

# Clifton CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112811
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	366583
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Ruth McFarlane

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>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anneliese Bates
<b>Headteacher</b>	Heidi Daughtry
<b>Date of previous school inspection</b>	25 June 2007
<b>School address</b>	Cross Side Clifton Village, Ashbourne DE6 2GJ
<b>Telephone number</b>	01335 342473
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<b>Email address</b>	info@clifton.derbyshire.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were observed and five teachers seen. Meetings were held with, members of the governing body, groups of pupils and staff. Inspectors observed the school's work and looked at a range of school documentation, including policies and arrangements for safeguarding and the school improvement plan. They looked at data showing pupils' progress over the last three years and pupils' work over the current academic year. The inspection team spoke with parents and carers and analysed 50 parental questionnaires, as well as questionnaires completed by pupils and staff.

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

- How does the school ensure that provision in mixed-age classes meets pupils' needs?
- How well do the checks made on pupils' progress lead to improvements in teaching and achievement?
- How well has the school dealt with the issues raised at the last inspection, to improve the tracking of pupils' progress and increase the proportion of pupils who reach the higher National Curriculum levels in key stage 2?

## Information about the school

This is a smaller than average primary school that serves the village of Clifton, parts of Ashbourne and Mayfield. Almost all pupils have a White British background. Very few pupils are from ethnic minorities. The proportion known to be eligible for free schools meals is far below average. There is a lower than average proportion of pupils with special educational needs and/or disabilities and none have a statement of special educational needs. Pupils are taught in four mixed-age classes. The Early Years Foundation Stage comprises a small group of reception-age children who are taught in a mixed-age class with Year1. The school holds Healthy Schools and Eco status. There have been two changes of Chair of the Governing Body since the previous inspection.

**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 continue to make good progress and achieve well. Parents and carers value the fact that it is a close-knit school, where pupils are valued as individuals. A number of key aspects of provision lead to pupils' good personal development, enjoyment and behaviour. The positive ethos and the atmosphere of calm are reflected in pupils who are caring and respectful individuals, able to give of their best within a supporting and encouraging learning environment. A good programme of social and emotional development does much to raise pupils' self-esteem and develop their independence. The school's promotion of healthy lifestyles has led to pupils' good adoption of healthy eating habits and regular exercise regimes. One pupil summed this up by saying, 'You need to eat a balance of different foods so you have proteins, sugars and vitamins'.

The vibrancy of the curriculum ensures that pupils enjoy school and in consequence their attendance is high. Pupils gain benefits, in their social development and in their learning, in the mixed-age classes, because this arrangement facilitates good cooperation among pupils across the age range and widens the range of work accessible to them.

Children get off to a good start in the Early Years Foundation Stage, although the school is aware that some resources need refreshment to promote learning to its best, including, more imaginative use of the outside area. Pupils' progress has quickened and their attainment by the end of Year 6 has recovered from a dip in 2009 to significantly above average in 2010. Their good progress through the school leads to a well above average proportion of pupils achieving the higher National Curriculum levels. The improvements are a direct result of the successful action to deal with issues raised at the previous inspection.

Staff work as a united team and drive improvements well. The quality of checks on pupils' progress has improved significantly since the previous inspection but these checks lack the necessary fine-tuning to give managers a more detailed picture. However, the information is used well in the classroom and has led to more consistently good teaching. The ensuing setting of targets, and teachers' verbal and written feedback, gives pupils valuable pointers of how to improve their work. The best teaching now shows some outstanding elements, such as exceptionally high expectations and challenge. In relatively weaker lessons, teachers spend too much time recapping or consolidating work that is already familiar to most pupils. This means that pupils have insufficient opportunity for new learning that builds on what they already know.

Self-evaluation of performance is accurate and clear priorities for tackling the few remaining weaknesses are shared well. The governing body fulfils statutory requirements but frequent changes of membership have meant that governor training has to be

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repeated and as a result, governors' monitoring and evaluating of the school's performance lacks rigour.

Nevertheless, the key enhancements already made to previously weaker areas of pupils' progress, and to their attendance, plus the strong teamwork evident among all staff, clearly demonstrates that the school offers good value for money and has good capacity for further improvement.

