

# Arkwright Primary School

## Inspection report

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<b>Unique Reference Number</b>	112632
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337979
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	Krishan Sharma

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Cadby
<b>Headteacher</b>	Sally-Ann Seward
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	School Lane Arkwright Town Chesterfield
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## Introduction

This inspection was carried out by two additional inspectors. They observed four teachers and visited nine teaching sessions. Meetings were held with the Chair of the Governing Body, staff and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and the tracking data used to monitor pupils' progress. Twenty completed parental questionnaires were analysed as well as those completed by pupils at Key Stage 2 and by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress as they move through the school, particularly from Year 2 to Year 6
- attendance and actions taken by the school to improve it
- the contribution of leaders at all levels and governors to the school's monitoring and self-evaluation.

## Information about the school

This is a small primary school. Pupils are taught in four mixed-age classes. Almost all pupils are of White British heritage. Only a very few come from minority ethnic groups and they all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of those with special educational needs and/or disabilities. Their needs relate mostly to moderate learning difficulties, and behavioural, emotional and social difficulties. The school has recently gained Healthy Schools status. The school has experienced instability in the senior leadership team since its last Ofsted inspection. The current headteacher joined the school in January 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of provision. It reaches out to its parents and the local community and most of the parents are happy with the experience the school gives their children. Pupils understand well what they have to do to stay healthy and the award of Healthy School status fully recognises the school's achievement in this field. As a result of the school's persistent efforts, the rate of attendance has improved for most groups of pupils and it is now average.

Pupils' progress is satisfactory overall and by the end of Year 6, attainment is broadly average. Most children make good progress in the Early Years Foundation Stage and in Years 5 and 6. Progress slows between Years 1 and 4 and is mainly satisfactory. The quality of teaching mirrors the variability in the progress of pupils and is satisfactory overall. When pupils make mainly satisfactory progress, teachers' expectations, particularly of the more able, are insufficiently high and their planning does not always take account of pupils' prior learning. Pupils' written work also shows excessive use of worksheets, thus restricting their freedom to respond flexibly. In the good lessons, teachers plan work that challenges all pupils and enthuse them to give of their best. The oral feedback teachers provide and their marking is informative and gives clear pointers for future improvement. In the mainly satisfactory lessons, these features are less well represented.

After a period of instability in the leadership of the school, the new headteacher has quickly grasped the challenges it faces and identified the correct priorities for improvement. The effectiveness of the school's system of self-evaluation is satisfactory and is based on an adequate range of monitoring. It is not always robust because leaders at all levels have insufficiently strong monitoring and evaluation skills. This means that the impact of teaching on pupils' learning in lessons and in their written work is not always fully evaluated. The governing body provides good support to the school, though governors are insufficiently involved in monitoring and evaluating its work. The school has a satisfactory capacity to improve.

## What does the school need to do to improve further?

- Accelerate pupils' progress as they move through the school, particularly between Years 1 and 4 by:
  - raising teachers' expectations of pupils, particularly the more able
  - building on their prior learning in planning for the next steps in learning
  - reducing the use of worksheets to give them flexibility in responding to tasks

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set.

- Improve the quality of teaching across the school, particularly between Years 1 and 4 by:
  - using the good practice that already exists elsewhere in the school as a model
  - ensuring that oral comments in lessons and marking of written work clearly communicate what pupils have done well and how they could improve their work
  - planning tasks that capture pupils' interest and match their needs
  - monitoring lessons and analysing pupils' written work to evaluate the impact of teaching on learning.
- Bring rigour to monitoring and the analysis of findings to inform self-evaluation more precisely by:
  - sharpening the skills of leaders at all levels and governors
  - demonstrating the use of findings in securing further improvement in classroom practice
  - engaging governors in the evaluation of the school's performance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most pupils are interested in the work they are given in lessons but where teaching is at its best, their engagement is deeper and their enjoyment palpable. This was evident in a lesson in Years 5 and 6, where pupils were predicting the end of the class text they were following. They were highly motivated and came up with imaginative ideas.

