

Chinley Primary School

Inspection report

Unique reference number	112527
Local authority	Derbyshire
Inspection number	378506
Inspection dates	31 January–1 February 2012
Lead inspector	Tim Bristow HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Phil Ockenden
Headteacher	Peter Lambert
Date of previous school inspection	8 January 2007
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Age group	4–11
Inspection date(s)	31 January–1 February 2012
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Introduction

Inspection team

Tim Bristow

Her Majesty's Inspector

Robin Sidaway

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine teachers and visited 25 lessons. They held meetings with members of the governing body, the headteacher, staff and five groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at: the school development plan, governing body meeting minutes, assessment information, lesson plans, school safety procedures and responses to questionnaires from 104 parents and carers.

Information about the school

The school is a smaller than the average-sized primary school. The proportions of pupils from minority ethnic heritages, and those who speak English as an additional language are below average. The proportion of disabled pupils and those with special educational needs is below average. The proportion of pupils known to be eligible for free school meals is also below average.

Pupils are able to attend a before-and-after school club that is managed by the governing body. There is a privately managed pre-school on site that is subject to separate inspection arrangements. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The school has achieved National Healthy School status. The headteacher took up his post in January 2012.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Usually, pupils make the expected progress and, by the time they leave Year 6, attainment in English and mathematics is above average. However, the rate of progress varies throughout the school and some groups, such as the more-able pupils, do not make the progress that they could.
- In the Early Years Foundation Stage the achievement of children in all areas of learning is good.
- Pupils are well behaved and polite. Their behaviour is limited to satisfactory because they are not given sufficient opportunity to take responsibility for their own work and demonstrate their independence. Pupils enjoy the jobs they carry out around the school but, again, they are limited in what they can achieve. As one pupil reported, 'We want to organise activities and events; we have not yet been able to, but we have high hopes for the future.'
- The quality of teaching in lessons is inconsistent and varies – generally from satisfactory to good. Marking is not as helpful as it could be. It does not give pupils sufficient guidance on what they should do to improve their work.
- The school is emerging from a year of turbulence caused by leadership difficulties. School leaders and the governing body successfully managed to continue aspects of school improvement, such as the teaching of reading, while maintaining good care and above-average attainment for pupils. Leaders at all levels are keen to take more responsibility for school improvement, but in the past the opportunity for them to do this has been limited. The new headteacher has made a promising start and comments from parents and carers, staff, pupils and governors demonstrate that he has quickly gained their trust.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the rate of progress of all pupils so that they exceed national

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expectations by July 2013, by:

- increasing, considerably, the proportion of lessons where teaching is at least good
 - providing work that is much more challenging, particularly for the more-able pupils in mathematics
 - improving marking and guidance so that pupils are able to take more responsibility for their work
 - sharing the best practice that exists in the school.
- Ensure, directly, that school leaders and the governing body are more effective in driving school improvement by:
- keeping a careful check on the quality of teaching and learning resulting in the large majority being at least good
 - paying more attention to the progress of pupils in lessons and over time so that it exceeds national expectations
 - enabling middle leaders to take greater responsibility for driving improvements to teaching and learning.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage well prepared for learning. They then make good progress in all areas. By the time they enter Year 1, nearly all pupils exceed the skill development that is typical for their age. The skill development of the majority is well above that expected for their age. Usually, by the time pupils leave Year 6 they make the expected progress, but in 2011 more-able pupils, disabled pupils and those with special educational needs made slower progress than similar groups nationally in mathematics and English. However, assessment information and analysis of pupils' work show that this year disabled pupils and those with special educational needs are making similar progress to others in school. This is as a result of improvements to procedures to check their progress and additional activities to accelerate their learning. In writing, particularly at Key Stage 2, the progress of all pupils is accelerating. A few parents and carers are concerned that their children do not make the progress that they could and inspectors agree that this has been the case for some pupils, particularly the more able. Assessment information shows that there are no significant differences in the progress made by pupils of different ethnic heritages.

