

Homefields Primary School

Inspection report

Unique Reference Number	133258
Local Authority	Derby
Inspection number	341363
Inspection dates	28–29 June 2010
Reporting inspector	Mary Hinds

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Stuart Wicks
Headteacher	Julie King
Date of previous school inspection	11 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, observed eight teachers and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work closely and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, governing body minutes and records of pupils' progress. They considered the responses in questionnaires from pupils, staff and 77 parents and carers.

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

achievement of more able pupils in English at Key Stage 2 to determine whether teaching is sufficiently challenging for all - how consistently are teachers making use of assessment data and individual targets to inform teaching and accelerate individual progress?

- achievement of pupils with special educational needs and/or disabilities at Key Stage 1 to determine how effectively leaders and managers identify, monitor and evaluate specific areas of need to ensure good progress
- how well community cohesion is promoted and the impact of this upon pupils' cultural development.

Information about the school

The school is larger than other primary schools. The percentage of pupils eligible for free school meals is below the national average. The majority of pupils are White British with the remainder being from minority ethnic backgrounds. There are a few pupils attending school whose first language is not English. The percentage of pupils who have special educational needs and/or disabilities is below the national average. Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes. The school provides an early morning breakfast club which was inspected by the team. The school has gained a number of awards including Healthy Schools, Eco Bronze Award, Basic Skills Quality Mark and Financial Management Standard.

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?

1

The school's capacity for sustained improvement

1

Main findings

Homefields is an outstanding school. This is because leaders are highly successful in creating a harmonious community where maximising pupils' learning and well-being are central to their work. The headteacher inspires everyone to share her high expectations. Leaders at all levels, including governors, play an important role in securing continuous improvement through their in-depth evaluation of the school's work and highly focused improvement planning. This precise analysis provides leaders with a clear picture of strengths and areas for development. Thus leaders are able to intervene swiftly when pupils are not making at least the expected progress. For example, leaders are mindful of one aspect that needs improvement and have put in place strategies to raise achievement in writing so that pupils can consistently make outstanding progress, as they do in reading, mathematics and science. This illustrates excellent capacity for improvement.

Teaching is almost always of a high standard and assessment opportunities are good. However, there are occasionally, missed opportunities to provide pupils with detailed improvement points in writing because the quality of feedback is variable. Parents are overwhelmingly supportive of the school, as one parent commented, 'I would not want my children to go to another school as they are so excited and never miss a day'. Indeed pupils' enjoyment of school is reflected in their exceptionally high attendance rates. Pupils' personal development is exemplary. Their behaviour and their knowledge of healthy lifestyles and staying safe are excellent. A significant aspect of success in pupils' outstanding progress and high attainment is the school's focus on ensuring they enjoy their learning. The outstanding curriculum, enhanced by a range of educational visits and focused themed weeks, secures not only pupils' outstanding skills in Literacy, mathematics and science but also excellent skills in other subjects such as art, design and technology, and history. Pupils' outstanding basic skills as well as the promotion of key life skills, such as independence and team work enable pupils to develop as well-rounded and mature individuals.

What does the school need to do to improve further?

- Ensure that achievement in writing is outstanding by sharing best practice in marking and assessment by providing:
 - greater consistency in helping pupils to improve their writing
 - opportunities for pupils to practise specific improvement points identified.
 - ? Develop further the use of individual targets for children in the Early Years

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Foundation Stage to accelerate progress from good to outstanding by making it clearer to the children what their next steps are in their learning.

Outcomes for individuals and groups of pupils

1

All pupils, including those with special educational needs and/or disabilities, make rapid progress. Attainment at the end of Key Stage 1 has continued to rise and is now well above average in all key subjects. At the end of Key Stage 2 standards are well above average in reading, mathematics and science, and above average in writing. Pupils are highly motivated to achieve well as teaching is challenging, relevant and interactive. For example inspectors observed several lessons based on a 'bridges' topic where English and mathematical skills were being consolidated and extended, together with rich opportunities for problem solving, team work and creativity. Development of these skills is further extended through the strong links that the school has with local businesses and through an enterprise scheme where employees work with pupils on work-based initiatives. This, together with exemplary attendance for the majority of pupils, prepares them exceptionally well for the next stage of their education.

