

# Sale and Davys Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	112799
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	325689
<b>Inspection date</b>	5 November 2008
<b>Reporting inspector</b>	Ian Jones

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	99
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	7
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hannah Hogg
<b>Headteacher</b>	Mrs Carolyn Stops
<b>Date of previous school inspection</b>	29 September 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>	Twyford Road Barrow-on-trent Derby Derbyshire DE73 7HA

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<b>Age group</b>	4–11
<b>Inspection date</b>	5 November 2008
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**Telephone number**  
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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the progress made in writing by pupils, especially the more able; how well pupils develop spiritually, morally, socially and culturally; the impact of academic guidance on pupils' learning and achievement; and how effectively leadership impacts upon school improvement to raise standards. Evidence was gathered from discussions with senior leaders, governors and pupils. In addition, inspectors observed parts of lessons and a school assembly, and scrutinised a range of school information including details of the standards and progress achieved by pupils, the school's self-evaluation and parent questionnaires.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Sale and Davys Church of England Primary School is a small rural school situated in Barrow-on-Trent, Derbyshire. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties and/or disabilities is below the national average. Two pupils have statements of special educational needs. Nearly all pupils have a White British background, and all speak English as their first language. Attendance is well above the national average. Early Years Foundation Stage (EYFS) provision is provided for children in the Reception class. Attainment on entry to the school is broadly in line with national expectations. The school has gained the Basic Skills Quality Mark, Investors in People, Arts Mark, Active Mark for sport and Healthy Schools awards. A separate playgroup operates from the school hall.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school and parents are right in their view that it provides pupils with a great start to their education. The school is highly successful at building upon the good introduction to learning in the EYFS, and prepares them extremely well for their future lives as adults. Parents remark very positively on the welcoming and friendly atmosphere, and the huge enjoyment children have of school. As one parent, echoing the views of many, said, 'My daughter skips into school each morning, she is very motivated by the teaching styles used.' The headteacher provides inspirational leadership and she is very well supported by the staff and governors. Together, they have led significant improvements since the last inspection that have led to much higher standards.

The school's leadership places great importance on maintaining high standards. Assessments made in 2008 in Year 2, continue this trend in reading, writing and mathematics. Results, over time, at the end of Year 6, show standards to be significantly above the national average and at times exceptionally high. Provisional results for Year 6 in 2008 show a similar picture. However, the school recognises there is scope to increase the rate of progress in mathematics to even higher levels through increasing opportunities for pupils to apply their knowledge in practical situations. Pupils make outstanding progress overall. A recent push on developing thinking skills, the use of dramatic techniques and greater curriculum time spent on the development of extended writing skills, are having a significant impact on improving standards. While girls continue to attain higher standards than boys, these improvements are helping all pupils to make rapid progress. The school is not complacent, however, and strives to build upon the high standards already achieved.

Pupils greatly enjoy the varied and exciting curriculum on offer. Several curriculum awards including the Healthy Schools, Arts Mark and Active Mark for sport awards reflect the enhancements made. The curriculum helps to make learning relevant and purposeful. Significant strengths of provision include the very effective use of curriculum planning and a wide range of visits and visitors which help ensure pupils have first-hand experiences from which their learning is developed. Enrichment activities feature an extensive range of lunchtime and after-school clubs and pupils thoroughly enjoy the French lessons taught throughout Key Stage 2.

Teaching and learning are outstanding. The high quality teaching ensures that activities are suitably matched to the wide range of pupils' needs. Lessons are often outstanding, enabling outstanding progress to be made. Teaching assistants provide very effective support, enabling those pupils who need additional help to make excellent progress. Information and communication technology (ICT) is used very effectively to illustrate teaching points and support learning. Pupils have personal targets in literacy and numeracy and know what they are aiming for. They are carefully assessed and their progress monitored regularly to ensure that they stay on track to achieve the high expectations the school sets for them. Pupils are also involved in assessing their own learning and thorough and detailed feedback ensures that pupils know what they need to do to improve. Pupils are highly motivated to learn as a consequence of the excellent teaching and the exciting curriculum; they work very hard and their behaviour is invariably of the highest standard.

