

Great Hucklow CE Primary

Inspection report

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| Unique Reference Number | 112819 |
| Local Authority | Derbyshire |
| Inspection number | 357199 |
| Inspection dates | 15–16 March 2011 |
| Reporting inspector | Angela Kirk |

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

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|--|--|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 49 |
| Appropriate authority | The governing body |
| Chair | Ros Carter |
| Headteacher | Rachel Purvis |
| Date of previous school inspection | 19 September 2007 |
| School address | School Lane Great Hucklow SK17 8RG |
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Introduction

This inspection was carried out by one additional inspector. Six lessons were observed and other lessons were visited for shorter periods of time, taught by four teachers. Meetings were held with members of the governing body, staff and pupils. The inspector observed the school's work, scrutinised pupils' books, monitoring, evaluation and assessment information, the minutes of meetings, policies, safeguarding documents and teachers' planning. The inspector analysed questionnaires from pupils as well as 39 questionnaires from parents and carers.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- How good is progress in each key stage and are the more-able pupils in Key Stage 1 sufficiently challenged, especially in writing?
- How well do teachers plan for pupils in the mixed-age classes, also taking account of those with special educational needs and/or disabilities and the more able?
- How effective are current monitoring and evaluation systems used by staff and the governing body in ensuring that the school will continue to improve?
- How effective is the community cohesion programme in promoting engagement beyond the school and its immediate community?

Information about the school

Great Hucklow is much smaller than other village primary schools. All of the pupils are White British and no pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. Children in the Early Years Foundation Stage are taught alongside pupils in Years 1 and 2. Pupils are taught in three classes in the morning and two in the afternoon. A number of teachers are new in their role at the school. The school has achieved the Sports Activemark, the Music Partnership Quality Mark, the Silver Eco Schools Award and Financial Management in Schools 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

This is a good school where pupils are exceptionally well cared for, which helps to ensure that they are happy, work hard and achieve well.

Children in the Early Years Foundation Stage settle quickly into school as a result of excellent induction procedures for parents and carers and their children. Pupils make consistently good progress throughout the school, from their varied starting points. The curriculum is broad and well balanced and has been adapted to inspire pupils' interests, for example, by incorporating a range of high quality outdoor activities in the local woodland area. Although both satisfactory and good teaching was observed during the inspection, teaching is good overall. Planning takes careful account of the mixed-age classes, the more able and pupils with special educational needs and/or disabilities. Additional planning for teaching assistants, working one to one or supporting a small group, ensures that all individual needs are met. As a result, pupils achieve well and their attainment is above average by the end of Year 6. Although teachers provide feedback to pupils across all of their learning, this is inconsistent across the school and not sufficiently specific to ensure pupils know exactly how to improve their work. There are too few opportunities for them to make judgements for themselves about well they have done and to discuss their work.

Excellent care, guidance and support are provided for all pupils, including those with special educational needs and/or disabilities, supporting their good progress. Precise analysis of information about pupils' attainment and progress highlights those pupils who need extra support in specific areas of English and mathematics, additional emotional intervention or particular physical assistance, which they receive.

Pupils say they feel extremely safe and excellent pupil-to-staff relationships mean that they are confident that any concerns are dealt with promptly and effectively. Pupils make an outstanding contribution to school and wider community. Their views are at the heart of many decisions undertaken by the school. For example, the whole school was proactive in solving the difficulty of space and timetabling for play and lunch times during the current building alterations. Through their Eco Schools work, pupils have also contributed to the sustainable development of the area by working as part of the Peak Park's Vision Project. Pupils sponsor the education and exchange letters with a pupil in an African school. Their behaviour is good and they work, cooperate and play together well. The development of their spiritual, moral and social awareness is also good, but pupils have less understanding of the values and diversity of people living in the United Kingdom. The school's engagement with parents and carers is outstanding, summed up by one parent, 'Communication is honest, open and direct, which is why the parent body is so supportive and involved with the school.'

