

Matlock All Saints Infants' School

Inspection report

Unique Reference Number	112838
Local Authority	Derbyshire
Inspection number	363800
Inspection dates	20–21 June 2011
Reporting inspector	John Horwood

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Gary Leech
Headteacher	Kate Griffin
Date of previous school inspection	17 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed nine lessons taught by six teachers. Meetings were held with groups of staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, monitoring records of pupils' progress and school policies. The responses to 67 questionnaires from parents and carers as well as 10 from staff were scrutinised.

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

- Does current pupil performance support the view that progress of all groups of pupils is good, and is attainment still high enough to justify achievement being outstanding?
- Is there secure evidence that the school has a good capacity to improve with the current part-time leadership arrangements?

Information about the school

Matlock All Saints Infants' School is smaller than the average sized school. Most pupils are from a White British background. The proportion of pupils from minority ethnic groups is much lower than in most schools and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to other schools but none has a statement of special educational needs. The number of pupils known to be eligible for free school meals is lower than in most schools.

The current headteacher works part time and has been in post since Summer 2010. The school has achieved the Health Promoting School Award and has been awarded the Eco-Schools Silver Award. A privately managed pre-school group operates within the school site. This was inspected separately and will be subject to a separate report.

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

Matlock All Saints Infants' School serves its pupils well. They make good progress throughout the school and enjoy learning, and by the time they leave Year 2 attainment is high in reading, writing and mathematics, reflecting outstanding achievement. There are several other outstanding features. Pupils say that they feel extremely safe in school thanks to excellent safeguarding arrangements, and this is confirmed by their parents and carers. Outstanding care, guidance and support include very effective procedures for promoting good behaviour and maintaining regular attendance. Pupils' attendance is above average and they arrive on time. The behaviour management procedures are well established and applied consistently by all staff. The school has also developed an outstanding range of effective partnerships to provide support to pupils who need it, whether in academic matters or to ensure their well-being. The school takes a lead role in many of these activities and pupils receive a level of support that it could not provide alone.

Pupils say that lessons are fun and they are happy in school. The good teaching and good use of assessment systems ensure that the work set matches the pupils' abilities and enables them to learn well, but pupils' concentration is not always maintained throughout lessons. The pupils themselves say that lessons are sometimes disrupted because the layout of the school means that pupils and staff have to move around the buildings during the day. However, this is generally managed well and some other more significant factors affect pupils' engagement. In most lessons the pace of learning is good throughout, but in some lessons formal teaching goes on too long at the expense of pupils carrying out challenging independent work, and teachers do not always insist on good presentation of work in pupils' books to keep them on their toes. Information and communication technology (ICT) is taught well in discrete ICT lessons, but it is not used sufficiently in the classroom to support other subjects or to help maintain pupils' interest. Subjects are linked together through topic work to make work more interesting, but this has not been fully developed to maintain pupils' concentration in lessons throughout the day.

The headteacher is well supported by senior leaders. Together they have ensured that management systems are embedded across the school and that school improvement is ongoing. Staff morale is high and everyone is working to ensure that pupils benefit from their time in school. This unity of staff and leadership enables the school to operate effectively when any member of the leadership team is not in school. There has been good progress on the issues from the previous inspection, including developing a more secure approach to self-evaluation, which is now very accurate. The strengths identified in 2008 have been maintained and consolidated. Several areas, including achievement, have improved from good to outstanding. This confirms that the school has a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Improve the effectiveness of teaching by:
 - providing pupils with more opportunities for independent learning and encouraging them to consistently produce work with high-quality presentation
 - ensuring that pupils' concentration is consistently high throughout all lessons by making greater use of ICT resources and effective links between subjects.

Outcomes for individuals and groups of pupils

1

Pupils' attainment on entry to the school is broadly at the levels expected for their age. They made good progress in the lessons observed, and levels of attainment were high by Year 2. There are no significant or consistent differences in the progress made by any group of pupils or between subjects. Pupils with special educational needs and/or disabilities make good progress because their needs are identified early and they receive appropriate support from school staff and external partners. These pupils have very good relationships with adults and say that although they find the work hard they are helped by the adults in class.