Although progress is good in the Early Years Foundation Stage and in Years 5 and 6, most pupils' achievement is satisfactory. The progress of pupils with special educational needs and/or disabilities is satisfactory and reflects the same unevenness as that across the school as a whole. For example, pupils with special educational needs in Years 5 and 6 make good progress because they receive the most effective teaching in the school and a range of suitable interventions to support their moderate learning difficulties. The very few pupils from minority ethnic groups make at least satisfactory progress.

Attainment at the end of Key Stage 2 is broadly average though it has been weaker in English than in mathematics and science. The most recent unvalidated results for Key Stage 2 demonstrate that the school has secured a considerable improvement in all three core subjects, with a good number achieving the higher Level 5 in English and mathematics.

Pupils take on responsibility on behalf of their peers and represent their views at the school council. Pupils behave satisfactorily in and around the school. During the inspection, a group of pupils confirmed that staff successfully minimise any disruption caused by the very few pupils with highly challenging behaviour. Pupils are willing to

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help others in need by raising funds for good causes. Sound achievement in the basic skills and in pupils' personal development prepares them satisfactorily for the next stage of their education. They are aware of their own cultural heritage and their understanding of other cultural traditions is beginning to increase. Most know right from wrong and are able to reflect on the impact their actions might have on others.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Examples of good and satisfactory teaching were seen during the inspection. In most lessons, teachers make their intentions clear to pupils in a ways that helps to secure their general engagement with the tasks set. Even so, planning does not always reflect high expectations, particularly for the more able and their progress slows, as a result. Pupils who find learning difficult are fully supported by the teaching assistants and most of them make at least satisfactory progress. The use of interactive white boards helps teachers to explain and illustrate the key ideas of the lesson. At their best, adults' oral comments clearly convey how successful pupils have been in their learning and what they could do to improve it. The uneven quality of teaching is reflected in the variable

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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quality of teachers' assessment in lessons and in the marking of pupils' written work. The curriculum includes a satisfactory range of experiences to meet the needs of most pupils. Sufficient opportunities are made available for pupils to gain at least satisfactory competence in the basic skills. These are suitably adjusted to help pupils with special educational needs and/or disabilities. Planned activities are tailored to ensure that specific and short-term learning needs of these pupils are regularly met. The use of information and communication technology is being extended. Pupils in Years 5 and 6 have access to and use the school's website to undertake research and to draft their writing at home. The application of the basic skills in other subjects is limited, as is the range of enrichment opportunities.

Pupils feel supported and know that their concerns will be listened to by adults. Induction arrangements are working well and ensure smooth transfer to secondary school. The school readily seeks external support for pupils who are considered to be potentially vulnerable and it keeps their families engaged with the process. It works closely with the local authority's specialist services to ensure that pupils with special educational needs and/or disabilities, particularly those with behavioural, emotional and social difficulties, are suitably supported. The headteacher has taken a range of active steps to promote good attendance with pupils and their parents. Systems are now more robust. As a result, the attendance of all sizeable groups is now average and fewer pupils are persistently absent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

### **How effective are leadership and management?**

The new headteacher has accurately identified as key development priorities the variability in the quality of teaching and the uneven progress pupils make as they move through the school. The urgent deployment of local authority resources to improve teaching is showing early gains. Monitoring covers the essential range of activities and is effective enough to give the school a general view of its strengths and weaknesses. Data are collected regularly and assist the school to track pupils' progress. Targets set are becoming increasingly challenging. Governors are supportive of the school and, in general, know its strengths. They have been unsure about the school's weaknesses and the reasons for them. This is changing rapidly and governors are readying themselves in earnest for providing greater challenge for the school.

Relationships with parents and carers are generally positive and improving. They are

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kept well informed about their children's progress. The school is opening up to parents and they are beginning to respond. Partnerships with local services and other agencies add to the school's overall provision for pupils whose circumstances make them vulnerable and contribute satisfactorily to their well-being. Most pupils benefit from the school's commitment to equal opportunities, although some of the more able pupils are insufficiently challenged to achieve their potential. Discrimination of any kind is tackled with determination.