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Self-evaluation is accurate and based on very effective monitoring and evaluation systems. The school capitalises on its excellent relationships with a range of partners, including health and education professionals and those from the local authority. This and its innovative self-evaluation have resulted in significant improvements in its outcomes for pupils as, for example, in its global community cohesion and woodland learning work. The headteacher is determined and decisive. With effective support from staff and the governing body, she has overcome a number of challenges and tackled the right priorities to ensure that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the consistency of teaching by:
 - sharing good practice more effectively between teachers
 - providing consistent feedback across the school, linked to learning targets to support pupils in making further improvements
 - giving pupils more opportunities to make judgements for themselves about how well they have done, discuss their progress and to respond to teachers' comments in books.
- Improve pupils' awareness of other cultures and backgrounds by providing more opportunities for them to meet and mix with pupils who live in contrasting localities and who have different backgrounds from their own.

Outcomes for individuals and groups of pupils**2**

All groups of pupils, including those who have special educational needs and/or disabilities, achieve well and enjoy their learning. Their good academic and personal skills prepare them well for later life. Children enter the Early Years Foundation State with skill levels similar to those expected for their age, although individuals vary considerably. By the time they leave the school, their attainment is above average and improving, with high levels being attained in both English and mathematics for all seven pupils at the end of 2010. By the time pupils reach Key Stage 2, most read, write and speak with confidence because their lessons carefully and progressively plan for these activities. For example, pupils in a Year 3 and 4 philosophy lesson discussed their ideas and offered reasons for their opinions on a film of pandas being used to entertain in a circus. This lesson then formed the basis for their persuasive writing the next day. Recent results at the end of Key Stage 1 indicated that the more-able pupils might not be sufficiently challenged, especially in writing. Work scrutiny and a review of the tracking of pupils' progress indicated that this is no longer an area of concern, although all pupils do require more specific guidance and feedback in their writing.

Achievement is good because teachers cater effectively for the mixed-age classes. For example in a Year 5 and 6 mathematics lesson, following a whole class session using sequences and number lines to scale numbers up and down, the teacher set the Year 5 pupils off on their work and then undertook a further and more challenging session with Year 6 pupils to solve problems using this knowledge, before returning to support those in Year 5. This resulted in all pupils making good progress due to their work being just at the right level.

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Information about pupils' attainment and progress, lesson observations and pupils' books indicate that their calculation skills are good. They are able to apply their skills in order to solve mathematical problems and can use information and communication technology effectively across subjects. This, together with opportunities to develop their workplace skills through school debate and projects such as the 'coffee and cakes company', mean that preparation for pupils' future economic well-being is good. Attendance is above average and those with historically lower attendance have improved as a result of challenge and support from the school. Pupils have a good awareness of how to keep healthy by eating nutritious food, having plenty of exercise and avoiding harmful substances.

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 | 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 | 2 |
| 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?

Positive relationships and pupils' good behaviour facilitate learning well and ensure that work is productive. From the Reception Year onwards, children make great efforts to be independent. For example, groups of pupils organise themselves sensibly to complete their group tasks, without the need for constant encouragement from adults. Teachers have a good knowledge of the subjects they teach and they work hard to make lessons interesting and fun. The teachers, all of whom apart from the headteacher are part time, have a range of differing strengths. Nevertheless, the school is not yet fully utilising these skills or providing consistent feedback to pupils about how to improve their work to ensure

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that every lesson is the best it can be. The curriculum is interesting and includes many exciting opportunities. For example, pupils in Years 1 and 2 in their woodland learning lesson learnt to recognise some bird calls and built their own birds' nest in the woods having discussed the benefits of varied materials that birds themselves use.

The school provides outstanding care, guidance and support. Staff know each pupil very well and value each of them as an individual. High-quality small group and individual focused teaching of literacy or numeracy is provided regularly in short sessions, to successfully boost the skills of those who need extra support.

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?

The headteacher's vision has been instrumental in creating an ambitious and hard-working team, striving towards excellence. Forward planning is good and due to a particularly thorough programme of self-review and evaluation, the correct priorities inform the school development plan. Staff morale is high. Members of the governing body have a good understanding of the school's strengths and its areas for development and provide effective support and relevant challenge. Safeguarding procedures and risk assessments are of a good quality and the governing body now monitors the effectiveness of these. The system for tracking academic progress is good and evaluations are personalised to identify the specific needs of each pupil or group of pupils. As a result, any differences in the performance of groups of individuals are quickly identified and action is taken to resolve them. The headteacher, staff and members of the governing body have worked hard to build strong partnerships and trust with parents and carers and this is reflected in the wide range of positive comments received in questionnaires during the inspection.

