

# Fritchley C of E (Aided) Primary & Nursery School

Church Street, Fritchley, Belper, Derbyshire DE56 2FQ

## Inspection dates

11–12 December 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have high expectations of pupils, and the effective leadership team has brought about whole-school improvement.
- Leaders are accurate in their evaluation of the strengths and weaknesses of the school. This means that they are taking the correct action to drive further improvement.
- Leaders have taken effective action to improve boys' writing over time. Boys are making stronger progress in writing than they have previously.
- Pupils are taught well and make good overall progress. Teachers have high expectations and regularly check pupils' progress so that they can adapt the work to meet individual needs.
- In mathematics, work is not consistently demanding enough for the most able.
- Not all teachers develop pupils' mathematical fluency and reasoning skills well enough.
- Disadvantaged pupils are making good progress. Teachers precisely identify their individual needs and set challenging work.
- Because some approaches to teaching are new, leaders have not been able to check that, over the longer term, they are having the impact they intend.
- Pupils behave well in lessons and around school. Their behaviour reflects the strong values of care for others and their school. Pupils are proud of their school.
- The curriculum is broad and balanced. It provides pupils with rich experiences which make learning memorable.
- Governors know the school well and hold leaders to account for the progress that pupils make.
- Outstanding leadership of the early years ensures that children make strong progress and are very well prepared for key stage 1.
- Pupils' social and emotional needs are met very well because of the wide-ranging provision leaders have put in place.
- The work of leaders and staff to keep pupils safe is effective. Parents and pupils say that school staff care for pupils very well, and pupils say that they are safe and happy at the school.
- Middle leaders other than those for English and mathematics have a limited knowledge of pupils' learning in the subjects for which they are responsible. This hampers their ability to ensure that pupils make as much progress as they do in reading, writing and mathematics.

## Full report

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

- Increase the proportion of pupils who achieve the expected and higher standard in mathematics by:
  - providing a greater number of high-quality opportunities for all pupils to apply their mathematical learning and challenge their reasoning
  - rigorously monitoring and evaluating the effectiveness of newly introduced teaching approaches.
- Ensure that subject leaders have sufficient time and are equipped with the necessary skills and knowledge to check that pupils make as much progress in other subjects as they do in reading, writing and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher provides strong leadership, ably supported by her leadership team and the governors. She has high expectations of the school, her staff and pupils. As a result, current pupils are receiving a good and improving standard of education.
- Leaders' evaluations of the strengths and weaknesses of the school are accurate. This means they are able to take appropriate actions to improve those aspects of the school that are less strong. For example, after a decline in results in mathematics in 2018, and following a period of research, leaders introduced a new and well-considered approach to the teaching of mathematics. This approach has been implemented well and is beginning to have a positive effect on the progress that pupils are making in mathematics, but it is not consistent across the school.
- Leaders use the additional funding to support disadvantaged pupils effectively. These pupils receive good-quality intervention to support their social and emotional needs. Pupils with special educational needs and/or disabilities (SEND) make good progress from their individual starting points because pupils' needs are accurately identified by leaders and appropriate interventions are put in place.
- Leaders ensure that the physical education (PE) and sport premium is spent well. Teachers receive training from visiting sports coaches, which consequently improves the quality of PE teaching. Pupils have the opportunity to take part in a wide range of sporting clubs, including football, gymnastics and dodgeball.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Equality and diversity are promoted well through the school's programme of assemblies and visitors to the school. Teachers make good use of visits to theatres and residential experiences.
- The curriculum is broad and balanced. As pupils move through the school, they know more and remember more because the curriculum builds on their prior knowledge. Pupils make good progress in a range of subjects, but the assessment of these subjects is not as well developed as in English and mathematics. This means that not all teachers plan work in subjects other than English or mathematics to precisely meet the needs of pupils in order to allow them to make the progress of which they are capable.
- Leaders for subjects other than English and mathematics do not have the time, training or resources to monitor their subjects well enough. As a result, leaders do not have enough impact on improving the progress that pupils make in the subjects for which they are responsible.
- Parents value and support the school. The overwhelming majority of parents who responded to Ofsted's online questionnaire, Parent View, would recommend the school to others. They feel that their children make good progress and are well looked after. Many parents chose to leave additional free-text comments such as, 'The school is brilliant,' and, 'My son has made such good progress.'