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

- By January 2012, refine teaching and its management by:
  - ensuring that managers maintain a more detailed overview of information about pupils' progress
  - ensuring that all lessons proceed at a brisk pace and that pupils spend most of the lesson engaged in new learning
  - By April 2012, in the Early Years Foundation Stage, improve resources and develop the opportunities for children to learn outside
  - By July 2012, strengthen the effectiveness of the governing body by:
    - improving governors' skills so that checks on the school's performance are more effective
    - improving governors' monitoring of policies and procedures

## Outcomes for individuals and groups of pupils

2

The pupils quickly get down to learning at the start of the school day and make consistently good progress in lessons. This includes pupils with special educational needs and/or disabilities because their needs are carefully assessed and, in the small classes, they are able to receive individual attention that helps them to make good progress.

Reception and Year 1 pupils worked enthusiastically thinking up and writing down questions to be used to interview prospective dog owners. 'Do you know how to train a dog?' wrote one. 'Are you at home all day?' wrote another. Year 2 pupils told the inspector the difference between Georgian, Victorian and Edwardian architecture with accuracy and conviction as they worked briskly to produce stylistically accurate drawings and paintings. Year 6 pupils also worked quickly, using logical thinking to work out the area of irregular shapes.

The same good pace to learning and pupils' keenness to produce their best work was sustained in the majority of lessons. The pupils enjoy school, eagerly take on responsibility and make a good contribution to school life. For example, the school council is helping to improve resources in the playground and pupils organise activities such as stalls for charitable giving. In the local community they have close links with the church and the local secondary school and this prepares them well for their future lives. They are proud of the school's Healthy School status and the Eco award and the Eco Committee are working hard to achieve the Green Flag award for sustainability. Pupils' knowledge of how to keep safe in different situations such as on the roads and using the internet is good. This was exemplified by one pupil who said, 'Never give your personal details on the internet and tell an adult you trust if you are worried.'

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The pupils respond enthusiastically to cultural and sporting opportunities such as provided at the local secondary school. Good assemblies ensure they are tolerant young people with a good sense of right and wrong who understand that in life you need to help those not as fortunate. In lessons they learn about a wide range of people's beliefs and life in other countries which gives them a sound understanding of other cultures. However, their rural location means they have few opportunities to mix freely with people from contrasting communities.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>	1
<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?**

Teachers successfully rise to the task of ensuring that the work they set is well matched to the wide range of ability and ages in the classes. The key to this is that they organise the class in most lessons into smaller groups, containing pupils of broadly similar ability rather than age. Each group is then set different but challenging activities that are well tailored to their needs. Pupils often work in pairs so that they can support each other's learning and model their next steps in learning. Learning targets and pupils' individualised targets are used regularly to spur learning. Consequently, pupils have a clear idea of what they need to do to improve. Teachers' written marking is good with clear next steps in learning which means that their goals are consistently reinforced. While most lessons proceed at a brisk pace, sometimes pupils are required to sit overlong listening to the teacher. This slows progress, because it delays new, active learning.

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The curriculum is well organised. Spanish is taught. Work linking subjects together is interesting and varied and information and communication technology is used well across the curriculum. Visits out, visitors to school and popular clubs, such as those involving a local professional football club and local artists, are much enjoyed. Good discussions and activities that focus on developing pupils' personal and emotional skills have a good impact on their personal development.

Pupils value the fact that they are known as individuals. Adults keep a vigilant eye on their daily needs quickly attending to any upsets. Support for those with special educational needs and/or disabilities is good: all staff are fully aware of the needs of these pupils through clear individual education plans, which are also shared with parents. The school is particularly good at caring for and nurturing pupils who might have difficulty settling into larger schools. As a result, such pupils are engaged fully in school life, behave well, and make good academic progress. Transition to secondary school is well managed. Pupils settle in well and receiving staff are well informed about any pupils' individual needs because there are established curricular links through the school, for instance in sport, information and communications technology and science.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Through well-chosen priorities for development, strong and sustained leadership and management have driven the good impact on provision and outcomes. For example, the improvements in monitoring the quality of lessons provides teachers with clear pointers for improvement

Good partnerships with parents and carers exist at many levels. The school gives them plenty of help to support their children's learning at home and information about the curriculum, which is provided regularly. Parents and carers views are regularly sought in a variety of ways and promptly acted upon. Well-established partnerships with local secondary schools are widening pupils' sporting and cultural experiences and enabling them to develop their social skills.

