

# Pottery Primary School

Kilbourne Road, Belper, DE56 1HA

## Inspection dates

11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- A combination of good leadership, good teaching and pupils' positive attitudes has led to the school making marked improvement since it was last inspected.
- Children make a good start in Reception because the teaching is consistently at least good and occasionally outstanding.
- Pupils of different abilities achieve well because they are given interesting and exciting work at the right level of difficulty.
- Pupils enjoy school, feel extremely safe and attendance levels are above average. Almost all of those parents and carers who offered their opinion agree that this is the case.
- Leaders keep a very close check on teaching and learning and work successfully with staff to tackle weaknesses.
- Disabled pupils and those who have special educational needs are fully included in everything the school has to offer and given the support they need to achieve well.

### It is not yet an outstanding school because

- Pupils' progress in mathematics, although good, is not as rapid as it is in reading and writing.
- Pupils are not always clear about how they can improve their work in mathematics.
- Boys, particularly the more able, make slower progress than girls in writing.
- When teachers mark work in subjects other than English and mathematics, they do not always pay enough attention to pupils' literacy and numeracy skills.

## Information about this inspection

- Inspectors observed teaching in 22 lessons, two of which were observed jointly with the headteacher.
- They held discussions with pupils, the headteacher, teachers, two members of the governing body and a representative of the local authority.
- Inspectors examined a range of documents, including a summary of the school’s self-evaluation and development plan, policies aimed at keeping pupils safe, and information about the management of teachers’ performance.
- The views of 76 parents and carers were analysed through their responses on the Parent View website. Inspectors also spoke with a small number of parents during the inspection.
- The inspectors considered the views expressed by the 24 staff who returned a questionnaire.

## Inspection team

Keith Williams, Lead inspector	Additional Inspector
Patricia Underwood	Additional Inspector
Malcolm Johnstone	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most of pupils come from a White British background. A well below average proportion of pupils comes from minority ethnic backgrounds. A very small proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus, or who have a statement of special educational needs, is above average.
- The proportion of pupils supported by the pupil premium is less than half of the national average. In this school, this relates to those who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school's results meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in twelve classes, some of which are mixed-age. Reception children are taught in two single-year classes. A very small number of children are taught in another school for part of the week.
- A privately-run after-school club is held at the school. This is inspected separately.

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

- Improve teaching and learning by:
  - building on the work already started to help pupils who have gaps in their mathematical understanding to close them and catch up with their classmates
  - giving pupils the same high quality feedback in mathematics that they receive in English so that they know precisely how to improve their work
  - helping boys, particularly the more able, to make faster progress in writing
  - ensuring teachers pay more attention to pupils' literacy and numeracy skills when they mark work in other subjects.

## Inspection judgements

### The achievement of pupils is good

- When children first join Reception, they arrive with skills that are typical of children of this age, although their literacy and numeracy skills are less advanced than those in other areas of learning. Children enjoy school very much and thrive because teachers and teaching assistants work well together to provide stimulating and exciting work.
- Pupils in Key Stages 1 and 2 achieve well and reach standards in English and mathematics that are in line with and, sometimes, above average by the end of Year 6. Their work in books and lessons and the information collected from regular assessments show that they are making faster progress than was previously the case.
- Pupils make good progress in reading and writing and they use their skills well to help them learn in other subjects. Older pupils read widely and have strong opinions about their favourite authors and books.
- Standards of writing among girls are high. While boys do better than boys nationally, they do not do as well as girls in the school. Steps taken to tackle this have helped boys to improve their writing, but have also helped girls to improve, so the gap remains. In particular, fewer boys than girls reach the higher levels.
- Pupils' progress in mathematics is good, but it is not as strong as in English. The school has identified pupils who have gaps in their basic calculation skills, and is providing the extra help they need. This, rightly, remains a priority.
- The school places a high priority on ensuring all pupils, whatever their background or abilities, can access the learning opportunities the school provides. As a result, disabled pupils and those who have special educational needs make good progress.
- The few pupils from minority ethnic backgrounds, including those who speak English as an additional language, achieve well.
- The school checks carefully on the progress made by the very small number of pupils who are taught for part of the week at another local school. This support has been helpful in improving pupils' attitudes and behaviour.
- The school has used the additional funding for pupils eligible for the pupil premium to give extra support for individuals and small groups. These pupils make good progress but there are not enough of them to comment on their attainment in English and mathematics without identifying them.

### The quality of teaching is good

- Teachers and teaching assistants have created a positive and supportive atmosphere and have high expectations of themselves and pupils. All staff are clear about the role they will play in helping pupils to learn and, as a result, pupils achieve well, whatever their starting points.
- Basic skills are taught well. Early reading skills are taught systematically and consistently, so from an early stage, pupils build up a secure knowledge of letters and sounds (phonics). Skilfully

led guided reading sessions, where pupils read together and learn ways of tackling different kinds of books, help pupils to become confident and competent readers.