The school's Christian ethos powerfully underpins the very caring and happy atmosphere that permeates the school. Staff show exceptional care towards pupils. In turn, pupils model this

behaviour towards each other and this promotes a safe and secure environment in which they all flourish emotionally and academically. Consequently, pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils display very high levels of maturity when helping and supporting each other in their lessons and around school, proudly accepting responsibility as playground friends or school councillors. They have an excellent understanding of how to stay healthy and safe and demonstrate this in their daily lives at school. Attendance is outstanding, reflecting pupils' thorough enjoyment of school and all that it offers.

The school works very effectively with a range of agencies to ensure that pupils are very well supported during their time at school. Support for pupils who find learning more difficult is of a very high calibre, resulting in outstanding progress being made. There are effective procedures to ensure pupils are kept safe and for preventing and dealing with any rare instances of inappropriate behaviour. Appropriate checks are carefully made on the suitability of staff and procedures for safeguarding pupils fully meet current requirements.

Leadership and management are outstanding. Systems for monitoring the quality of teaching and learning and for assessing and tracking pupils' progress are rigorous and effective in promoting the very high rate of progress. Staff use assessment information very effectively to identify and support pupils who are at risk of underachieving. The school meets the targets it sets and revises these regularly to ensure they remain suitably challenging. Professional development is used effectively to promote improvement. Governors play a full role in the life of the school. They provide leaders with first rate support, work closely with staff and pupils and have effective systems for holding the school to account.

Leaders ensure that the school promotes community cohesion well by fostering positive relationships with outside agencies and the wider community. Much work is done to develop in pupils a respect for their own and other cultures. For example, pupils talk excitedly about themed weeks and events when they learn about different countries and communities. They also organise and host various events through the year to support a range of charities.

The school has made outstanding progress in tackling the specific issues raised in the last inspection. Care, guidance and support, including academic guidance, are now exemplary, and through careful use of the school tracking system any pockets of underachievement are swiftly and effectively put right. These improvements, together with significant improvements in teaching and the curriculum have strongly supported the school in raising pupils' achievement from satisfactory to outstanding and strengthened provision in all other aspects of its work. The school therefore demonstrates excellent capacity to improve further and to move forward to the next stage of its development.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Reception class. They settle into routines quickly, play happily together, learn to share and make choices. Their social skills are developed effectively through a wide range of exciting and purposeful play activities. As a result, they make good progress and achieve excellently in their personal, social and emotional development.

There is a suitable mix of adult-led tasks and activities children choose for themselves. Adults use every opportunity to encourage speaking and listening so this aspect of language develops well. The school has begun to implement the revised EYFS curriculum and practitioners make effective use of the classroom environment to make learning meaningful. However, opportunities

to explore learning through all the senses are not as good outside the classroom as they are within it. Nonetheless, the good teaching results in children being enthusiastic about learning. Consequently, they grow in confidence and independence, and make good progress so that by the time they leave the Reception year most reach the expected learning goals for their age.

The provision is well led and managed. Adults assess and monitor children's progress carefully so that all, including those who need extra help, make good progress in their learning. There is good teamwork amongst staff and clear direction from the EYFS leader. Exceptional care is taken of the children making sure they are safe at all times.

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

- Increase opportunities in mathematics for pupils to apply their knowledge in practical situations.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

6 November 2008

Dear Pupils

Inspection of Sale and Davys Church of England Primary School, Barrow-on-Trent, DE73 7HA

Thank you for helping me to find out about your school. I enjoyed watching lessons and talking to some of you. You attend a very happy, friendly and successful school.

The best things about your school include the fact that:

- you make excellent progress in your work
- you concentrate and behave excellently
- you thoroughly enjoy all the things you do at school
- your headteacher and teachers have some excellent ideas about ways to improve the school
- teaching is outstanding and the staff work hard to make lessons interesting
- staff care for you really well and listen to you very thoughtfully.

I have asked your school to give you greater opportunities to apply your mathematics skills through practical work. You can help by continuing to work hard, doing your best and keeping up your mature attitudes to learning.

Keep enjoying all the things you are learning at school.

Ian Jones

Lead inspector