

Tansley Primary School

Inspection report

Unique Reference Number	112592
Local Authority	Derbyshire
Inspection number	357140
Inspection dates	4–5 October 2010
Reporting inspector	Mary Hinds

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	68
Appropriate authority	The governing body
Chair	Peter Wilmot
Headteacher	Tracey M Holmes
Date of previous school inspection	11 February 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed four teachers and visited eight lessons. Inspectors held meetings with senior leaders, groups of pupils, representatives of the governing body and staff. They observed the school's work and looked at progress tracking, performance data, pupils' work, whole school and subject development plans, numerous policies and school documents. They considered the responses to questionnaires from pupils and 18 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress pupils make in the Early Years Foundation Stage and Key Stage 1.
- The quality of provision for pupils with special educational needs and/or disabilities in supporting their achievement.
- The effectiveness of the school's strategies to improve writing.
- Whether assessments are being used effectively to plan work to meet the needs of all pupils.

Information about the school

The school is smaller than other primary schools. Almost all pupils are of White British heritage with very few pupils from minority ethnic groups and none from homes where English is not a first language. The percentage of pupils known to be eligible for free school meals is well below average. The proportion of pupils identified as having special educational needs and/or disabilities is above average. The school has gained a number of awards including the Basic Skills Quality Mark, Active Mark, Healthy Schools status and the Financial Management Standard.

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: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school and there are clear signs that there has been improvement in key areas over the last two years. The headteacher is determined to ensure that all pupils achieve their full potential academically and that their personal development and well-being are given the highest priority. She has been the catalyst for raising aspirations, driving ambition and creating a strong team spirit so that all are focused on priorities for success. This has led to notable improvements since the last inspection. Although attainment is average overall, the latest unvalidated data shows an improving trend particularly in mathematics which is now above average. A greater proportion of pupils are achieving the higher levels in reading, where attainment has improved. As a result of good self-evaluation processes, leaders can track pupils' progress accurately, set challenging targets and intervene more quickly with specific and targeted programmes to accelerate progress and prevent pupils from falling behind. This indicates that the school has a good capacity to improve further. These improvements have ensured also that pupils with special educational needs and/or disabilities make good and often outstanding progress.

The introduction of strategies to improve attainment, especially in writing across all key stages, is beginning to show an impact, particularly in pupils' enjoyment of school which is also reflected in their good attendance. However, these strategies are not yet sufficiently embedded or consistently applied as well as they could be in some year groups. As a result, too few pupils reach higher levels in writing at both key stages and higher levels in mathematics at Key Stage 1. Although some teachers provide effective feedback, both verbally and through marking, giving pupils clear guidance on how to improve their work, this is not always communicated well in all classes. This inconsistency is compounded by a lack of challenge for some of the younger pupils, especially the more able who only make satisfactory progress in writing and in mathematics.

Pupils' personal development is good. They have very positive attitudes to learning and show a great deal of responsibility. Their contribution to the school community is a considerable strength. Strong pastoral care ensures the well-being and learning of all pupils, as all are known as unique individuals. The curriculum has been strengthened by topics that enable key skills to be practised in other subjects and is enriched by exciting outdoor learning areas. Recent improvements in information and communication technology, including an interactive 'learning platform' have improved pupils' computer skills as well as enhancing the school's partnership with parents and carers. This, together with a wide range of enrichment activities, has enlivened all pupils' learning experiences.

Children make satisfactory progress in the Reception class. The warm relationships between staff and children create a supportive ethos in which all are very well cared for. However, the learning environment is not as consistently stimulating and provides

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insufficient stimulus for the development of language and mathematical skills, and assessments are not used to set individual targets for improvement.

What does the school need to do to improve further?

