

Stanton-in-Peak C of E Primary School

Inspection report

Unique Reference Number	112856
Local Authority	Derbyshire
Inspection number	378583
Inspection dates	24–25 November 2011
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	29
Appropriate authority	The governing body
Chair	William Chandler
Headteacher	Caroline Poole
Date of previous school inspection	5 May 2009
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Introduction

This inspection was carried out by one additional inspector. The inspector visited nine lessons and observed three teachers. In addition, discussions were held with groups of pupils, two governors and staff. The inspector observed the school's work, analysed recent evidence of pupils' progress and performance, examined a range of documents, and looked at the school's priorities for development. The questionnaires returned by 20 parents and carers, as well as those completed by staff and pupils were also scrutinised.

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

- How effectively questioning is used to develop pupils' understanding and involve them in their learning?
- What is the impact of the creative curriculum on pupils' enjoyment of learning?
- How effectively the areas identified for improvement from the previous inspection have been tackled?
- How accurate is the school's assessment of the effectiveness of the Early Years Foundation Stage?

Information about the school

Stanton-on-Peak is much smaller than most primary schools and has only two classes. One class is for children in the Early Years Foundation Stage and pupils in Years 1 and 2, and the other class is for pupils in Years 3 to 6. Most pupils are White British and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils who have special educational needs and/or disabilities is well above average but those with a statement of special educational needs is well below average. Since the last inspection, a new part-time headteacher, who works at the school for three days each week, has been appointed. The school attained Healthy Schools status in 2009.

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

Stanton-in-Peak is a good school. Children get off to a good start in the Early Years Foundation Stage because of the good provision that has been carefully planned to engage children’s interests and support them to make good progress in their learning. By the time pupils reach the end of Year 6, their attainment in English and mathematics is above average. This represents good progress from their starting points.

Teaching is good and teachers try hard to make learning interesting for pupils through linking subjects together and asking pupils about the topics they would like to study. This results in pupils enjoying school which is reflected in their high attendance. Pupils demonstrate a good commitment to learning and their behaviour in and around school is exemplary. Most pupils demonstrate mature attitudes and treat each other and adults with courtesy. Pupils participate in the wider life of their school and local community with enthusiasm and commitment Relationships between pupils and adults are consistently good, and this is a key feature of lessons. Teachers ask pupils searching questions which identify what pupils know and what they need to learn next. Exceptional care, guidance and support make a strong contribution to pupils’ good progress and their good, and in a number of respects outstanding, personal development. Pupils are known as individuals and are entirely confident that any issues will be dealt with promptly and fairly. It is not surprising that pupils and all of the parents and carers who replied to the questionnaire said that the school keeps its pupils safe. Pupils say they really enjoy school.

Although attainment is above average in English and mathematics, in other subjects such as science, history and geography and religious education, attainment and progress is a little variable. In these subjects teachers do not consistently demand the same quality or quantity of work, or always use such subjects enough to provide pupils with opportunities to practise their literacy and numeracy skills. English and mathematics marking and feedback are mainly good as pupils are given good advice about how well they are learning and how to improve their work. However, in other subjects marking is only satisfactory and at times pupils are not clear if the intended learning has been achieved. Pupils are not consistently given the time to respond to the useful feedback given.

Leadership and management are good and the school knows its strengths and areas for development well. Systems to check pupils’ progress, ensuring any pupil underachievement is identified quickly, are securely in place. Strategies, such as

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interventions to boost progress, withdrawal groups for targeted teaching and one-to-one support are successfully implemented. Governors are actively involved in the school's work and have a good understanding of strengths and areas needing development. The school development plan has appropriate priorities and actions, with measurable targets and the areas for development from the previous inspection have been successfully addressed. All of these successes indicate a good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure pupils' make good progress in subjects such as science, history, geography and religious education by:
 - raising teachers' expectations of the quality and quantity of pupils' written work
 - providing planned opportunities for pupils to apply their literacy and numeracy skills
 - ensuring marking clearly identifies the good features of pupils' work and what pupils need to do to improve, and pupils are given time to respond to the useful comments made.

