School report

Etwall Primary School

Egginton Road, Etwall, Derby, DE65 6NB

Inspection dates	16–17 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	**Good**	**2**
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and the governing body have very successfully focused on improving the quality of teaching and raising achievement. Consequently, the school is improving.
- Children enter the Early Years Foundation Stage with skills typical for their age. From their starting points, all groups of pupils make good progress as they move through the school and achieve well.
- Excellent systems are in place which ensure that pupils' progress is tracked rigorously and consistently across the school.
- Good teaching and the use of a range of attractive resources engages pupils' interest and enables them to make good progress.
- The curriculum is rich and the links with schools overseas ensures pupils are well equipped to become global citizens.
- Pupils' behaviour is typically good in lessons and around the school. Pupils show respect and kindness towards each other, staff and visitors. Pupils rightly say that they feel safe in school.
- Teachers know their pupils well, relationships are good and classes are very well managed.

It is not yet an outstanding school because

- Teaching is good rather than outstanding.
- In some lessons, pupils have insufficient time to learn on their own, questioning does not always fully extend their understanding and work is not always precisely matched to their abilities.
- Pupils' progress in English, although good, is not as rapid as that in mathematics.
- New approaches to the teaching of reading have not yet been refined and become fully embedded in the school's work.
- The skills of teaching assistants are not always used fully, particularly in the teaching of reading.

Information about this inspection

- Inspectors visited 21 lessons taught by eleven of the school's teachers.
- Meetings were held with parents and carers, staff, members of the governing body, a representative of the local authority and pupils.
- Inspectors observed the school's work and looked at development plans, records of pupils' progress, arrangements for safeguarding and documentation on monitoring teachers' performance.
- Inspectors took account of one letter from a family, the 41 responses to the online questionnaire (Parent View) and the analysis of the school's surveys of parental views.
- Inspectors also scrutinised 16 questionnaires returned by staff.

Inspection team

Andrew Stafford, Lead inspector	Additional Inspector
Raymond Biglin	Additional Inspector
Renee Robinson	Additional Inspector

Full report

Information about this school

- The school is average in size compared with other primary schools.
- Most pupils are from White British backgrounds and the vast majority speaks English as their first language.
- A small proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
  - always giving pupils an appropriate balance of opportunities to learn independently as well as listening to their teacher
  - asking more open and complex questions to extend and deepen pupils' understanding, especially for the most able
  - ensuring that work is even more closely matched to pupils' levels of ability and that the more-able pupils are consistently challenged.
- Further improve pupils' achievement in English by:
  - embedding and refining the recently introduced, more structured approach to the teaching of reading
  - making more use of the skills of teaching assistants and ensuring that they are fully involved in the teaching of reading.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress and achieve well in lessons. Most work hard, answer questions readily and concentrate on what they are doing.

- Children in the Early Years Foundation Stage quickly become confident learners. The outside area provides a stimulating learning environment. Indoors, children were seen clearly enjoying learning as they picked apples in the make-believe orchard during story time.

- In an upper Key Stage 2 lesson, pupils made good progress and thoroughly enjoyed learning when they worked to produce complex sentences. They used their imaginations well, using rich adjectives and suitable adverbs to describe what their senses told them about the activities observed in the school playground.

- From starting points that are generally in line with age-related expectations, children make good progress in the Early Years Foundation Stage and through Key Stage 1. In Key Stage 2, this good progress continues and pupils' attainment is above average in tests and assessments at the end of Year 6. Progress is particularly rapid in mathematics due to skilled teaching and thorough tracking of pupils' progress.

- Attainment in reading is typically average at the end of Key Stage 1 but is above average by the time pupils leave school. New approaches to the teaching of reading for the youngest pupils are already having a positive impact on attainment, but have yet to be fully refined and become embedded in the school's work.

- All groups of pupils, including those pupils who are learning English as an additional language, pupils with disabilities and those who have special educational needs, and those in receipt of the pupil premium achieve as well as their peers. They are given timely and constructive individual help from teachers and, in some cases, from teaching assistants. However, the skills of teaching assistants are not always fully utilised in all classes, particularly in the teaching of reading.

The quality of teaching is good

- Teaching, including that of English and mathematics, is consistently good across the school, which is why pupils are making good progress and achieving well. Teachers have a caring approach and foster productive relationships which lead to pupils enjoying the education they receive at school.

- Teachers manage their classrooms very well, lessons are carefully structured and good use is made of a range of interesting resources, including modern technology, to engage pupils' interest and motivate them to learn effectively.

- The many examples of pupils' work displayed in school are testament to the quality of their work and to their enjoyment of learning. In the Reception classes, it was evident that the children who started school at the beginning of term had already settled quickly into the very clear school routines.

