

Griffe Field Primary School

Inspection report

Unique reference number	131798
Local authority	Derby
Inspection number	381407
Inspection dates	17–18 January 2012
Lead inspector	Stephen Dennett

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	The governing body
Chair	Gail Wandless
Headteacher	Emma Mitchell
Date of previous school inspection	5 October 2006
School address	Grosvenor Drive Littleover Derby DE23 3UQ
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Age group	4–11
Inspection date(s)	17–18 January 2012
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Introduction

Inspection team

Lynne Bradbury

Additional inspector

Colin Lower

Additional inspector

Stephen Dennett

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 15 lessons, observed 13 teachers and held meetings with members of the governing body, staff and groups of pupils. Inspectors found that there were no responses to the on-line questionnaire (Parent View). Informal discussions were held with parents and carers before school. Inspectors observed the school's work and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. The team examined 196 questionnaires from parents and carers, 100 from pupils in Key Stage 2 and 32 from staff.

Information about the school

Griffe Field is a much larger than average-sized primary school. The proportion of pupils of minority ethnic heritage is well above average. These pupils are mostly of Asian origin, though only a few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities or who have a statement of their needs is below average. The proportion of pupils known to be eligible for free school meals is below average. The school has exceeded the current government floor targets for the percentage of pupils who make expected progress and achieve Level 4 or above in English and mathematics. The governing body runs a breakfast club, which was inspected at the same time as the main school. The school has National Healthy Schools status and has achieved Green Flag status as part of the Eco Schools scheme. It also has the 'Smart Water' Award and is a Sustran School as part of the 'Bike It' initiative.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Standards have been consistently maintained at a high level. The school has made substantial improvements to the quality of teaching and provision since the last inspection, when it was judged to be good.
- Pupils' achievement is outstanding and by the end of Key Stage 2, their attainment is well above average in both English and mathematics. Children in the Early Years Foundation Stage make good progress from starting points that are usually average. Although the content of pupils' writing is exceptionally good, their handwriting and presentation are not up to the high standard expected by the school.
- The quality of teaching is outstanding. It is almost always at least good, with many examples of excellent teaching. Teachers throughout the school have very high expectations of both behaviour and pupils' achievement.
- Pupils' behaviour in classes and around the school is outstanding. They are courteous, welcoming and very willing to help each other. All pupils say they feel safe in school and all parents and carers support this view. Attendance is well above average and almost all pupils are punctual.
- The school is exceptionally well led and managed. The governing body has an excellent understanding of the school's strengths and areas for improvement and supports the highly effective headteacher and senior managers well. The school's management has demonstrated an outstanding capacity for improvement by dealing extremely well with the issues raised by the last inspection and maintaining standards at levels significantly above average for the past six years.

What does the school need to do to improve further?

- Improve the consistency and quality of pupils' handwriting and presentation throughout the school by building on the already well-established policy and practice and ensuring that these are effectively implemented in all classes and

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for all pupils.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with variable levels of attainment, but generally they are close to expectations for three-year-olds. Their progress is good, and the attainment of most is above average by the end of Reception. Occasionally, some year groups come into the school with lower levels of attainment and this is reflected in a slight variation in standards at the end of Key Stage 1. In 2011, pupils at the end of Year 2 attained standards that were above average, but this was lower than in previous years. However, they have made good progress since September and their attainment is improving rapidly. Pupils in the current Year 6 have made outstanding progress from average starting points when they entered the school and their attainment is well above expectations. Pupils' attainment in reading is well above average at the end of all key stages and most pupils make outstanding progress in their acquisition of skills. There is evidence of high standards in writing at all key stages. For example, pupils in Year 5 write very clear instructions, based on a wide-ranging vocabulary. Pupils' writing skills are exceptionally good and they use these very effectively in other subjects. However, their handwriting and presentation are more variable and not always as tidy as they should be. Pupils are articulate and expressive. Younger pupils used their speaking skills very well when using role-play to enact the story of the Fire of London, for example. Pupils' numeracy skills are developed well throughout the school. Pupils also have exceptionally well-developed information and communication skills, which they use effectively when analysing the quality of websites, for example.

From lesson observations and the sampling of pupils' work, it is clear that current standards of attainment for the large majority of groups of pupils are above expectations at the end Key Stage 1 and well above expectations at the end of Key Stage 2. No groups of pupils are underachieving and pupils with special educational needs and/or disabilities are making outstanding progress. The few pupils who speak English as an additional language are making outstanding progress as a result of highly effective support. The few gaps in learning for pupils eligible for free school meals have been closed rapidly and they, too, are making excellent progress. Nearly all parents and carers agreed that their children make very rapid progress and pupils also said they felt they were learning extremely well; these views are endorsed by inspection findings.