Pupils' behaviour is outstanding. They are courteous and display high levels of maturity. This is evident from their independent learning and their outstanding contribution to the school and wider community. For example, pupils enthusiastically take on responsibilities such as running their own tuck shop. They support younger pupils and resolve disputes on the playground because some are trained peer mediators. The school council is often part of major decision making from designing the layout of the outdoor seating to reviewing the content of the curriculum. Pupils' frequently raise funds for charities and have recently extended their links globally by supporting two children in Uganda. Their understanding of how to stay safe and to be healthy is exceptional. Pupils' spiritual, moral, social and cultural development is also exemplary. Strong relationships within school, where staff are excellent role models, creates a highly positive ethos, enabling pupils to reflect on their experiences and to respect and to empathise with others. Assemblies and the curriculum also provide experiences for pupils to enjoy and explore elements of different faiths and cultures which are further enriched through visits to religious centres and the use of visitors such as African and Bangra drumming to Morris Dancing. However, the school recognises that pupils lack direct contact with pupils of different cultural backgrounds and are planning to strengthen links with other schools locally and internationally to enhance this further.

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils' progress and learning is exceptional because the quality of teaching is consistently good or better. During the inspection almost all of the teaching observed was at least good and over half was outstanding. The quality of work produced by pupils also shows excellent presentation, pride and progress over a period of time. Teachers plan lessons so that all abilities are suitably challenged, which motivates pupils to learn at a fast pace. This is further developed through highly effective questioning skills, when teachers take into account pupils' levels of understanding and use this information to inform the next steps in teaching and learning. Lessons are planned to be fun, relevant and to provide opportunities for independent and collaborative group work. In the very best lessons, teachers provide excellent experiences for pupils to practise and extend their basic skills, including speaking and listening. In these lessons, pupils are able to evaluate their own learning because they are given guidance on how to assess their achievement against the lesson objectives. This is further developed through personal targets and highly effective marking where there is clear guidance for pupils on how they can improve their learning. However, this outstanding practice in written feedback is not consistently applied in every year group, particularly in writing.

Those with special educational needs and/or disabilities make excellent progress because teaching assistants are used exceptionally well to provide targeted support for their learning and because there are effective links with external agencies. The needs of those pupils identified as gifted and talented are met through challenging targets and through initiatives with other local schools.

The curriculum is relevant, exciting and meets the needs of all pupils. It is carefully

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planned in order to deepen pupils' skills and understanding; subjects are integrated within thematic topics as well as whole-school subject-focused weeks, such as in design and technology and in art, resulting in fantastic creative displays around the school which celebrate and support pupils' learning.

Pupils' needs are central to the work of the school and all adults provide excellent care and support to ensure that any barriers to learning, personal development and well-being are removed. The school works very well with external agencies and this together with extremely detailed individual records of progress ensures tailored support and intervention. Pupils when questioned believe that they are extremely well prepared for the next steps in their learning as do parents. They are right as both induction and transition arrangements for children entering the school in the Early Years Foundation Stage and when moving on to other schools is carefully planned and very effective. This high quality care includes a breakfast club which provides a safe and stimulating place, where pupils can learn, relax and eat healthy food with plenty of adult support.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Due to the strong leadership of the headteacher the school continually strives for excellence in every area of school life. This has ensured that high standards have been sustained with even further improvements in key areas. Senior leaders communicate ambition extremely well and work cohesively to develop a shared sense of purpose. Governors are hard working and are fully committed to the strategic direction of the school through their own incisive monitoring and analysis of the schools' performance. This provides them with up-to-date knowledge and they are well placed to hold senior leaders to account, as well as being supportive through the broad range of skills and expertise that they have. Self-evaluations are forensic because pupils' overall development and progress and the impact of provision, including the quality of teaching, are regularly checked and analysed. This ensures precise improvement planning with challenging targets so that all pupils make outstanding progress. Furthermore, this enables the school to promote equality of opportunity exceptionally well. The school provides outstanding value for money.