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

Throughout the school, lessons are interesting and pupils settle down quickly to their work. They are eager to learn as was seen in Years 3 to 6 as pupils shared ideas about the vocabulary to describe the personality and appearance of Sir Francis Drake. In this lesson, good progress was made as pupils used a variety of figurative language including similes, metaphors and alliteration to make their writing interesting. In a withdrawal group, higher-attaining pupils effectively added the use of personification to their repertoire of skills. In another lesson for Years 5 and 6 pupils, good mathematics progress was seen as pupils looked for patterns to solve simple algebraic problems. In Years 1 and 2 pupils collaborated well to investigate independently how to construct a circuit using a battery, bulb and wire. This method of 'finding out' for themselves shows good improvement from the previous inspection when independence and planning in science were identified as areas for development.

Extra help accelerates the progress of lower-attaining pupils, including those with special educational needs and/or disabilities. Pupils with emotional and behavioural difficulties are included well in all lessons and good strategies and additional support are in place to minimise any possible disruption to learning. In all English and mathematics lessons observed pupils' progress was good, resulting in good achievement. Analysis of pupils' work confirms this. In other subjects however, progress varies from satisfactory to good because teachers do not consistently have the same high expectations of pupils.

Pupils respond very well to the caring approach taken by the school, which adds to

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their enjoyment of learning. They have an excellent understanding of keeping safe. Pupils are aware of the importance of exercising regularly and eager to point out the benefit of eating healthy foods. Pupils' spiritual, moral, social and cultural development is good and this is reflected in pupils' politeness and respect for others. Older pupils are keen to explain how they often look after the younger ones and are proud of the way the school parliament gives pupils a voice in school affairs. Pupils' collaborative skills, high levels of independence, good basic skills and positive attitudes to learning prepare them well for their future, both in school and beyond.

These are the grades for pupils' outcomes

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

How effective is the provision?

Such small pupil numbers enable staff to develop an excellent understanding of the needs of every pupil. As a result, care, guidance and support are outstanding. Transition between key stages is exceptionally well managed. Starting with the planned introductions for children who join from the pre-school group, through to the care taken to ensure smooth transition to secondary school, the needs of each individual are known and addressed. The school makes excellent use of other agencies and external professionals to support individuals especially those whose circumstances may make them vulnerable.

Good classroom organisation and management ensure that pupils learn in bright, stimulating rooms where teachers celebrate pupils' achievements. The work on display illustrates the wide range of pupils' interests and the school's interesting well thought out curriculum. In English and mathematics, teachers regularly check that

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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pupils are making progress and understand what is expected of them. Good questioning skills ensure teachers are able to gauge pupils’ understanding and reshape tasks if necessary. Pupils are clear about the intended learning through sharing of learning objectives, and ‘must’ ‘should’ and ‘could’ targets help pupils know how to achieve success. Good use is made of opportunities for pupils to discuss their ideas with a partner.

The creative curriculum extends to interesting trips and visits to inspire pupils’ interest in new topics and themes. Consequently, it has a positive impact on their enjoyment of learning. There are rural and city residential trips for the older pupils, which help to develop personal and social skills, broaden their horizons and raise aspirations. As one parent commented, ‘My child is very engaged and inspired by the topics covered’. Cross-curricular provision is effective in information and communication technology, but more limited in developing pupils’ literacy and numeracy skills across the full range of subjects. The well-planned personal, social and health education programme is underpinned by the values of respect and community within the school.

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 good leadership and commitment of the headteacher have been key to the school’s success since the last inspection. All staff are fully committed to school improvement and share the vision to become an outstanding school. Governance is good. The governing body is, enthusiastic and show high levels of commitment and a good level of challenge to the school. It has improved its position from the previous inspection when governance was said to lack systematic monitoring of policies and procedures. Good systems are now in place. Procedures to safeguard pupils are good and the school has adopted recommended good practice across all areas of its work. The school site is checked regularly to ensure it provides pupils with a safe environment. Staff and members of the governing body are well trained about their responsibilities in all aspects of safeguarding. They are well aware of the importance of their roles in keeping pupils safe and free from harm. This is affirmed by the high degree of endorsement from parents and carers in the questionnaires returned about the way the school keeps their children safe.

