

# Monyash CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112843
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357206
<b>Inspection dates</b>	21–22 March 2011
<b>Reporting inspector</b>	Geof Timms

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicky Dick
<b>Headteacher</b>	Oliver Wright
<b>Date of previous school inspection</b>	24 September 2007
<b>School address</b>	Church Street Monyash, Bakewell DE45 1JH
<b>Telephone number</b>	01629 812413
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<b>Email address</b>	headteacher@monyash.derbyshire.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed ten lessons taught by three teachers and two teaching assistants. Meetings were held with teaching staff, representatives of the governing body and pupils. They observed the school's work, and looked at a range of policies, school improvement plans, assessment data and local authority reviews. Thirty parents' and carers' questionnaires were scrutinised.

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

- The progress pupils in Years 4 and 5 make in reading, writing and mathematics.
- The use of new technology across the curriculum.
- How teachers track pupils' progress and use the information when planning.
- The impact of recent changes to the leadership of the school and the leadership of the core subjects.

## Information about the school

This is a much smaller than average school. The proportion of pupils eligible for free school meals is well below average. A well-below average proportion are from minority ethnic heritages, mainly other White backgrounds. Very few of the pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average overall but is very high in some year groups.

The school has Healthy School status. The headteacher was appointed less than one year prior to the inspection. Before this the school had an acting headteacher for well over two years.

**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****3**

## Main findings

This is a satisfactory school. It has been through a difficult time with an extended period of uncertain leadership. However, since the current headteacher took over, a good number of improvements have been introduced and the school is rapidly improving. The headteacher, together with the governing body and staff, has a clear vision of the school's future based on an accurate self-evaluation of current strengths and weaknesses. Because of this, the school clearly has the capacity to improve further in the future.

Pupils' progress and attainment varies from year to year due to the very small size of year groups. Even so, attainment when they leave the school is consistently above average. When there are dips, such as happened with the current Year 4 and 5 pupils in their assessments at the end of Year 2, the school identified this and is working hard to help them to catch up. In the Early Years Foundation Stage, good provision supports good progress and children settle quickly and become good learners. Throughout the rest of the school, the progress pupils make is more inconsistent due to variations in the quality of teaching and learning. Progress is at least satisfactory in reading, writing, mathematics and science. Even so, some pupils do not attain the levels they are capable of reaching. Target setting is at an early stage and pupils are not always clear about what they are expected to learn. The use of new technology has developed well recently, although problems around broadband access remain. Work is not always sufficiently challenging or based appropriately on earlier learning. In too many lessons the teaching is too teacher-directed and does not give pupils enough opportunities for problem-solving and practical activities. The school is aware of this and a number of recent improvements to target setting and adding more enrichment to the curriculum are beginning to have a positive impact, although they have not had time to become fully embedded. There are no significant differences in the attainment of different groups of pupils.

The school is a very caring institution. This is reflected in the way pupils are kept safe, taught to be healthy and have a positive impact on their community. They quickly learn to get on well together. Older pupils give excellent support to the younger ones, and the behaviour of all pupils in and out of lessons is outstanding.

The recent changes to the senior leadership have resulted in a number of positive improvements. The headteacher has brought fresh ambition to the school to raise standards further and to develop a more interesting and effective curriculum. He has created a system for subject leadership that is at an early stage of development and more remains to be done to monitor and evaluate the teaching and learning. The engagement with parents and carers, and other partnerships with outside agencies have improved and are now good. The school is more willing to look outside for appropriate expertise and new ideas. Staff have not recently reviewed work in promoting pupils' understanding of

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how others live and the work in this area, although satisfactory, is not as fully effective or as wide-ranging as it should be.

Up to 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.

## What does the school need to do to improve further?

- Make more of the teaching of consistently good quality by:
  - helping pupils understand what they are learning and how they will know they have been successful
  - ensuring the work provided for them is better matched to their prior learning
  - improve pupils' independence by providing more opportunities for creative, practical and problem solving activities.
- Develop the role of subject leaders so that they have more opportunities to monitor and evaluate the quality of learning in their subjects and to spread good practice.
- Review the way the school teaches pupils about how people in different circumstances live and draw up an appropriate action plan to promote this understanding.

## Outcomes for individuals and groups of pupils

**3**

Although attainment varies year to year due to the small numbers in each year group, the school is effective in giving pupils a sound basis for their future learning and they leave with above average skills in reading, writing and numeracy. Information and communication technology skills are improving as the quality and use of the resources is raised. In lessons, pupils demonstrate a real willingness to learn. Those spoken to during the inspection are very keen to do more practical activities. Their work in books is very well presented and of good quality. In a lesson in Years 3 and 4, pupils demonstrated a good knowledge of some challenging poetry. In Years 5 and 6, they write with accuracy, care and neatness and the teaching is very focused on these aspects. Even so, at times the content of their work is not as imaginative or high quality as it should be given the pupils' ability. The good basic skills achieved are preparing pupils well for their future education. Attendance is above average and, along with the excellent behaviour, shows that pupils have good attitudes towards learning. This is evident in Years 1 and 2 when more active tasks, such as using the making of dough snowmen as the basis for writing instructions, shows the benefit of more creative and practical tasks. Pupils' spiritual, moral and social understanding is good overall and their cultural understanding is satisfactory. The impact of the good social development is most clearly seen when, for example, older pupils help the younger ones in family groupings at lunchtime.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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 and learning is satisfactory overall. There is good teaching in all classes, especially when teachers have a good knowledge of the subject. Basic skills are well taught and this supports pupils' progress and prepares them well for the future. Even so, there are missed opportunities to involve pupils more in their learning. They are not always given enough creative and practical activities or sufficiently challenged by the tasks they are given. Those who find learning more difficult make satisfactory progress in line with the others, especially when they receive some good extra small group or one-to-one interventions. The teaching is supported by a sound basic curriculum that is planned effectively to cater for a four-year cycle due to the small size of the school. Recent improvements are beginning to enrich and extend this, for example during a recent arts week which included dance, music and art activities.

