

Bonsall CofE (A) Primary School

Inspection report

Unique Reference Number	112888
Local Authority	Derbyshire
Inspection number	357215
Inspection dates	3–4 March 2011
Reporting inspector	Andrew Stafford

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Carol Brown
Headteacher	Lesley Murhall
Date of previous school inspection	18 June 2008
School address	Church Street Bonsall, Matlock DE4 2AE
Telephone number	01629 822573
Fax number	01629 822573
Email address	info@bonsall.derbyshire.sch.uk

Age group	4–11
Inspection dates	3–4 March 2011
Inspection number	357215

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed six teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Questionnaires from 42 parents and carers were scrutinised by the inspection team, who also spoke with a number of parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do pupils make consistent progress across the school in English and mathematics?
- How do teachers use information from assessment and adapt the curriculum to help pupils make progress in their learning?
- How effective are school leaders' strategies in improving pupils' progress?

Information about the school

The school is much smaller than average. Most of the pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average, with most of these pupils having either moderate learning difficulties or behavioural, emotional and social difficulties. Children in the Early Years Foundation Stage are taught in a mixed-age class and there are two other classes of mixed-age pupils. The school has recently gained a number of awards, including Activemark, Investors in People, the Participation award, and has achieved Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Bonsall Primary is a good school that serves its community very well. The school is a safe environment that provides outstanding care, guidance and support and a happy atmosphere in which pupils grow into confident and mature young people. Parents and carers are exceptionally pleased with the quality of education the school provides. Typically, one parent wrote, 'The school fulfils our children's individual needs wonderfully. They are very proud of belonging to the school community. Communication is excellent so there is a sense of working in partnership.'

Since the last inspection, the school has maintained good pupils' progress and achievement, improved the provision for the curriculum and the quality of teaching and learning. The school's robust use of its tracking system to identify quickly any pupils making slow progress is helping to improve outcomes. The school has successfully tackled any underachievement through effective improvement plans and the determined leadership of the headteacher. As a result, progress and achievement are good. Good progress is particularly evident in the Reception Year. The curriculum is good. The sheer variety of activities offers pupils very valuable experiences. Attainment has been above levels seen nationally for a number of years. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff, especially in literacy and numeracy. Leaders' very rigorous monitoring of the school's performance, that includes all subjects, provides them with secure and accurate information for self-evaluation. Their subsequent actions have brought about steady improvement. This leadership record shows the school has a good capacity to improve further.

There are many signs that teaching and learning have improved, especially through the use of information and communication technology and as a result of focused professional development for staff. Teachers plan interesting and relevant work that leads most pupils to make good progress. As a result, relationships are strong and pupils have very positive attitudes to their work and try hard. Teaching assistants make a valuable contribution to learning through the well-timed use of their expertise in supporting those who need help with literacy and numeracy. This is most evident for pupils with special educational needs and/or disabilities. Many good lessons were seen across the school. Occasionally, teaching is satisfactory. This is because teachers do not always plan work that matches closely the needs of different pupils in the class, especially the most able. Marking is good, regular and up to date, and accurately reflects the school's rigorous requirements.

Pupils enjoy lessons, school clubs and meeting friends. The interest and challenge that the curriculum provides is promoting accelerated progress. For example, writing regular reports for the village newspaper, and the regular use of computers and games across the school, engage them well. Teachers do not always give pupils enough opportunities to write for a range of purposes in subjects other than English. Pupils share in celebrating a

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

range of religious festivals and have strong links with schools locally, in Derby, London, Uganda and Bangladesh which give them an excellent insight into cultural diversity. Almost all pupils come to school regularly, making attendance above average.

What does the school need to do to improve further?

- Strengthen teaching so that the level of challenge and progress in lessons is consistently good, by setting work that closely matches the needs of each pupil so that they are fully stretched.
 - Extend the variety of opportunities across the curriculum that stimulates writing for a range of purposes.