Good relationships exist between the school and parents and carers, and initiatives such as newsletters, the school website and the availability of the headteacher and

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teachers to parents and carers at the beginning and end of the day all help to promote this positive relationship. Links with external agencies and partnerships with other bodies are used effectively to support pupils' learning and well-being. The school works hard to identify any underachievement and is quick to implement initiatives to close any gaps in performance between different groups. Consequently, all are given good equal opportunities to succeed. Discrimination of any kind is not tolerated. Community cohesion is good. Pupils have a good knowledge and understanding of their local, national and international communities again showing improvement since the previous inspection.

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	2
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 the Early Years Foundation Stage settle into school life quickly. They understand classroom routines and have good relationships with adults. Children make friends and learn happily indoors and outside. They apply their developing literacy and communication skills well. Assessments are carefully recorded and used effectively to plan the next steps in learning for individual children. There are regular opportunities for children to work indoors and out. Reading sessions and the teaching of letters and sounds or 'phonics' are carried out regularly, but lessons do always provide opportunities for children to practice their newly acquired skills. Sometimes the pace of learning is not brisk enough. While the very small numbers means that there is variation year-on-year, children generally enter Reception with the expected skill levels for their age. Good provision ensures good progress, and, because they are already in a mixed-age class with pupils in Years 1 and 2, they make the transition to the National Curriculum smoothly. Despite occasional over generous self-evaluation, leadership and management are good. The leader has a good understanding of strengths and development areas and ensures that the latter

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are tackled effectively. All welfare requirements are in place.

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

A much higher than average response to the questionnaire reflects the good support given by parents and carers. All parents and carers thought their children enjoyed school, were kept safe and were helped to lead a healthy lifestyle. A small minority thought the school did not help them to support their children’s learning and the school was not led and managed effectively. Evidence showed that the school has held ‘open’ afternoons, mathematics training sessions and the school website also provides information for parents and carers. Leadership and management were evaluated as good during the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanton-in-Peak 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 29 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	70	6	30	0	0	0	0
The school keeps my child safe	12	60	8	40	0	0	0	0
The school informs me about my child’s progress	13	65	6	30	1	5	0	0
My child is making enough progress at this school	13	65	5	25	2	10	0	0
The teaching is good at this school	12	60	7	35	1	5	0	0
The school helps me to support my child’s learning	11	55	6	30	3	15	0	0
The school helps my child to have a healthy lifestyle	12	60	8	40	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)	13	65	5	25	1	5	0	0
The school meets my child’s particular needs	11	55	6	30	2	10	0	0
The school deals effectively with unacceptable behaviour	10	50	7	35	1	5	0	0
The school takes account of my suggestions and concerns	12	60	6	30	1	5	0	0
The school is led and managed effectively	13	65	4	20	3	15	0	0
Overall, I am happy with my child’s experience at this school	13	65	6	30	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



28 November 2011

Dear Pupils

Inspection of Stanton-in-Peak CofE Primary School, Matlock, DE4 2LX

Thank you for welcoming me to your school. You were all very friendly and polite and I quickly realised why you like your school so much. I enjoyed talking to some of you about what they enjoyed most about school. I agree with you when you say you attend a good school. Your high attendance shows that you must really enjoy coming to Stanton-in-Peak. You are kept safe and your behaviour is excellent. It was good to know that your parents and carers also thought you were kept safe in school. You know what you have to do in order to live a healthy lifestyle and try hard to put this into practice. You are also keen to help out in the school and in your community, and you get on really well with each other.

By the time you reach the end of Year 6, your attainment in English and mathematics is above that found in most schools. Well done! You make good progress because the teaching is good. Your teachers try hard to make learning interesting for you through interesting topics such as 'Explorers' and 'The Great Fire of London'. However, although you attain well in English and mathematics you could do better in other subjects such as science, history, geography and religious education. So I have asked your headteacher and staff to make sure that you work as hard in these subjects as you do in English and mathematics, and use them to practise your literacy and numeracy skills. I have also asked the headteacher to make sure that teachers provide you with clear information in other subjects as they do in English and mathematics about why your work is good and how you could make it better.

You all have a part to play in helping your school to be even better by making sure you continue to attend regularly. Also, when you are given useful advice about how to improve your work, ask your teachers for time to make the changes. Thank you again for making me feel welcome, I really enjoyed my time with you all.

Yours sincerely

Lois Furness
Lead inspector

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