## Governance of the school

- Governors provide support for leaders but do not shy away from holding them to account for the progress pupils make. For example, after pupils' results in mathematics declined, they asked probing questions of leaders to make sure that the teaching of mathematics had a positive effect on pupils' outcomes.
- Governors make regular visits to the school to monitor their areas of responsibility. There is a range of expertise among the governing body, and governors attend regular training to ensure that their knowledge is up to date.
- Governors make sure additional funding to support disadvantaged pupils is spent well. They make regular checks to ensure that this group of pupils is making good progress.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff benefit from regular training that complies with present safeguarding guidance. Systems are in place to ensure that concerns are identified early and responded to rapidly. Staff work well with families, as well as other appropriate agencies in social care and in the community, to ensure that pupils are safe and well cared for.
- Leaders are effective in identifying pupils who may be vulnerable, and they quickly take appropriate action to support them. The overwhelming majority of parents, pupils and staff who responded to Ofsted's questionnaires stated that they recognised and appreciated that the school places a high priority on ensuring pupils' safety and care.

## Quality of teaching, learning and assessment

**Good**

- Teachers and teaching assistants have high expectations for what pupils can achieve in most lessons. They plan carefully to ensure that pupils are well challenged. For example, in a Year 5 and Year 6 English lesson, pupils used their well-developed writing strategies to plan detailed work surrounding their knowledge of rivers. Work in pupils' books shows that this is typical of teaching over time in many lessons.
- Adults have established very positive relationships with pupils. They listen to pupils and take their views into account. Pupils are keen to share their thoughts and ideas in lessons because they feel well supported to take risks. Pupils commented that 'adults listen to you'.
- Teachers and teaching assistants are skilled at asking questions that enable pupils to think for themselves. Pupils are encouraged to work things out for themselves and to investigate independently.
- Work in lessons is usually set at different levels of difficulty, including appropriate challenge for the most able. Pupils also gain confidence and speed by starting with practising previously learned skills before moving on to new tasks. Teachers mostly

check that pupils are choosing and completing their work appropriately, ensuring that they are deepening their knowledge, skills and understanding.

- The teaching of reading is strong across the school. Older pupils read challenging texts and are able to see beyond the literal meaning, while younger pupils develop fluency and expression when reading out loud.
- The teaching of mathematics is improving thanks to the effective training from the coordinator and headteacher. The school has also identified an effective way of analysing the weaker aspects of pupils' prior learning in mathematics. Teachers are beginning to include more problem-solving activities as a result and to plan lessons more effectively. This is at an early stage of development and is still to have a consistent impact across the school.
- Teaching in subjects other than English is variable. Pupils make gains in their scientific knowledge and in information technology, for example, because teachers have good subject knowledge and use questioning well to challenge pupils to think more deeply. However, because assessment in these subjects is not fully developed and there is not the same level of pride in topic files and books as in English and mathematics books, pupils do not make as much progress as they could.
- Disadvantaged pupils and pupils with SEND receive precisely focused intervention and support. As a result, work seen in pupils' books shows that disadvantaged pupils and pupils with SEND are making good progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- This is an inclusive school that goes out of its way to welcome pupils from a range of backgrounds and who have different needs. This includes pupils with high levels of SEND and disadvantage. All staff work diligently to provide pupils with a safe and stimulating environment to learn.
- Assemblies are used well to promote to pupils the school values of being caring and supportive towards each other.
- Pupils feel valued and listened to. They use their school council to share views with school leaders about what can be done to improve aspects of the school.
- Pupils feel safe in the school. Those the inspector met told them how bullying is rare. They explained that 'we take care of each other'. They know how to keep safe, including when using the internet. The well-attended Coding Club reinforces this knowledge as well.
- Leaders provide pupils with a wide range of sporting, cultural and artistic opportunities. For example, pupils successfully participate in county sports events, and the choir sang the 'Derbyshire Song' at a county concert.
- In a small number of cases, some pupils who struggle with learning do not present their work as neatly as they should, especially in topic files and mathematics books.

## Behaviour

- The behaviour of pupils is good.
- Pupils are polite and helpful. Pupils are happy to come to school and, as a result, their attendance is good. A breakfast club is well received and enjoyed by those pupils who attend.
- At playtimes and lunchtimes, there is a happy atmosphere because staff provide lots for pupils to do. Older pupils help younger pupils to play safely.
- In lessons, pupils respond positively to teachers praise by concentrating on tasks and trying to do their best.