The effectiveness of safeguarding is good. The school adopts recommended good practice across all areas of its work and has well developed quality assurance and risk assessments. The school works collaboratively with other agencies to enhance provision

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and support outstanding outcomes for pupils, including those who are vulnerable. Community cohesion is promoted exceptionally well both within the school and the local community. Leaders have quite rightly identified through their recent analysis that they now need to plan for a greater awareness of national and global contexts.

Parents and carers are very well informed about all aspects of their children's development through a range of strategies. The majority of parents' views from the questionnaires validate the excellent communication and support from the school. Their views are sought and contribute to decision making; for example, the breakfast club was set up as a direct response to parents' wishes.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children overall make good progress throughout the Early Years Foundation Stage. They enter the Nursery with skills that are in line with national expectations and they make satisfactory progress. In the Reception class children make good progress so that by the time they are ready to move to Year 1 their attainment is above average for their age in all areas of learning. Children also make good progress in their personal development. They have very positive attitudes to their work, taking turns and sharing. This is because provision is good and attention to the children's welfare is outstanding. The wide range of activities provide a good balance between child-initiated and adult-led learning. The learning environment both inside and outside is highly stimulating where activities are planned to encourage active and exploratory learning. Observations and assessments are an integral part of planning and inform the next steps in learning, although this could be improved further by making these personal targets clearer.

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Relationships are good and the partnership with parents is very effective. All adults give the highest priority to the children's health, safety and well-being. There is a common sense of purpose amongst all staff who work very well as a team. This is because the leadership and management of the Early Years Foundation Stage is good, although monitoring could be developed further by being more frequent and rigorous.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The overwhelming majority of parents are happy with their child's education. While a very few expressed concerns relating to incidents involving individuals and class sizes. Most parents who made additional comments were full of praise for the school. The following are typical of them: 'Homefields is a fantastic school'; 'I believe that the standard of teaching is excellent'; and 'I find the school to be excellent in every way A wonderful headteacher'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Homefields 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	70	21	27	1	1	0	0
The school keeps my child safe	61	79	13	17	3	4	0	0
The school informs me about my child's progress	45	58	31	40	0	0	0	0
My child is making enough progress at this school	45	58	28	36	4	5	0	0
The teaching is good at this school	53	69	24	31	0	0	0	0
The school helps me to support my child's learning	46	60	31	40	0	0	0	0
The school helps my child to have a healthy lifestyle	59	77	16	21	1	1	1	1
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)	52	68	21	27	1	1	0	0
The school meets my child's particular needs	44	57	27	35	5	6	0	0
The school deals effectively with unacceptable behaviour	47	61	22	29	6	8	0	0
The school takes account of my suggestions and concerns	42	55	26	34	6	8	1	1
The school is led and managed effectively	50	65	21	27	5	6	1	1
Overall, I am happy with my child's experience at this school	59	77	16	21	0	0	0	0

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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



30 June 2010

Dear Pupils

Inspection of Homefields Primary School, Derby, DE73 5NY

Thank you for making us so welcome and talking with us when we visited your school. We were very impressed by your excellent behaviour and the polite and mature way that you spoke with us. Your school is amazing because it makes sure that you all make outstanding progress, that you attain standards which are much higher than those normally found for your age and that you are all exceptionally well cared for. This is because:

- your school is led and managed well by your excellent headteacher and other leaders, including the governors
- you have exceptionally talented teachers and teaching assistants who make sure that your learning is fun and interesting
- you are well looked after and this is why you know how to stay safe and healthy
- your contribution to the running of the school through the school council, and how you all take responsibility for your own behaviour and learning is outstanding.

To help to make your school even better we have asked the staff and governors to:

- make sure that your progress in writing is outstanding by giving all of you clear targets to improve your writing and giving you time to practise what you need to do to make it even better
- similarly, further develop the use of targets for children in the Early Years Foundation Stage to make sure that they make outstanding progress.

Thank you again for your help, and congratulations on a wonderful school.

Yours sincerely

Mary Hinds

Lead inspector

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