

# Breadsall Hill Top Infant School

## Inspection report

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<b>Unique Reference Number</b>	112746
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	325674
<b>Inspection dates</b>	16–17 September 2008
<b>Reporting inspector</b>	Paul Weston HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Hodgson
<b>Headteacher</b>	Miss Rachel King
<b>Date of previous school inspection</b>	5 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	St Andrew's View Derby Derbyshire DE21 4ET
<b>Telephone number</b>	01332 345131
<b>Fax number</b>	01332 345131

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## Introduction

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

## Description of the school

This is a smaller than average sized infant school situated on the outskirts of Derby City. Children are mostly from White British backgrounds with a small proportion in the early stages of learning English. The number of children eligible for free school meals is above average. The proportion with learning difficulties and/ or disabilities is below average, as is the number with a statement of special educational need. Standards on entry to the Early Years Foundation Stage (EYFS) cover a wide range, but overall are below those typically found. The school has received a number of nationally recognised awards including Healthy Schools status and Activemark.

## 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 provides pupils with a satisfactory standard of education. Some issues identified at the time of the last inspection have not been fully addressed because the school is emerging from a period of transition and some turbulence. After many years with very little change to staffing, governors have recently appointed several new teaching staff, including the headteacher and two senior leaders. The new leadership team, coupled with the staff and governors, are now poised to make significant changes for the better. They have correctly identified and begun to address the key areas that will help this school make the required improvements.

Provision in the EYFS is satisfactory. Most children make sound progress, so that by the time they enter Year 1 they are close to the goals expected for them. Pupils continue to make satisfactory progress in Years 1 and 2, so that by the end of Key Stage 1 standards are close to the national average in writing and mathematics; however, they are below average in reading. Although a number of strategies have been implemented over time to solve this weakness, many have been unsuccessful. This is because some of these have been taught inconsistently and some have not been undertaken at the most appropriate or beneficial time. Leaders, supported by the local authority (LA), are now beginning to implement a systematic plan to improve standards in reading.

The quality of teaching is variable. There are examples of good teaching which challenge pupils and help them make good progress. However, the pace of some lessons is occasionally too slow and work is not always well matched to pupils' needs. This leads to inconsistent progress in lessons, especially for some more able pupils and boys. Additionally, some pupils targeted for extra support have not made the levels of increased progress expected, because the programmes are not delivered in the prescribed way and some pupils participating have been incorrectly identified.

This is an inclusive school. Relationships between adults and pupils are generally good and most pupils behave well. However, a small but significant group have challenging behaviour which impacts on their and others' capacity to learn. Most staff are effective in helping overcome the considerable social, emotional and behavioural issues experienced by a small minority. All adults are very committed to the welfare of the children. Pupils say they feel safe and know they can turn to any adult if they have a problem. Pupil's personal development and attendance are satisfactory. The school provides a satisfactory curriculum. However, work to develop the curriculum by linking subjects together to make it more interesting and enjoyable for pupils is at an early stage.

The recently appointed headteacher provides enthusiastic and energetic leadership for the school. She has an accurate view of school effectiveness and the quality of teaching and learning across the school. Systems for tracking progress and using data to set challenging targets are now more robust. Governors provide satisfactory oversight of the school's work. Most parents express satisfaction with the school. There is a satisfactory capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory with some good aspects. Transition arrangements enable children to settle quickly in an environment in which they feel safe and

secure. Children are happy to talk about their activities and enthusiastic about their work. The appropriately play-based curriculum covers all six areas of learning effectively, both inside and outside. Long, medium and short term plans are in place and assessment arrangements have been established so that children's development can be tracked. On entry, achievement is variable with a number of children starting school below the age related expectations. Progress is satisfactory and at the end of the EYFS results are largely in line with local figures. Assessments are not yet used effectively to plan future learning. Staff have begun to use photographic evidence, but this is used to record activities rather than explore children's learning. The children are able to make choices, though these are from the range of activities set out by the staff and children's interests are not yet being used as a basis for their learning. Staff are working hard to develop a coherent approach across the whole stage and continue the EYFS curriculum through to Year 1. Leadership and management of the EYFS is satisfactory.

### **What the school should do to improve further**

- Raise standards in reading throughout the school for all pupils so that they achieve in line with national standards.
- Improve the quality of teaching and learning so that attainment is raised for all pupils, but particularly for boys, higher attaining pupils and those who need extra support.
- Further develop the curriculum so that it is more interesting, exciting and relevant for all pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Progress is satisfactory overall from Year 1 to Year 2. Most pupils who need extra help with their learning and those in the early stages of learning English are soundly supported. This ensures that most achieve satisfactorily in relation to their abilities. However, school evaluations show that some of these pupils do not achieve increased rates of progress because some programmes are not delivered appropriately. In addition, assessment information is not always used precisely to identify and target the right pupils. More able pupils and boys achieve satisfactorily, but do not do as well as girls, especially in reading and writing, because work is not always challenging enough. Currently, standards are broadly in line with the average at the end of Year 2 in writing and mathematics. Although strategies to improve writing were successful in 2008, standards are below average in reading and show a declining trend in recent years. A number of strategies have been implemented to remedy weaknesses in reading over the years but have been unsuccessful for a number of reasons. Some have been taught inconsistently, while some have been undertaken at inappropriate times. For example, some activities were undertaken during lunchtime. This was not beneficial because pupils did not fully engage in the activities since they resented the loss of their playtime. Leaders are now implementing clear plans to improve reading in a consistent and coherent way with support from the LA.