- Each school day begins with an activity which successfully settles pupils to learn and helps to build confidence for strong individual achievement. During these sessions, partners help each

other to solve problems and this approach underscores for pupils that working with others leads to more rapid progress than can be achieved alone.

- Teachers monitor pupils' progress carefully and check their learning regularly. Books are marked thoroughly and pupils are given useful pointers on how to improve their work further. Most teachers check that the advice given is followed up but this is not consistent across the school.

- In the best lessons, teachers set work at the right level for of all pupils, activities are demanding and perceptive questioning extends pupils' skills and understanding. In a few lessons, the pace of learning is slightly slower when questioning is not as skilled, work is less challenging and is less well matched to the needs of pupils of all abilities. In lessons where pupils were asked to listen for too long and had fewer opportunities to learn independently, progress was also slightly slower.

- A strong focus on the teaching of English and mathematics, through imaginative sessions on the themes of 'Olympic Maths' and 'Spy Kids Writing', which are examples of themes used across the school, enables pupils to make good progress in these core areas of learning.

The behaviour and safety of pupils are good

- Pupils typically behave well at Etwall Primary. In the playground and in lessons they share equipment sensibly, are polite and are sensitive to the needs of others.

- Pupils know how to keep themselves safe. They are well informed about different types of bullying and internet safety and have a sensible attitude to taking risks. Pupils are confident that the rare incidence of bullying in school will be dealt with quickly.

- From the parents who responded to the questionnaire (Parent View), a very small minority have concerns about behaviour in school. Inspectors' scrutiny of behaviour logs and other documents showed behaviour to be good and any incidents of challenging behaviour to be well managed by staff.

- Attendance is above average and almost all pupils arrive at school on time. Pupils say they like coming to school. They also say they feel safe in school and parents agree that school is a safe place to be.

- Staff manage pupils' behaviour very well. Pupils know the standards of behaviour that are expected in school and are keen to achieve rewards for good behaviour and extra effort. Points that are awarded go towards house totals and are much prized.

- Pupils are keen to take responsibility and many examples were seen during the inspection. Pupils were observed acting as the newly appointed 'buddies' who help younger pupils, wearing their red baseball caps with pride. Also, monitors are very happy to help by serving salads to children at lunchtime.

The leadership and management are good

- The very able leadership of the headteacher is instrumental in accelerating pupils' progress and bringing about school improvement. Detailed systems to monitor pupils' progress are used consistently across the school. These very effectively inform leaders who need extra help to achieve their potential.

- School self-evaluation is accurate and areas for development are quickly identified and acted upon. For example, strategies to improve progress in reading, although not fully embedded, are already having an impact on pupils' progress.

- Teacher's performance is well managed. Teaching is monitored closely and rewards are linked to the progress made by pupils. Teachers receive good quality training and guidance to help them improve their skills. The training has led to an improvement in the quality of teaching. It has been well received by staff who feel more confident about tackling aspects of their performance that are highlighted for improvement.

- The local authority provides light touch support for this good school. It has provided valuable expertise in improving teachers' skills in how early reading is taught. Teachers are successfully improving their approaches to how the sounds that letters make are taught.

- All pupils have equal opportunities to succeed and the school tackles discrimination forcefully. This is evident in the good progress made by all groups of pupils including those in receipt of the pupil premium.

- The school's arrangements for safeguarding pupils are firmly in place and fully meet statutory requirements.

- The rich curriculum meets pupils' needs well. A clear focus on teaching English and mathematics, combined with many creative and skills-based activities, allows all pupils to succeed. A wide range of trips, including to a Muslim faith centre in Derby and a residential stay in the Peak District, add to pupils' enjoyment of learning. Their enthusiasm for learning modern foreign languages was evident and provides good balance in the curriculum.

- Pupils' spirituality is promoted well in assembly through opportunities for prayer and reflection. The school promotes well an appreciation of local and different global cultures. The good understanding of others from different ethnic backgrounds, and those holding different beliefs, promotes insights and tolerance.

- **The governance of the school:**
  - is very supportive of the school and knows its strengths and weaknesses well through carrying out regular and rigorous monitoring of all aspects of the school's work
  - has evaluated the impact of the pupil premium funding and judged that has enhanced the performance of the pupils entitled to it
  - provides support and challenge for the headteacher in equal measure and its actions are having a strong impact on bringing about school improvement.

What inspection judgements mean

School Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	112549
Local authority	Derbyshire
Inspection number	401282

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Debbie Hendriksen
Headteacher	Sally Dixey
Date of previous school inspection	12 May 2010
Telephone number	01283 732301
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