By the time pupils leave Year 2, nearly all of them can read and, consequently, their attainment is, in general, above average. Even those who find reading challenging are well equipped with the necessary skills to recognise sounds so that they can try to read words that they are not familiar with. By the time pupils leave Year 6, their attainment in reading is above average. Typically, in lessons seen, some groups, for example, the pupils that find learning more challenging, make better progress in

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English and mathematics than others because they are well supported by teaching assistants and other adults. A few pupils who may be working independently make slower progress because the expectations of what they should achieve are not precise enough. The more-able pupils in mathematics are not given sufficient opportunity to use their own ideas, or to demonstrate their understanding through application of their skills in problem-solving activities or open-ended investigations.

Quality of teaching

A strong feature of teaching is the care that pupils receive. Nearly all parents and carers appreciate this and many made comments expressing how pleased they were with this aspect of their children's education. The relationships between the pupils and adults are good. Pupils' spiritual, moral social and cultural development is promoted well in lessons. Cooperation and respect for each other's ideas and answers are evident in all lessons. Teaching is satisfactory overall, because a few pupils do not always make the progress that they could. Teachers do not use their knowledge of the pupils sufficiently well to prepare work that is as challenging as it could be. Occasionally, too much time is spent by the teacher introducing the lesson to the whole class and pupils have to listen to instructions or advice that is not relevant to the work that they will be doing.

There is good teaching, such as the teaching of reading in the Early Years Foundation Stage and in Key Stage 1 and in writing lessons at Key Stage 2. This has been underpinned by improvements to the curriculum and teaching led by school leaders over the last two years. For example, in an interesting English lesson in Year 5, pupils worked very well in groups creating their own poems. They were thoroughly engaged in this work and were able to demonstrate good behaviour in terms of teamwork, independence and creativity. In the Early Years Foundation Stage, where teaching is good, children benefit from a good range of activities that are well tailored to meet their needs. Effective assessment and questioning take place during these lessons to check the progress of children.

Marking is variable in quality. It is best in English. For example, in Years 4 and 6 pupils receive good, systematic guidance on how to improve their work. This enables them to take responsibility for improving it as they know the steps they need to take to attain higher standards in their writing. This is not the case in mathematics or other subjects. Marking is completed conscientiously and pupils receive praise and guidance on where their work needs correcting. But the advice given is not as helpful as in English in enabling pupils to understand the steps they need to take to improve their work to reach their targets.

One good feature of lessons is that teachers take the opportunity to link learning to develop pupils' understanding of other cultures. For example, in a Year 6 science lesson, pupils were learning how to filter dirty water. This was effectively linked to the plight of communities abroad where all they have to drink is polluted water.

Behaviour and safety of pupils

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Attendance is above average. Nearly all the pupils report that they feel safe in school and their parents agree. Pupils report that incidents of bullying are rare and that when they occur the school deals with them well. Nearly all parents and carers think that pupils are well behaved and some comment that the management of behaviour is handled effectively. Very few parents are concerned about behaviour or bullying. However, thorough discussion with pupils and inspectors' close observations indicated that these concerns could not be substantiated. The pupils are generally responsible when playing outside, but their awareness of how to stay safe is not as well developed as it could be. For example, a group of Year 6 pupils reported that they understood that they should adopt safe practices when using the internet, but when questioned they were unsure as to the steps they should take to stay safe.

Pupils are well behaved in lessons, but their behaviour is restricted to satisfactory when considered over time. Where teaching is satisfactory they comply with instructions, but they have insufficient opportunity to demonstrate their initiative, perseverance or independence because tasks are too prescriptive. In lessons where teaching is better, their behaviour makes a much stronger contribution to their learning. For example, in a Year 6 history lesson, pupils worked very well in groups designing and producing model suitcases and their contents for children evacuated during the Second World War.