## Outcomes for pupils

### Good

- In 2018, attainment and progress in mathematics in Year 6 were below average. This meant that not enough pupils reached the expected standard by the end of key stage 2.
- Leaders have taken action to address the underperformance in mathematics. Currently, pupils are making faster progress in this subject across the school. School assessment information indicates that standards have risen. This is confirmed in pupils' exercise books.
- Most disadvantaged pupils are making good progress. The difference in attainment between disadvantaged and non-disadvantaged pupils is negligible. This is because of the effective individual support that is in place.
- Pupils who have SEND receive good support, enabling them to acquire new skills and knowledge quickly. There are well-tailored programmes for pupils with complex needs that cater successfully for their social, emotional and academic development through well-focused one-to-one support.
- Pupils acquire new skills quickly in English. Pupils write enthusiastically, making accurate use of punctuation and increasingly complex grammar. By Year 6, pupils adapt their writing style according to its purpose. For example, one pupil was able to adapt their non-fiction writing about the Amazon River with great skill and appropriate technical vocabulary. Pupils read confidently. They express clear preferences for what sort of books they enjoy especially. They can talk about their favourite authors.
- The most able pupils make good progress in reading and writing. In mathematics, it is more uneven because they do not consistently receive sufficiently demanding work.
- While pupils have good mathematical calculation skills by the end of Year 6, their ability to problem-solve and reason is not secure in all classes. This results in a smaller proportion of pupils currently being on track to reach the expected standard for their age.
- Pupils in Year 1 achieve well in the national phonics screening check. Pupils in key stage 1 can apply their secure phonetic knowledge when reading.

## Early years provision

## Outstanding

- From starting points which are broadly typical for their age, children go on to make strong progress. The proportions who attain a good level of development at the end of the Reception Year are well above the national average. They are very well prepared for Year 1.
- Leaders have created a stimulating and creative environment in which children enjoy their learning immensely. Indoor and outside learning environments are attractive and interesting. There are a range of resources for children to use and a wide range of opportunities for children to learn.
- Children are independent in their learning, accessing a range of appropriate resources. Children behave exceptionally well and there is a highly nurturing culture across both the Nursery and Reception Years. Children are well cared for and there are no breaches of statutory requirements.
- The quality of teaching over time is often outstanding and is never less than good. Teachers ensure that their teaching and the support that the children receive from staff are highly responsive to children's needs. Staff provide a rich variety of activities that encompass the whole of the early years curriculum. Children show determination to learn and complete tasks. They take responsibility for their learning, for example when selecting materials themselves to construct a robust shelter, as well as taking on the role of the health and safety officer.
- Leaders of the early years are highly effective. Leaders have a clear and accurate understanding of the strengths and weaknesses of the provision. They rigorously evaluate their work and their plans for development. They take the correct action to further improve provision. Professional development opportunities are used well to continue to improve teaching. Leaders are in demand from other local schools to share their expertise.
- Children with SEND make good progress because their needs are well met by adults.
- Parents speak very highly of the early years provision, particularly the measures taken to secure the emotional well-being of children. Parents recognise that their children are happy and that they learn many new things due to the quality of the early years provision.
- Phonics is taught well in the early years. Children can apply their growing phonics knowledge both when working with adults and in independent activities.

## School details

Unique reference number	112880
Local authority	Derbyshire
Inspection number	10086749

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Frances James
Headteacher	Karin Baker
Telephone number	01773 852 216
Website	<a href="http://www.fritchleyprimaryschool.co.uk">www.fritchleyprimaryschool.co.uk</a>
Email address	<a href="mailto:headteacher@fritchley.derbyshire.sch.uk">headteacher@fritchley.derbyshire.sch.uk</a>
Date of previous inspection	3–4 December 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils supported by the pupil premium funding is slightly below average.
- The proportion of pupils with SEND is average.
- The school is designated as having a religious character and received a Section 48 inspection on 5 December 2014.

## Information about this inspection

- The inspector observed learning in a series of lesson observations with the school leaders, across all classes and in different subjects to inform judgements about teaching, learning and assessment.
- He assessed the quality of pupils' work by scrutinising a range of written work in subjects across the curriculum. He also listened to pupils read.
- The inspector held meetings with the headteacher, assistant headteacher, the school business manager, other leaders, a group of governors, a representative from the local authority and several groups of pupils.
- The inspector scrutinised a range of documentation, including the school's self-evaluation, its development plan, information on pupils' achievement, records of school safeguarding arrangements and records of the governing body.
- He spoke to parents at the beginning of each day of the inspection. Account was also taken of the 22 responses to Ofsted's online questionnaire and of the parents who left comments on the Parent View free-text service. The views of five staff who completed Ofsted's staff questionnaire were taken into account.

## Inspection team

Phil Garnham, lead inspector

Her Majesty's Inspector

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