Safeguarding arrangements meet requirements, although the review of the safeguarding arrangements to ensure that they fully permeate all the school's work is at an early stage. The school has a good awareness of the nature of its local community and it is beginning to reach out to it. The school is a largely a cohesive community which provides a safe and secure environment for learning. At this stage, the evidence of its success with promoting community cohesion beyond the school is limited. However, it has clear plans to remedy this situation.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children make good progress from their starting points on entry to the Nursery, which are below those expected for this age. They achieve well in all areas of learning due to good teaching. As a result, their attainment is broadly average by the end of Reception. They settle quickly to the routines as a result of effective induction. The regular focus on developing children's early literacy and numeracy skills ensures that most of them become secure in linking sounds and letters and in counting. They enjoy painting and are proud of their self-portraits. They are enthusiastic about taking part in



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role play in the home corner. During the inspection, the three 'princesses' dressed meticulously for the part. Children's personal and social skills develop well because adults give them numerous opportunities to work and play together, both in the classroom and outdoors. Thoughtful planning ensures that all children's learning is based on a judicious balance of adult-led and child-initiated activities. Occasionally, there is insufficient challenge for the more able. Observation and assessment of children's progress are frequent and detailed, and inform effectively the next steps in their learning. Ensuring children's welfare and safety is at the heart of the good provision. Leadership and management are good and have been effective in establishing productive relationships with parents.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Fewer than a quarter of parents and carers returned the questionnaire. A vast majority of them agree that their children enjoy being at school and feel safe. They are satisfied with the information they receive about their children's progress; even so, a few would like more guidance about how they could help their children's learning at home. A small minority of parents and carers raised concerns about the school's management of unacceptable behaviour, but inspectors found that behaviour is satisfactory. The school acknowledges that it has a small number of pupils with highly challenging behaviour. It was able to show that the consistent behaviour management within the school is beginning to pay off. Even so, the school does not hesitate to seek specialist, external support, when it is necessary. The effectiveness of the leadership and management of the school and its effectiveness in taking account of parents' and carers' suggestions were the other concerns. Inspectors found evidence to suggest that the new headteacher is reaching out to parents and the community and she has correctly identified the main areas of the school that need to be improved. A good proportion of parents agree that their children make enough progress at the school and that teaching is good. The inspection findings clearly indicate that pupils' progress and teaching are satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Arkwright Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	60	6	30	1	5	0	0
The school keeps my child safe	10	50	9	45	0	0	0	0
The school informs me about my child's progress	6	30	11	55	3	15	0	0
My child is making enough progress at this school	7	35	11	55	2	10	0	0
The teaching is good at this school	8	40	10	50	1	5	0	0
The school helps me to support my child's learning	6	30	9	45	3	15	0	0
The school helps my child to have a healthy lifestyle	6	30	11	55	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	25	10	50	2	10	1	5
The school meets my child's particular needs	6	30	9	45	1	5	0	0
The school deals effectively with unacceptable behaviour	2	10	12	60	5	25	0	0
The school takes account of my suggestions and concerns	3	15	10	50	4	20	1	5
The school is led and managed effectively	5	25	10	50	3	15	1	5
Overall, I am happy with my child's experience at this school	6	30	11	55	2	10	1	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 July 2010

Dear Pupils

Inspection of Arkwright Primary School, Chesterfield, S44 5BZ

Thank you for welcoming the inspection team to your school. We enjoyed looking at and talking to you. We judged your school to be satisfactory.

Here are some of positive things about your school.

Most of you make at least satisfactory progress in lessons and reach average standards by the end of Year 6.

Teaching is satisfactory overall, but most of it is good for children in the Nursery and Reception classes and in the Year 5 and 6 class.

You have a good understanding about staying healthy.

You say that you feel safe at school.

You say you enjoy being at school and your attendance continues to improve.

Here are the things that the school needs to improve.

Pupils between Years 1 and 4 should make better progress than they do now. Those who are capable of doing more demanding work should be expected to do so.

Teaching should be good or better in Years 1 to 4.

Staff and governors should check thoroughly how well you do in lessons and in your written work, and how well your school is performing.

We wish you all the very best for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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