Successful relationships with the community and good promotion of community cohesion are supported by strong global links with Africa and France. Links with other communities in United Kingdom are less well developed.

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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 | 2 |
| 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 | 2 |

Early Years Foundation Stage

Children in Reception work and play together well with those in Years 1 and 2. They receive a good mix of lessons with the whole class and just with their Reception peers. When the whole class is taught together, Reception planning is specific to focus the activities on the areas of learning in the Early Years Foundation Stage, ensuring good achievement. Planning is informed by detailed observations and accurate judgements about children's attainment, which are collated successfully in their individual learning journals.

Good leadership and management have ensured that children now make good progress as they are provided with a well-balanced curriculum which stimulates their interests in the outside world and enables them to become active, curious learners. For example, children had great fun making a flap like the ones in the picture books they had seen. They were all able to devise their own idea and talk about their work, for example, 'Batman behind the flap of the bat cave' and 'a queen and princess behind the flap of a castle'. Access to the outside area is restricted due to limitations in the accommodation and current building work. However, there are daily, planned outdoor activities and a good balance of adult-led and child-initiated learning. For example, when children were learning about pirates, they had opportunities to write with adult support, role play with a friend using a pirate ship and other pirate artefacts and independently draw their own treasure map following a discussion about maps and treasure. Children with special educational needs and/or disabilities are fully included in all activities, and good safeguarding arrangements ensure that children's welfare needs are fully met.

Much of the good quality planning across all the areas of learning and improvements in children's attainment seen during the inspection are new features in the Early Years Foundation Stage and the two teachers have not yet fully shared their expertise in all areas.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | 2 |
| 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 overwhelming majority of parents and carers expressed strong support for the school in most areas and the rate of response to the Ofsted parental questionnaire was high. Many wrote positive comments and one parent reflected the views of many by saying, 'I feel very privileged to be able to send my children to such a wonderful school with such kind, caring and dedicated staff.' There were a few negative comments which were considered as part of the inspection, but these indicated no common concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Hucklow CE Primary 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 inspector received 39 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 31 | 79 | 7 | 18 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 34 | 87 | 4 | 10 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 31 | 79 | 7 | 18 | 0 | 0 | 1 | 3 |
| My child is making enough progress at this school | 26 | 67 | 12 | 31 | 1 | 3 | 0 | 0 |
| The teaching is good at this school | 29 | 74 | 9 | 23 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 31 | 79 | 7 | 18 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 26 | 67 | 11 | 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) | 28 | 72 | 10 | 26 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 26 | 67 | 10 | 26 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 23 | 59 | 15 | 38 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 28 | 72 | 10 | 26 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 31 | 79 | 7 | 18 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 34 | 87 | 3 | 8 | 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.



17 March 2011

Dear Pupils

Inspection of Great Hucklow CE Primary School, Great Hucklow, SK17 8RG

Thank you for making me feel so welcome and answering my questions when I visited you recently. You told me that you feel extremely safe and that all the staff take excellent care of you. I found that your behaviour was good and was impressed by the responsibilities that you undertake in your school, helping to clear away at lunchtimes and assisting in the school office.

Great Hucklow is a good school where you reach above average levels of attainment. The youngest children start well in Reception and all of you make good progress because your teachers make sure that you have interesting and enjoyable work at just the right level to challenge you.

All the staff work hard, and they want to make your school even better. These are the things I have asked them to do to help bring about further improvements:

- to improve the consistency of teaching by encouraging all the teachers to share their best ideas
- to make sure that teachers provide you with clear instructions on how to produce good work and very specific feedback when they mark it so that you to know exactly what to do to improve further
- to give you more opportunities to meet and mix with children from other cultures and backgrounds who live in towns and cities and who have different backgrounds from your own.

You can help as well by continuing to work hard and contributing your excellent ideas to your whole-school discussions.

Yours sincerely

Angela Kirk
Lead inspector

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