The governing body provides satisfactory challenge and support to the school and has a sound understanding of the school's strengths and weaknesses. Governors have ensured that safeguarding procedures are satisfactory. The new Chair of the Governing Body has rightly recognised that further training is needed to develop the skills of members so they can hold the school to account more effectively. While some procedures are in place to monitor and evaluate the school's performance, these are not robust enough to ensure governors have a full picture of the school's work to inform its future priorities. Governors

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have completed a basic audit of provision for community cohesion, but plans to extend this beyond the local community are in the early stages of implementation. Governors fulfil their duties under all areas where equalities are defined in law. Discrimination in any form is extremely rare but appropriate procedures are in place to tackle this if need be. All members of the school community promote equality of opportunity well. In consequence, all pupils, no matter what their background or needs, make good progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>2</b>

## Early Years Foundation Stage

Children make good progress in their learning from their starting points, which are usually at the expected levels. They improve their skills and knowledge well across all areas of learning. The majority reach, and some exceed, the Early Learning Goals at the end of the Reception year. Children's behaviour is good and positive relationships help them to feel confident and safe. They make sensible choices about what to eat and drink, know how to keep themselves safe on outside visits or playing on wheeled toys or when using scissors. Good teaching and well-planned activities, many of which children choose for themselves, ensure they are interested and able to use their imagination well. The indoor environment has adequate resources enhanced by the practitioners' own, so that children's learning and personal development is promoted well. The outside area is not as well developed which limits opportunities for a free flow of activities. The school is aware of this and staff do their utmost to ensure this does not impact negatively on children's learning and progress. Partnership with parents and carers and other professionals and specialists are good. The introduction of much better assessment procedures reflect the leaders continuing good drive for improvement.



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*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

## Views of parents and carers

The response to the questionnaire was higher than normal. Most parents and carers are very happy with the school. They are particularly pleased with how safe their children are at school, how thoroughly the school encourages healthy lifestyles and how well the school prepares their child for the future. These reflect the inspection findings. A small minority of parents and carers indicated they were unhappy with the amount of progress their child had made at the school and how this, they felt, meant that their child's needs were not met. This was investigated by looking at school records, observing lessons and talking to pupils. Inspection evidence, including records of progress and study of current work show that the dip in progress noted in 2009 has now been rectified. All negative comments were investigated. Records showed matters referred to had been appropriately managed and dealt with.

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

Ofsted invited all the registered parents and carers of pupils registered at Clifton 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	17	34	2	4	0	0
The school keeps my child safe	37	74	13	26	0	0	0	0
My school informs me about my child's progress	19	38	28	56	3	6	0	0
My child is making enough progress at this school	17	34	27	54	6	12	0	0
The teaching is good at this school	25	50	23	46	2	4	0	0
The school helps me to support my child's learning	17	34	29	58	3	6	0	0
The school helps my child to have a healthy lifestyle	22	44	27	54	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)	24	48	26	52	0	0	0	0
The school meets my child's particular needs	18	36	26	52	5	10	0	0
The school deals effectively with unacceptable behaviour	22	44	22	44	2	4	1	2
The school takes account of my suggestions and concerns	13	26	31	62	1	2	1	2
The school is led and managed effectively	17	34	29	58	2	4	2	4
Overall, I am happy with my child's experience at this school	22	44	25	50	3	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

	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.**



21 March 2011

Dear Pupils

**Inspection of Clifton CofE Primary School, Ashbourne, DE6 2GJ**

Thank you for welcoming the inspectors to your school. Special thanks are due to the School Council and the Eco Committee for sharing their views, and to the meet and greet team who kindly showed us round at the start of the inspection.

Yours is a good school and by the time you leave, you reach standards that are higher than most pupils of your age.

You told me how safe you felt in school and how well you are taught. Your attendance is excellent. Well done! You make good progress in your learning. This means that you develop well as individuals and give of your best. Your behaviour is also good. You know a lot about how to adopt healthy lifestyles. Importantly you like being part of a small school in which everyone gets on well and cares for each other.

Every school has some things that could be improved. I have asked your headteacher and the governing body to:

- make all lessons as good as the best by giving you time to get on with new work a bit more, rather than having to listen to the teacher for a long time
- develop resources for the little ones, and especially for the outside area
- make the checks on learning tell the school leaders and the governing body more about how you are doing

We have also asked the governing body to increase its work in checking what it is like to be a child at your school and that everyone is doing as well as they can. We have asked them to check regularly that all the paperwork schools need is just right for your school.

You can help now by continuing to work hard and enjoy school as much as you told me you already do.

Yours sincerely

Ruth McFarlane  
Lead inspector

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