- Improve the quality of all teaching to good or better by:
 - ensuring greater consistency in the quality of written feedback and enabling pupils to develop their own skills of identifying the next steps they need to take to improve their learning, especially in writing
 - providing appropriate challenge in all year groups so that more pupils achieve the higher levels in writing at both key stages and the higher levels in mathematics at Key Stage 1.
- Improve provision in the Early Years Foundation Stage so that:
 - the quality of the learning environment both inside the classroom and outside is more exciting and reflects the importance of language and mathematical skills
 - all children have individual targets to improve in their reading, writing and calculations skills.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment on entry varies considerably due to the very small cohorts but is broadly in line with national expectations. By the time children move on to Year 1, they have made satisfactory progress and their attainment is average. This satisfactory progress is maintained throughout Key Stage 1, where pupils' overall attainment is average. Attainment at the end of Key Stage 2 is average and rising. Inspection findings show that there are no significant differences in achievement between different groups of learners apart from the gap between boys' and girls' attainment in writing which is being addressed successfully. School data shows that most pupils with special educational needs and/or disabilities make considerably more progress than is expected between Year 3 and 6. Several lessons seen were highly interactive through drama and the use of information and communication technology, which engaged all learners. These lessons provided a language-enriched, relevant and stimulating context for pupils' writing. For example, in one lesson observed, pupils were working in 'production teams' in preparation for an imminent visit from a children's author. This activity was planned to match the needs of all abilities who worked together collaboratively as researchers, scribes and producers. Effective use was made of peer assessments, which encouraged reflection and problem solving. As a consequence, all pupils made good progress.

Pupils behave well, they are courteous and polite. This creates a positive ethos in the school. Expectations from staff are high and the pupils respond well to them and to each other. All pupils enjoy good levels of safety and are clear about the importance of leading a healthy lifestyle. They readily take part in a wide variety of sporting activities. Pupils' contribution to the school and the local community is outstanding. For example, through the school council and eco-committee, pupils take on significant responsibilities, making

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decisions which influence school life, such as planning and developing the inspiring outdoor learning environment. Their involvement with the wider community is substantial, for example, they recently worked with the local church to promote a project in supporting a school in India. Pupils' basic skills are applied securely in a range of contexts, including as leaders in sustainability activities such as recycling and raising young plants to sell at school fetes.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has improved since the last inspection and this is ensuring that more pupils make accelerated progress. In the best lessons learning has a clear sequence, and previous learning is referred to and built upon. Learning is modelled well by the teacher, often using other pupils' ideas to illustrate key concepts. In these lessons, the learning environment provides effective learning prompts to develop independence. Pace and on-going assessments are good because questions are searching, requiring pupils to justify and explain their ideas. Activities in the best lessons are interactive and well matched to individual abilities, sustaining interest and enjoyment. Although pupils do evaluate their own work against targets set and teachers are implementing strategies to enable pupils to identify their next steps in learning, this is not applied consistently well across all year groups. Similarly, although some teachers give effective feedback on how pupils can improve their work, this is not always implemented rigorously by all teachers.

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When teaching is satisfactory, expectations of what pupils can accomplish lack challenge and this is further compounded by a lack of on-going checks to assess what progress pupils are making.

Focused topics and themed weeks provide relevant and exciting contexts for the pupils to learn key skills and acquire knowledge and understanding. The curriculum is enhanced by the use of information and communication technology. A wide variety of extra-curricular activities enhances pupils' learning experiences, as does the strong partnership with the high school where pupils have the opportunity to compete in different sporting activities and to learn gymnastics.

Care, guidance and support contribute exceptionally well to pupils' personal development and well-being. There are improved induction procedures, with regular visits by the pre-school children to the Reception class and visits to the pre-school by the Early Years Foundation Stage leader. The headteacher has strengthened transition arrangements with the local high school. Provision for pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities have been transformed. All these pupils have personalised programmes which are reviewed and refined regularly by staff who have been trained well. There are effective links and support from a wide range of specialist agencies. The before- and after-club provides well organised facilities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has inspired leaders at all levels to have high expectations and to play an important role in securing improvement. She has been single-minded in her drive to improve pupil outcomes. Planning for school development is good and is correctly focused on the right priorities for continuous improvement. All leaders are fully involved in monitoring the effectiveness of their action plans and have a good overview of their own subjects. The headteacher has created an open, honest and collaborative team approach where staff morale is high. The governing body now supports and challenges senior leaders and influences the strategic direction of the school. The promotion of equality of opportunity and the way the school tackles discrimination are satisfactory and improving rapidly. Leaders have an accurate overview of all groups of learners and this has led to significant improvements in outcomes for some groups of pupils, for example, those with special educational needs and/or disabilities. All safeguarding requirements are met, and the school has very clear policies, strategies and procedures which rigorously ensure the safeguarding and welfare of pupils. Community cohesion in school and within the local community is impressive. Senior leaders are, rightly aware that the school now needs to