Pupils enjoy their lessons, which often engage them fully. This was seen in a Year 2 English lesson about persuasive writing where the topic about 'George and the dragon' captivated their imagination. In other lessons, such as a Year 2 mathematics lesson about compass directions, pupils were kept focused by being able to carry out tasks on the interactive whiteboard. In some lessons a small minority of pupils were too easily distracted by movement within the classroom. Although pupils talked enthusiastically about using computers, they are not used regularly within the classroom to encourage pupils to concentrate or to extend their learning through independent work.

Pupils make healthy choices and drink plenty of water during the day. They enjoy the exercise opportunities both during the school day and after school. They can talk about the importance of healthy items in their meals and trained 'mini-leaders' encourage all pupils to take part in physical activities. Pupils say that any rare cases of bullying are always dealt with quickly. Pupils make a good contribution to both the school and the local community. Within the school they have roles as members of the school council and the eco-council, both of which make a good contribution to helping the school move forward. They contribute to more distant communities by raising funds for charities. Their spiritual, moral, social and cultural development is good. They gain a good understanding of other cultures and faiths through links with other schools and through the curriculum.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
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	2
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?

Teachers have good subject knowledge and plan activities well to ensure that work is appropriate to pupils' abilities. They plan the curriculum carefully to ensure that the two classes in each year group have similar provision. Monitoring systems are used well to analyse and track the progress pupils make, and pupils are aware of their targets. The teamwork between teacher and the teaching assistant ensures high levels of support and guidance for all pupils during the lesson and in any small group activities. The partnerships with external agencies provide additional opportunities to support pupils who need extra help. For example, the very effective nurture group was set up by the local authority and a member of staff was trained to continue the provision. Subjects are linked together to make lessons enjoyable, but this is not yet fully developed and the use of ICT opportunities within the classroom is limited. The curriculum is enhanced by a good range of stimulating activities including music tuition, choir, gym and Eco and cookery clubs.

Pupils are exceptionally well cared for and supported throughout the day. Within the spread-out site, which is built on several levels, there is a strong focus on keeping pupils safe and all activities are well supervised. There is a good range of activities with risk assessments carried out for each. The excellent relationships pupils have with adults ensure that they are comfortable to talk about any problems. There is a very close partnership with the junior school and the arrangements ensure that pupils are well prepared for moving there. Pupils whose circumstances may make them vulnerable are

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extremely well supported, with well-established links to other agencies to access the support needed.

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 has a clear ambition for the school and a strong drive for continued improvement. These are shared by other leaders and the governing body. Subject leaders are enthusiastic and determined but some are at an early stage of developing their skills of leadership and have little time to participate in activities such as lesson observations of other staff. Staff questionnaires indicate that the staff are united in their support for all aspects of leadership and of the school. The joint lesson observations carried out during the inspection confirm that the leaders accurately evaluate the quality of teaching, and this is enabling them to identify how to improve teaching. They have successfully identified and eliminated areas of inadequate teaching. The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. There is no sign of discrimination within the school and every pupil has the same opportunities as they move through the school, both within class and in other school activities, so they all make the same good progress.

The governing body fulfils its legal requirements while supporting and challenging the school leaders. Members of the governing body are enthusiastic and have a very good understanding of the school's strengths and areas which need developing. They have a good range of skills which are used well to support the school. They are well informed and found a recent planned walk through the school to look at learning in the classrooms extremely useful. Safeguarding arrangements were outstanding at the time of the inspection, including a comprehensive range of risk assessments and good site security. The records of the suitability of all staff to work in the school are all up to date and fully meet requirements. Very good records are kept of meetings with external agencies to support pupils whose circumstances make them potentially vulnerable. The school is aware that there is a very limited range of cultures and faiths within the school and has carried out an audit to identify actions needed. These actions to promote community cohesion are based on a secure knowledge of the school and the local community. The headteacher provides regular feedback to the governing body and there is a united view on how to move forward. Some links to contrasting schools have been identified and planned, although they are at an early stage.