The school ensures good levels of care, guidance and support. Teachers' marking is useful in helping pupils know what they need to do to improve and recent work on target setting is supporting this. Even so, more remains to be done to help pupils understand why and what they are learning. Good provision for the pupils with special educational needs and/or disabilities helps them access the curriculum well.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The leadership and management of the school are more settled since the appointment of the substantive headteacher. He has quickly and accurately assessed the school's strengths and weaknesses, and drawn up good plans for improvement. A new feeling of ambition is evident and the recent appointment of subject leaders has been a big step forward. They now need to develop their leadership skills and begin to more closely monitor and evaluate the work in their subjects. Another major improvement has been the headteacher's introduction of a tracking system to highlight any underachievement by individual pupils or different groups. This has made conversations about pupil progress with staff much more meaningful and focused.

Members of the governing body have evaluated their own work and provide the school with a sound level of support and challenge. They ensure a good level of safeguarding because, as well as meeting all the statutory requirements, the school has a detailed and wide range of risk assessments and procedures to ensure pupils' safety, for example as they travel to and from the village hall for lunchtime and for physical education. All staff are very clear about safety aspects and routines within the school. Equal opportunities are promoted satisfactorily and the school is particularly good at enabling those with special educational needs and/or disabilities to access the curriculum through, for example, the use of visual clues.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children start at the school with a wide range of skills and experiences. Good transition arrangements are in place to help them settle in quickly. The social and emotional development of these children is especially strong. As a result, they get on very well together and quickly become good learners. The mixed-age class planning works well and the children benefit from small group activities with an experienced and able teaching assistant and nursery nurse. The use of the outdoor area as a teaching resource has improved greatly and it is well used and better resourced than had been the case. The detailed and useful regular assessment of children's progress helps the Early Years coordinator to prepare effective and appropriate next steps for their learning on a more personalised level. The children's learning journey folders show the good progress that most children make. They are particularly confident with new technology, confidently using a camera to take digital photographs of each other as they planted flowers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## Views of parents and carers

Three quarters of the parents and carers who were sent questionnaires returned them. This is a much higher proportion than is usual. Their views are largely very positive about the school, especially about the way the school keeps their children safe. Many are very happy about the work the recently appointed headteacher is doing to raise standards and drive the school forward. A few have concerns about some of the teaching but the school is aware of these and is addressing them.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Monyash CofE 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	37	17	57	2	7	0	0
The school keeps my child safe	18	60	12	40	0	0	0	0
My school informs me about my child's progress	11	37	17	57	1	3	1	3
My child is making enough progress at this school	12	40	16	53	1	3	1	3
The teaching is good at this school	13	43	13	43	1	3	3	10
The school helps me to support my child's learning	10	33	15	50	4	13	0	0
The school helps my child to have a healthy lifestyle	16	53	12	40	2	7	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)	14	50	13	46	0	0	0	0
The school meets my child's particular needs	13	43	15	50	2	7	0	0
The school deals effectively with unacceptable behaviour	10	34	15	52	3	10	0	0
The school takes account of my suggestions and concerns	8	28	18	62	2	7	1	3
The school is led and managed effectively	13	43	15	50	2	7	0	0
Overall, I am happy with my child's experience at this school	12	43	10	36	3	11	1	4

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



23 March 2011

Dear Pupils

**Inspection of Monyash CofE Primary School, Bakewell, DE45 1JH**

Thank you for the help you gave us when we visited your school recently. You are lucky to go to school in such a beautiful place. We really enjoyed meeting you all and especially The Team members who told me a lot about the school and how much they like being there.

Yours is a satisfactory school but it is improving rapidly all the time. The best thing about our visit was being able to see how well you behave and how well you get on together, with your teachers and with the other adults. The headteacher has started up a lot of new things since he took up the post. By the time you leave the school most of you have attained well in reading, writing and mathematics. Your work is also very neat and tidy. The school is especially good at providing you with good care, guidance and support. All of the adults care for you well and you told me that you feel very safe at school and have adults you trust and can talk to.

The school can still help you to reach even higher standards in reading, writing and mathematics. We have asked the school to do three things to help your learning get even better in future.

Make sure you know what you are learning and why, that the work you are given is well matched to your learning needs, and provides you with more opportunities to be creative, complete practical activities and solve problems.

Help teachers who are responsible for different subjects check on how well these are being taught and how well you are learning.

Help you learn more about the lives of other people in different circumstances and parts of the world.

Thank you again for your help. Enjoy your time at Monyash and keep working hard!

Yours sincerely

Geof Timms

Lead inspector

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