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build on this and, in particular, develop still further pupils' awareness of the global dimension.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The relatively new members of staff in the Early Years Foundation Stage have made some important changes to improve provision as they have a good understanding of the learning and development requirements of this age group. These have had a positive impact, for example, the curriculum now includes everyone more and is better matched to individual needs, especially for boys. However, the changes are not fully embedded. The potential of both the outdoor and indoor areas to maximize the children's learning is not being fully exploited to develop early language and mathematical skills. As a consequence, progress is satisfactory in these areas, as most children enter the Reception class with skills that are in line with national expectations and move on to Year 1 with average attainment. Staff regularly assess the progress that the children make and use assessment information to plan a range of activities and experiences. However, they do not use this information to set individual targets in reading, writing and mathematics in order to improve rates of progress and develop children's independence. The strengths of this key stage are the relationships and the good care which promotes children's welfare. The leadership has some good features, as seen in the improvements to date and an awareness of what is required to improve the provision further, but it is satisfactory overall.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers who returned the questionnaire are nearly all happy with the school. Almost all consider the school well led and are pleased with the quality of teaching and the progress their children are making. The inspection team endorses several comments made, for example, that the school is better now than it was before and that the provision for pupils with special educational needs and/or disabilities is good. In areas where the school's work is satisfactory, inspection findings are a little less positive than parents' and carers' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tansley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	67	5	28	1	6	0	0
The school keeps my child safe	13	72	5	28	0	0	0	0
My school informs me about my child's progress	9	50	9	50	0	0	0	0
My child is making enough progress at this school	8	44	8	44	0	0	0	0
The teaching is good at this school	9	50	8	44	0	0	0	0
The school helps me to support my child's learning	9	50	8	44	0	0	0	0
The school helps my child to have a healthy lifestyle	12	67	5	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	44	6	33	0	0	0	0
The school meets my child's particular needs	8	44	7	39	0	0	0	0
The school deals effectively with unacceptable behaviour	7	39	8	44	1	6	0	0
The school takes account of my suggestions and concerns	6	33	10	56	1	6	0	0
The school is led and managed effectively	11	61	5	28	0	0	0	0
Overall, I am happy with my child's experience at this school	12	67	4	22	1	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



6 October 2010

Dear Pupils

Inspection of Tansley Primary School, Matlock, DE4 5FG

Thank you very much for your kind welcome and the help you gave me in finding out about your school. Your school offers a satisfactory standard of education, but it is improving very quickly. There are a number of good things in your school. You are exceptionally well cared for by all the staff. The standards in your work are rising and most of you are now making better progress. You feel safe in school, behave well and have a good awareness of healthy living. You take on responsibilities in school exceptionally well, particularly the eco team, and you are fully involved in the life of the local area. You enjoy your exciting curriculum and the activities that you do both in the classroom and outside. Your headteacher is doing a good job to help the school to improve and she has built a very hardworking team of teachers and teaching assistants.

In order to ensure the school continues to improve, I have asked the school to do the following things.

To increase the amount of good teaching so that you all make good progress, especially in writing and those of you who find learning easier

To make sure that teachers' marking gives you clear information about what you need to do to improve.

To make certain that the classroom and the outdoor area for the children in the Reception class are as exciting as the rest of the school.

To set targets for children in the Reception class so that they can make good progress.

It was a pleasure to meet you all. I hope you continue to enjoy coming to school and trying your very best in all that you do.

Yours sincerely

Mary Hinds

Lead inspector

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