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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	2
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	1
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 enter the Early Years Foundation Stage with skills that vary from year to year, and the current group joined with lower than usual levels of attainment. They soon settle into school because of good induction procedures. They make good progress and are at above average levels when they enter Year 1. Attainment in writing has generally been lower than other subjects, although still in line with national expectations, but this has now been addressed. Communications with parents and carers are good with an open-door policy allowing them to bring their children into school at the start of the day and talk to adults if they need to. Information about progress is sent home but the use of individual 'learning journals' which can be regularly shared with parents and carers is not as well developed. Staff work as a team to provide outstanding pastoral care. The two classrooms are linked with good access to a much-improved outdoor area. The provision is well organised to give children the full range of experiences in all areas of learning. The outdoor area is well used to support learning. It provides an exciting, stimulating learning environment and includes a 'bug hotel'. At present there is no large climbing equipment and there are no wheeled toys.

Good systems to monitor children's progress ensure that work is challenging and this leads to good progress. There is a good balance between children making purposeful choices which consolidate their learning and adults teaching specific skills through well-planned, purposeful activities. Children are very polite and friendly, behave well and have a positive approach to learning. Children understand the rules and cooperate with each other well. The Early Years Foundation Stage is led and managed well with a strong sense of teamwork. The coordinator has a good knowledge of the strengths of the provision and has a clear vision of how to develop it further.

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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:	
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

Parents and carers are overwhelmingly supportive of all aspects of the school, and no significant areas of concern were identified in their responses. The most pleasing aspects of the school were that the school keeps pupils safe, that their child enjoys school and the way the school supports the child's particular need. Typical written comments included, 'Our child enjoys school and we feel All Saints has a lovely facility, positive atmosphere and a caring attitude towards its children,' 'All Saints is a happy, friendly school, with strong leadership and effective teaching,' and, 'This is an excellent school with a caring positive ethos.' A very few parents and carers had individual concerns which were considered as part of the inspection process.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Matlock All Saints Infants' 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 166 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	79	12	18	1	1	0	0
The school keeps my child safe	49	73	17	25	1	1	0	0
My school informs me about my child's progress	28	42	37	55	1	1	0	0
My child is making enough progress at this school	35	52	26	39	5	7	0	0
The teaching is good at this school	42	63	20	30	0	0	0	0
The school helps me to support my child's learning	36	54	28	42	2	3	0	0
The school helps my child to have a healthy lifestyle	44	66	22	33	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)	35	52	28	42	0	0	0	0
The school meets my child's particular needs	35	52	30	45	1	1	0	0
The school deals effectively with unacceptable behaviour	31	46	26	39	3	4	0	0
The school takes account of my suggestions and concerns	33	49	29	43	2	3	0	0
The school is led and managed effectively	38	57	25	37	3	4	1	1
Overall, I am happy with my child's experience at this school	44	66	20	30	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



22 June 2011

Dear Pupils

Inspection of Matlock All Saints Infants' School, Matlock, DE4 3HX

Thank you for making us so welcome when we came to your school. We really enjoyed talking with you and looking at the work you do. Your school is giving you a good education.

There are many things we admire about your school, and these are a few of them.

You feel very safe in the school and adults look after you really well.

You enjoy school and all get on well together.

Your achievement in school is outstanding as a result of good teaching that helps you all make good progress.

You benefit from an outstanding level of care, guidance and support.

Most of you attend school regularly and arrive on time.

You make a good contribution to supporting the school and other communities.

These are the things we have asked the school to do to make it even better:

- provide you with more opportunities for working independently, and make sure that you produce work which is consistently well presented
- ensure that you are encouraged to concentrate during lessons through greater use of ICT resources and good links between subjects.

All of you can help by carrying on working hard.

Yours sincerely

John Horwood

Lead inspector

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