Pupils are confident, respectful and considerate to each other and polite to visitors to their school. For example, children in the Early Years Foundation Stage were keen to talk and explain what they were doing. In assembly, pupils of all ages and staff sang together beautifully evoking a strong sense of belonging to a wider family in school. Pupils on the school council report that they would like to make a stronger contribution to the school and wider community. Their opportunity to do this has been limited lately, but they are excited about the opportunity to take the lead in future projects, such as the plans to improve the school pond and to raise money for Sport Relief.

Leadership and management

School leaders and the governing body have been successful over the last two years in maintaining above-average attainment by the time pupils leave Year 6. This has been partly achieved by driving improvements to the provision for disabled pupils and those with special educational needs and the teaching and learning of reading and writing. Since the previous inspection, leaders have rigorously ensured pupils' safety and positive attitudes to learning, even when teaching has not been above satisfactory. Improvements have continued even though school leaders and the governing body have had to manage unexpected leadership difficulties last year. Consequently, the school demonstrates satisfactory capacity for sustained improvement. Nearly all the parents and carers agree that they would recommend this school to others. However, a few expressed concerns, particularly about the quality of communication in the past. Recent initiatives to improve communication have been effective; the large majority of parents and carers agree that the school

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keeps them well informed. Parents and carers also report that they have high expectations for the school under the leadership of the new headteacher. However, it is too early to judge the impact of his work.

The headteacher has swiftly identified the improvements to be made to provision and outcomes and has sensibly prioritised the steps to take in the early stages of his leadership. For example, he has reviewed all the safeguarding procedures and policies to ensure that they are up to date and effective. Inspectors agree that they are effective in ensuring that pupils, including the few whose circumstances may make them vulnerable, are kept safe. In addition, tolerance of others is promoted effectively and records show that there have been no incidences of discrimination in recent years. Another development made by the headteacher has been the strengthening of the procedures to track the pupils' progress. While, currently, the impact of these procedures is not apparent, the school is better placed to ensure pupils are making good progress and that teachers and school leaders can be more effectively held to account for the progress of the pupils by the governing body. The school leaders and governing body recognise that team working and middle leadership are underdeveloped across the school, as is the opportunity to share the elements of good teaching that exist. Consequently, leaders are actively implementing improvements, although outcomes cannot yet be evaluated.

The curriculum is satisfactory overall and it is helpful in promoting pupils' spiritual, moral, social and cultural development. Occasionally, aspects of pupils' personal development are well promoted – for example, in developing their cultural understanding in science. Pupils have access to a suitable range of clubs and enrichment activities that add enjoyment to their learning. One stronger feature is the opportunity provided for many of them to play a musical instrument. Another strong feature is the before-and-after school provision that pupils benefit from. Not only are pupils well cared for, but they are encouraged to pursue interests and activities that are linked to what they learn in lessons. An improving feature of the curriculum is the provision for disabled pupils and those with special educational needs. Now the school can demonstrate that the equality of opportunity of pupils is satisfactory as all groups currently make the nationally expected progress.

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.



2 February 2012

Dear Children

Inspection of Chinley Primary School, High Peak SK23 6DR

Thank you for the help you gave us when we visited your school. You made us feel very welcome. If you remember, we came to look at the work that you were doing and to talk to you and your teachers. You are well behaved and are kind and considerate to each other. We think that you could take even more responsibility for jobs in school as well as for improving your work. You told us how much you enjoyed coming to school and liked to go on trips and visits, especially the ones where you stay overnight. In lessons, most of you try your best and we are pleased that when you move to your secondary schools you have well-developed English and mathematics skills. We think that some of you could do even better, particularly those of you that find your work quite easy.

You get a good start to school when you are in the Nursery and Reception classes. Your teachers take good care of you and your new headteacher wants to make improvements to your education.

Considering everything, we decided that yours is a satisfactory school.

We have asked your school to do the following.

- Make sure that you all make faster progress by improving the teaching in some of your lessons and giving you better advice on how to improve your work.
- Ensure that the headteacher, teachers and the governing body work well together to improve your education further.

Yours sincerely

Tim Bristow
Her Majesty's Inspector

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