence in using assessment well to set and pursue targets. There remains some variability in the usefulness of marking and in the pace sustained in lessons. The curriculum now matches pupils' needs well, having been adapted successfully over the last two years. Cross-curricular links are expanding and the design and technology scheme of work is not well developed.

Leadership and management are good overall, with the headteacher's impact being particularly effective. Other leaders and managers have improved collectively since the previous inspection and are now good. In science, leadership is excellent. Governors have a very good knowledge of their school and provide effective strategic support and guidance. The school's capacity for improvement has already been demonstrated and is now very strong and the school provides very good value for money.

What the school should do to improve further

- Convert existing good progress into excellent progress by setting higher targets and by ensuring that more teaching and subject coordination matches the very best practice in the school.

- Provide high quality schemes of work for design and technology.

Achievement and standards

Grade: 2

Attainment on entry has been average, but recently has begun to rise. Pupils make a very good start in the Foundation Stage and by the time they leave the Reception class, most pupils reach the standards expected of them for their age, with many surpassing them. Pupils continue to progress well in Years 1 and 2 and in the national teacher assessments at the end of Year 2, they reach standards above those of most pupils in reading, writing and mathematics. There has been some variation in achievement in national tests at the end of Year 6 over recent years. Mathematics and science results have been consistently above average, but pupils have performed less well in English where progress has been satisfactory. However, the school has put rigorous assessment and tracking procedures in place, which have had a very positive impact. Results in English were much improved in 2006 and at the time of the inspection, pupils were seen to be making good progress in Years 3 to 6, continuing the improvements made last year. Pupils in general are now making good progress between entering and leaving the school. Those with learning difficulties and/or disabilities make similar progress. Current whole-school targets have been overtaken by rising standards and cease to offer adequate challenge.

Personal development and well-being

Grade: 1

Pupils are mature beyond their years. Their extremely positive attitude begins in the Foundation Stage, where freedom to learn is very well promoted. Older pupils explained that, 'Everyone enjoys it here.' Consequently behaviour is very good and attendance rates are consistently above average. Most pupils have an excellent understanding of healthy lifestyles and make healthy choices. A carefully thought-out programme for personal, social and health education to achieve the Activemark and Healthy Schools Standard has paid off.

Spiritual, moral, social and cultural development is successfully promoted. Care is taken to help pupils think positively about themselves, others in school and people from other cultures; as a result, they show strong respect for themselves and for others. Their involvement in community and fund-raising activities illustrates this well. They are proud to carry out their many roles, including as school councillors or as peer mediators. Pupils are prepared well for the future and talk with confidence about the next phase of their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers promote personal development, including positive relationships, very well. They use assessment information and good subject knowledge effectively to plan stimulating lessons, making clear to pupils exactly what they are expected to learn. This contributes significantly to pupils attaining high standards and making good progress in their work. Teachers understand that pupils learn in different ways and provide a variety of tasks that motivate them to learn, including good use of computer-based learning. Pupils benefit from having partners to exchange ideas with. In most teaching, strong pace and sharp, incisive questioning challenge them so that they need to think and work hard, but a small number of lessons do not always sustain this. Work is marked regularly and encourages pupils to try harder, but does not always show precisely what they need to do to improve. Teaching assistants effectively support those who need extra help with their work so that they make good progress.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It is diverse, creative, challenging for most pupils and provides enjoyment through its variety. The youngest children get off to a good start in the Foundation Stage because they have many interesting and exciting things to do. The curriculum is beginning to link subjects to make learning more relevant and interesting. It is promoting understanding well by giving increasingly emphasis to skills such as problem-solving, investigative and literacy skills. Visits, such as to Shugborough Hall, and visitors, such as drama specialists, help to bring learning to life. Themed events, for example, a Greek Day, help stimulate pupils' interest, broaden their horizons and promote learning. The school is aware that the design and technology curriculum lacks the quality found in other subjects. A wide range of popular and well-attended clubs, for instance, sports clubs, dance, recorders and art, benefit pupils of all ages.

Care, guidance and support

Grade: 1

The school takes excellent care of its pupils. All staff show genuine concern for their welfare and back this up with excellent procedures for keeping them safe from harm. Health and safety systems are good. The school has effective arrangements for ensuring that all new staff are appropriately vetted. It does all it can to ensure a smooth transition when pupils move to their new school. The great majority of parents express strong confidence in the school. High expectations of behaviour and much use of praise and encouragement help to establish a safe learning community in which people

treat each other with respect. Support for those with learning difficulties and/or a special talent is well organised and effective.

Systems for monitoring academic achievement are rigorous and amongst the best seen by inspectors. 'Star weeks' help to give pupils ownership of their learning through their involvement in setting and reviewing their targets.

Leadership and management

Grade: 2

The good quality of leadership and management is evident in the progress now being made by pupils. They achieve well, and in some instances very well, because of decisions taken the headteacher and her colleagues. For instance, leaders have strengthened teaching since the last inspection by training staff in a range of new skills, including the use of learning objectives and promoting boys' writing skills. Monitoring has become effective because subject leaders have been trained, and given the opportunity, to evaluate the work of colleagues. Teaching assistants have been given a more significant role. The headteacher's excellent leadership and management are supported more effectively by that of other staff than they were at the time of the previous inspection. Governors visit the school in session quite often and have acquired a detailed knowledge of their school. Changes made since the last inspection demonstrate that the school is good at self-evaluation and has a very good capacity for further improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 January 2007

Dear Pupils

Homefields Primary School, Parkway, Chellaston, Derby, DE73 5NY

Thank you for the lovely welcome you gave us when we visited your school. It was extra kind of some of you to give up your lunch hour to talk with one of the inspectors.

We enjoyed our visit because so many good things are happening in your school:

- You are making very good progress in your work.
- The way the school looks after you and helps you grow up is excellent.
- Standards in literacy, numeracy and science are much better than in most other schools.
- Your teachers teach well and your headteacher is excellent.
- You seem to really enjoy school!

To become an even more successful the school needs to:

- Set even higher targets and ensure that more teaching matches the very best practice in the school.
- Develop a better programme of work for design and technology.

Robert Drew

Lead Inspector