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

### **Grade: 3**

Learners' personal, spiritual, moral, and social development is satisfactory overall. Relationships between children and with the adults in school are positive. Whilst the behaviour of most

children is good, there is a minority whose behaviour issues significantly impact on both their own capacity to learn and that of others. Most children enjoy coming to school and are enthusiastic about the work they undertake. They feel safe and secure in school knowing that if they are unhappy about anything they know who to go to and are confident their concerns will be addressed. They also understand the importance of literacy and numeracy to their future lives. Children make a contribution to the lives of the community within school through their School Council work and are aware of issues in the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is variable. The use of assessment to support learning is not consistent across the school. As a result, work does not always accurately meet the needs of individual pupils. Where teaching is good, pupils make good progress. The best teaching is characterised by clear learning objectives, good pace, high expectations and challenge. Where teaching is less well pitched to pupils' needs, the pace is slower and less well focused. Consequently not all pupils are sufficiently challenged to achieve their personal best, particularly some more able pupils and boys. Most pupils behave well. The school has a strong focus on developing a consistent approach to the management of behaviour. Learning support assistants play an effective role in ensuring pupils, who find learning more difficult and those in the early stages of learning English, make satisfactory progress.

### **Curriculum and other activities**

#### **Grade: 3**

All statutory requirements are met and the curriculum is satisfactory overall. Changes in planning are being implemented to move the curriculum from subject based provision to one which makes better links between children's learning. It is enriched through visits into the community and by extra-curricular activities, such as football, which are well attended and enjoyed by the children. Appropriate provision is made for literacy and numeracy and the children enjoy the information and communication technology (ICT) opportunities available. The curriculum does not fully meet the needs of all children as those with higher abilities do not achieve to their potential.

### **Care, guidance and support**

#### **Grade: 3**

All staff are highly committed to the welfare of the children and nurturing their social and emotional development. All statutory safeguarding requirements are met and the school is doing everything it can to raise the level of attendance, which is adversely affected by the number of children taken out of school during term time. The school is in the process of developing new structures and systems to better meet the diverse needs of children through working with a range of outside agencies. The partnership with parents is strengthening because the school is reaching out to engage them more in the life and work of the school. Learning targets are not yet sufficiently well used to help children understand what they can do to improve.

## Leadership and management

### Grade: 3

The energetic and enthusiastic headteacher has quickly established her lead role. She provides clear vision and direction and has an accurate view of school effectiveness and the quality of teaching and learning across the school. School self-evaluation is accurate. The leadership team knows that it needs to be more effective in raising the quality of teaching throughout the school in order to accelerate pupils' progress and boost their achievement. Plans for improvement are satisfactory. Through the introduction of improved tracking procedures, senior leaders are starting to analyse carefully pupils' performance and to identify where there is potential underachievement. They are beginning to hold staff to account for rates of pupil progress at termly meetings. Despite this, the information gleaned is not yet consistently used by all teachers to plan lessons that meet the needs of all pupils. Subject leaders have sound subject knowledge and manage resources appropriately. Aspects of the school's work are monitored, but the subsequent outcomes are not used well enough to identify precisely what needs to be done to drive up standards. Governors are supportive and interested in the school and provide satisfactory oversight of the school's work. The school makes a satisfactory contribution to community cohesion. Some links with other schools and agencies are well established, such as with the neighbouring secondary school. Leaders are beginning to forge stronger ties with other groups in the community.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 September 2008

Dear Children

Inspection of Breadsall Hill Top Infant School, Derby, DE21 4ET

Thank you very much for helping us with the inspection of your school. You made us feel very welcome and we thoroughly enjoyed spending time with you. We decided that Breadsall Hill Top Infant school is a satisfactory school. Here are some of the things we found out.

- You have good relationships with your teachers and you work hard for them.
- You enjoy school, feel safe and most of you behave well.
- The adults in school are working hard to help you learn and to make sure that you are well cared for, valued and supported.
- Your teachers help you make satisfactory progress in your work.
- The headteacher and staff are working hard to make sure that the school gets even better.

We have asked the school to do three main things to help it improve further.

- Help all of you to get better at reading.
- Make sure all of you, but especially boys, those of you who learn quickly and those who need extra help, do as well as you possibly can in reading, writing and mathematics.
- Make the work that you do more interesting and exciting so that you enjoy your learning even more.

You can help your teachers by always working hard and behaving well. I wish you all the very best for the future.

Yours sincerely

Paul Weston

Her Majesty's Inspector