- Teachers check pupils' understanding systematically. They usually correct any misunderstanding quickly and sensitively and, as a result, pupils quickly learn new knowledge, skills and understanding. In Reception, careful questioning by the adults helps to extend children's understanding and increase their vocabulary.
- Marking in English is good. Pupils are given a clear picture of how well they have done and what needs to improve. This contributes to their good learning. Teachers do not consistently give such helpful information in mathematics, however, so that pupils are not always clear of their next steps.
- Teachers give pupils plentiful opportunities for them to use their literacy and mathematical skills in a wide range of subjects, but do not routinely highlight where these skills are used well or correct spelling, punctuation or grammatical errors.
- Pupils' good behaviour in lessons means that teachers are able to concentrate on helping pupils to learn. They skilfully manage pupils who find it difficult to behave well so that their learning, and that of other pupils, is rarely interrupted.
- Teachers and teaching assistants work as effective teams to support pupils of different abilities, particularly disabled pupils and those who have special educational needs. As a result, these pupils' learning develops as well as that of their classmates. Staff make sure that work is hard enough for the most-able pupils, although some of the more-able boys do not reach the higher levels in writing.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They know what is expected of them and are keen and eager to learn. Pupils' positive attitudes have played an important part in bringing about the faster progress they now make and the school's own improvement. Their attendance is in line with the national average and only a few pupils are persistently absent.
- In every class, pupils are invariably ready to learn and no time is lost when they need to change groups or classrooms. They are proud of their school, take good care of classrooms and outdoor areas and wear their uniform without fail.
- Children in Reception very quickly learn to work and play together and to respect each other. They delight in helping their friends if they are stuck with their work, and take turns and share equipment maturely.
- Staff help the few pupils in school who present challenging behaviour to learn what is acceptable and what the school expects, and these pupils are encouraged and supported so that their behaviour quickly begins to improve. This helps them to keep up with their learning.
- The school's work to keep pupils safe and secure is outstanding. Staff are rightly proud of the high level of care given to pupils, whatever their backgrounds. Their vigilance means that pupils feel very strongly that they are safe in school, and almost all parents and carers who completed the online survey agree. Pupils benefit very much from lessons and assemblies that teach them to stay safe in different situations outside of school.

- Pupils report that bullying is extremely rare and they are very confident that staff deal with it quickly and effectively when it arises. Older pupils, in particular, have a good awareness of different forms of bullying and how to handle them.

## **The leadership and management** are good

- A considerable strength is the excellent way in which leaders check thoroughly on the quality of teaching and learning and provide well-thought-out training and support where weaknesses are identified. Staff and governors share the headteacher's single-minded commitment to improving the school and teachers are held accountable for the progress made by pupils. As a direct consequence, teaching is rarely less than good and pupils achieve well.
- Pupils also learn better because staff provide excellent, imaginative and exciting activities that capture their interest in a wide range of subjects. There is a strong and highly successful emphasis on the arts and music, and on promoting pupils' all-round development, including their spiritual, moral, social and cultural development.
- The school has made good use of the additional funding it has received to extend the sporting opportunities that are available to pupils. This has been used to provide specialist coaching, which is broadening the range of activities in-and-out-of lessons, and is also being used to increase the expertise of school staff. As a result, pupils' enjoyment and skills levels are increasing.
- Subject leaders have contributed well to improving teaching, learning and the quality and range of activities offered in their areas of responsibility. Staff share their expertise skilfully, some with other schools. Good leadership in the Early Years Foundation Stage contributes to the good start made by children in Reception.
- The local authority has made a strong contribution to the school's improvement, initially providing intensive support that has since been reduced as the school's capacity to secure improvement for itself has grown.
- The school works well with parents and carers, providing regular opportunities for them to find out about their children's work and explore how they can help at home. Those parents and carers who spoke to inspectors, and almost all of those who completed the online survey, are positive about the school.
- **The governance of the school:**
  - Governors have a clear understanding of the quality of teaching and other key aspects of the school's work. This is because they have improved the way they collect and analyse a wide range of information, and find things out for themselves so that they can better evaluate the reports that are provided for them by the headteacher and staff.
  - Governors know how well the school is performing in the national tests and they analyse the information collected from the school's own assessments. They use this information robustly to hold leaders to account. Governors set challenging targets for the headteacher and ensure that teachers' appraisals are carried out fairly and effectively. Strong links are made between teachers' performance and pay.
  - Governors ensure that excellent care is taken of pupils and arrangements to keep pupils safe meet current requirements.
  - Governors oversee spending well. They have been appropriately involved in decisions made for spending the funding for pupils eligible for the pupil premium, and checking it is helping

these pupils to raise their attainment. Governors make sure that staff and resources are used carefully to secure best value for money.

## 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	<p>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.</p> <p>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.</p>



## School details

<b>Unique reference number</b>	112787
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431597

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Hawkins
<b>Headteacher</b>	Gillian Hutton
<b>Date of previous school inspection</b>	26 September 2012
<b>Telephone number</b>	01773 823383
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