Outcomes for individuals and groups of pupils

1

All groups of pupils, including those with special educational needs and/or disabilities who receive regular additional support, enjoy learning, and their achievement is good. The progress of girls in mathematics has accelerated and they now make the same progress as the boys. Children start Reception with skills in line with those expected nationally for their age. Pupils are keen to learn, try their best and take pride in their work. Their research and planning skills are quickly improving and many are becoming proficient at managing their own learning. Pupils enjoy discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. This was seen when younger Key Stage 2 pupils were enthralled by writing a newspaper report about the story of Goldilocks and the Three Bears. Vocabulary about the story was discussed and, after talking with partners, pupils used these words, with appropriate punctuation, to rapidly plan an article. At the close of the session, they used highlighters to show themselves and their partners how well they had completed the task and how much progress they had made. However, occasionally, pupils find their work either too hard or too easy and this slows their progress.

Pupils are confident that the extremely rare cases of bullying will be quickly resolved by the school. They know precisely how to keep themselves and others very safe. All pupils learn to swim, part of a very active lifestyle complemented by a strong understanding of a balanced diet. Pupils are keen to take responsibility and participate as fully as possible. This has been recognised by the County award achieved by pupils becoming partners within the school, with their families in the village, and through joint ventures across the country and the world. Older pupils act as play leaders with younger children at playtimes and represent views through the 'family' groupings for lunch. Pupils collect generously for charity. Positive attitudes, opportunities to understand finance, and rising standards in the basic skills, including computer skills, mean pupils' preparation for secondary school and future work is good. Pupils reflect maturely on their own feelings and those of others. For example, as their way of dealing with family bereavement, pupils have established commemorative areas for those who have died. A strong moral code supports their excellent behaviour. Pupils celebrate each other's achievements in assembly and work productively in teams. These opportunities contribute effectively to their outstanding spiritual, moral, social and cultural development.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teachers plan interesting and relevant work that engages pupils well. Generally, they are raising their expectations of the effort and progress that pupils need to make. They make good use of resources, such as interactive whiteboards, to develop learning. The impact of this improvement in teaching was evident in the good progress made by Key Stage 1 pupils in 2010. In Years 1 and 2, teachers' questions and the tasks they set make pupils think. The challenge provided by teaching is less consistent in Key Stage 2. Pupils have a good understanding of their challenging targets. Advice to pupils about how to improve their work is not always followed up consistently.

The curriculum is good because it supports pupils' academic and personal development especially well. Cross-curricular topics provide pupils with good opportunities to develop creative skills, knowledge of the world and pursue personal interests, although opportunities are missed for pupils to write for a range of purposes in subjects other than English. Recent changes to the English and mathematics curriculum, to guide learning more actively, have given these subjects greater appeal. The school exploits the rich resources found within its boundaries to extend opportunities to study the natural world. A good range of well-attended clubs and many educational visits, including a residential stay on a boat moored in Docklands, add to pupils' enjoyment of school and widen their horizons.

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

Staff use their detailed knowledge of each pupil expertly to provide them with outstanding pastoral care. Pupils with a concern turn confidently to an adult knowing that it will be quickly resolved. The tracking of academic progress gives accurate information that teachers use successfully to give individual support. This enables teachers to provide effective support for pupils who are falling behind and help them to catch up. Pupils with special educational needs and/or disabilities receive sympathetic support and learning programmes that mean they join in all that the school offers. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective. It works closely with many external agencies to promote pupils' education and welfare. The good attendance figures over recent years shows that the school's hard work with pupils, parents and carers to sustain high attendance is proving successful.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Leaders, particularly the Headteacher and the leader of the Early Years Foundation Stage, articulate clearly to staff their ambitious targets and their plans to make the school better. The English and mathematics subject leaders take a high level of responsibility for checking standards in their areas and ensuring that they are improving. Leaders have accurately identified needs and have provided successful training that has sharpened teachers' skills. One example of this is teachers' better understanding of how to make English and mathematics lessons interesting and relevant. Governance is good and the governing body is very supportive of the school. Its good understanding of data means that it is able to challenge the school over its performance and rigorously holds leaders to account.

The partnerships that have been established between teachers, pupils and families lead to exceptional engagement with parents and carers. Valuable help and advice given to parents and carers are examples of the school's support for families, especially through how parents and carers' skills can help with children's education at home. The school actively involves members of the extended family, for example grandparents, in pupils' education. The thorough way that staff carefully check the progress of different groups of pupils reflects the school's Investors in People award and its outstanding commitment to promoting equal opportunities and tackling discrimination. This approach is at the centre of its ethos and the success of its plans to remedy previous gender differences in progress shows that its policies are having a strong impact. Safety and safeguarding are a high priority and stringent checks are made at the single point of access. The school ensures safe recruitment by making rigorous checks on the suitability of adults to work with pupils. Staff are very vigilant about child protection ensuring that procedures are robust and

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

extend beyond those demanded by the current regulations. Their training is regularly updated and fully meets current safeguarding requirements.