Quality of teaching

The quality of teaching is outstanding overall and almost always at least good. Excellent lessons are fast moving, engaging and generate high levels of motivation from pupils. Teachers use highly effective teaching strategies, which match pupils'

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needs very well. This results in pupils learning rapidly in all subjects across the curriculum. The teaching of reading, writing, communication and numeracy is highly effective. Teachers make excellent use of information and communication technology to engage pupils in learning and to illustrate points effectively. All teachers have high levels of subject knowledge, including a secure grasp of the teaching of phonics (letter sounds) in the Early Years Foundation Stage and at Key Stage 1. The quality of marking in pupils' books is good and effectively identifies what pupils need to do to improve. Pupils respond to teachers' comments by writing their own. Teaching promotes pupils' resilience, confidence and independence when tackling challenging activities. An outstanding feature of teaching throughout the school is the way in which the curriculum has been planned to meet the needs of all groups of pupils. It includes many exciting enrichment activities that are effective in promoting pupils' personal development, including spiritual, moral, social and cultural aspects. Teaching in the Early Years Foundation Stage is exceptionally well balanced between activities led by adults and those chosen by the children. Nearly all pupils, parents and carers said they felt that teaching in the school was excellent, a view supported by inspection evidence. One parent wrote, 'I am very happy with the school as it has an excellent leadership team and effective, friendly and approachable staff'.

Behaviour and safety of pupils

Almost all parents, carers and pupils are highly positive about behaviour in the school. Records show that incidence of disruption and exclusion are extremely rare. Pupils are typically considerate, respectful and courteous to adults and each other and this has a very positive effect on their learning. They know what the school expects of them and carry this out conscientiously. Pupils' excellent behaviour in the classroom contributes strongly to the exceptional progress they make. Pupils are enthusiastic learners and thoroughly enjoy learning. One pupil, who could hardly contain her excitement, exclaimed, 'I love this school. You don't know what exciting thing you are going to do next!'

Teachers apply behaviour management strategies very consistently, which gives pupils a great sense of security. 'Teachers always treat you fairly', said one boy in Year 6. Nearly all pupils are punctual and attendance is well above average. The school is a very positive and safe learning environment, with high levels of care and support. The school's anti-bullying policy sets out precise and effective procedures for dealing with bullying. Pupils know very clearly how to keep safe and are well aware of internet safety and different forms of bullying, including prejudice-based bullying and cyber-bullying. Parents and carers believe that their children are kept safe in school. Pupils say they feel safe and that there are never any incidents of bullying; they were very insistent about this. There have been no reported racist incidents in the last six years.

Leadership and management

The pursuit of excellence is seen in all of the school's activities. The governing body is very supportive of the school and has an outstanding understanding of what it

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needs to do to improve. Nearly all parents and carers think the school is very well led and speak highly of its excellent track record in maintaining well above average standards. The school was judged to be good when inspected in 2006 and it has improved significantly since then. Its improvement plan has been refined effectively to include clear criteria for success and pupils' attainment in science has improved year on year. The school has maintained the highest levels of achievement, teaching and learning and leaders are very ambitious in their efforts to improve what is already a highly effective school. On this basis, the school has demonstrated an excellent capacity for improvement. The school has robust and effective systems for the professional development of teachers, which have led to the high standard of teaching seen in the school.

The school provides an outstanding, broad and balanced curriculum, underpinned by well-conceived cross-curricular themes. It includes excellent provision for pupils' personal, social and health education and has led to the school gaining positive recognition for its initiatives in this area. Pupils are fully involved with local sports professionals, who provide a wide range of clubs such as dodge ball and gymnastics. It is initiatives like these that also make a very positive contribution to pupils' spiritual, moral, social and cultural development. Displays around the school show how well pupils' own cultural and ethnic backgrounds are celebrated. The school has made concerted efforts to promote equality and in tackling discrimination, it has been entirely successful. There is a very good emphasis on sustainability and conserving resources, including effective use of the school grounds to promote understanding in this area. All safeguarding requirements are met fully. The school has excellent relationships with nearly all parents and carers and provides a wide range of support for them, including workshops and open mornings. Links with the community are strong and several local residents commented positively about pupils' behaviour and contributions. The breakfast club is very well run and parents are highly appreciative of the service it offers.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



19 January 2012

Dear Pupils

Inspection of Griffie Field Primary School, Derby DE23 3UQ

Thank you for welcoming us on our recent visit. This letter is to tell you what we found out. We came to see how well you are all learning and we enjoyed our two days at your happy, friendly school. Thank you for talking to us about your work and what it is like to be a pupil at your school. We were very impressed with your outstanding behaviour and very polite manners.

You, and your parents and carers told us that Griffie Field is an outstanding school and you are right, it is. You are taught well and you make excellent progress in reading, writing and mathematics. The standards you achieve in these subjects are well above average. Teaching is outstanding and your teachers provide you with many interesting and exciting lessons, which you all said you enjoy very much.

The adults help you to grow up well, to learn how to keep safe and to care for each other. Your teachers and the school's governing body all want to make your school even better. We were impressed with most of your writing, but we did notice that sometimes your handwriting and the way you present your work is not as good as it could be. We have asked your teachers to help you improve your handwriting style and give you suggestions about how you can make sure work is neat and well presented. You can help by practising hard and taking care when you write in your books and set things out neatly.

For all of you, the important things are to carry on working hard, making your contribution to school life, and to continue growing into caring and responsible young people. You have all our best wishes for the future.

Yours sincerely

Stephen Dennett
Lead inspector

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