The school promotes community cohesion very well in the local area and there are many notable successes. For example, parents and volunteers support the school by giving pupils experience of gardening, linking it to the importance of the environment. This contrasts sharply with pupils' classroom studies of the plight of people experiencing recent drastic climatic changes in Queensland. The school is promoting religious cohesion through the celebration of a range of religious festivals that encourage an understanding of Christian and other religious worship. The school supports pupils' excellent understanding of diversity by exchange links with schools in London and Bangladesh.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Boys and girls make similarly good progress in all areas of learning because teaching is good, and occasionally outstanding in this well-run provision. Most children join the school with levels of attainment in line with those expected for their age and most of them reach above average levels by the time they start Year 1. Children are well behaved and polite to each other and to adults, and their personal development is good. Parents feel well informed about their child's progress and are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the classrooms and stimulating outdoor learning area.

Teachers' good planning ensures there is an appropriate balance of adult-led and child-initiated activities which promotes good learning. Children were seen to build on prior learning about the 'Enchanted Forest' when they were making puppets based on witches and spirits from the story. Initially, they had looked at expressions on faces in paintings, deciding that Van Gogh was 'concentrating' and 'thoughtful'. Adults questioned children

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

about important facial features that stimulated speaking and listening about what the puppets were going to say and do. Children concentrated well and enjoyed learning by deciding about materials and snipping and sticking to make faces on paper plates. Children's progress was noted by the teacher as part of planning for individuals' next steps in learning. In a free choice session outside, a group of six boys and girls carried out a song and dance routine in the 'cinema' for the audience, enjoying their gaining of independence and their skills of collaboration. Just occasionally, learning slows when organising the competing needs of three age groups.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response was exceptionally high with the vast majority of the parents and carers returning a questionnaire. These showed they are extremely happy with the quality of education the school provides. Many added positive comments about how much their child enjoys school and how confident they are about their child's safety. Many parents and carers said they believe the headteacher leads the school well and that teachers are welcoming and approachable. Inspectors endorse these positive comments. Parents and carers expressed no concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bonsall CofE (A) 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	88	5	12	0	0	0	0
The school keeps my child safe	38	90	4	10	0	0	0	0
My school informs me about my child's progress	35	83	7	17	0	0	0	0
My child is making enough progress at this school	35	83	6	14	0	0	0	0
The teaching is good at this school	41	98	1	2	0	0	0	0
The school helps me to support my child's learning	34	81	8	19	0	0	0	0
The school helps my child to have a healthy lifestyle	36	86	5	12	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)	32	76	10	24	0	0	0	0
The school meets my child's particular needs	35	83	7	17	0	0	0	0
The school deals effectively with unacceptable behaviour	34	81	8	19	0	0	0	0
The school takes account of my suggestions and concerns	32	76	10	24	0	0	0	0
The school is led and managed effectively	38	90	4	10	0	0	0	0
Overall, I am happy with my child's experience at this school	39	93	3	7	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



7 March 2011

Dear Pupils,

Inspection of Bonsall CofE (A) Primary School, Matlock, DE4 2AE

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed hearing you singing with such enjoyment in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Bonsall Primary is a good school and it is improving. Here are some of the things we found out.

Your teachers make sure that you get off to a good start in Reception.

You told us you enjoy school and feel very safe and secure.

You try your very best to eat a healthy diet and take plenty of exercise.

Your behaviour is excellent.

You are very good at playing your part in making your school a good place to learn because your views are taken seriously.

You get on well with your teachers and you try hard for them.

The curriculum provides you with exciting lessons, clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school even better.

We have asked the school to do two things to help you do even better in your learning:

- make sure teachers always provide you with work that is neither too hard nor too easy, so that you make better progress
- give you more opportunities to use writing in lots of different ways.

All of you can help the school by continuing to try your best in lessons, behaving well and supporting your classmates. We wish you all the best in the future.

Yours sincerely

Andrew Stafford

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.