

Charlesworth Voluntary Controlled Primary School

Inspection report

Unique Reference Number	112877
Local Authority	Derbyshire
Inspection number	378592
Inspection dates	1–2 December 2011
Reporting inspector	Sharona Semlali

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Russell Lear
Headteacher	Susan Gate
Date of previous school inspection	12 January 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed five parts of lessons taught by four teachers. Meetings were held with groups of pupils, with parents and carers, with members of the governing body and with staff. Inspectors observed the school's work, and looked at a range of documentation supplied, including information about pupils' progress, information relating to planning and to safeguarding, and pupils' work. The inspectors received and analysed 40 parental questionnaires.

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

- How effective the school has been at addressing the differences in achievement between boys and girls and in improving outcomes for the higher-attaining pupils.
- What the quality of provision is like in Key Stage 2, particularly in writing.
- What improvements leaders and managers have made since the last inspection, particularly in relation to the Early Years Foundation Stage.

Information about the school

Charlesworth is a smaller than average primary school. It has a split site, with two buildings that are about five minutes walking distance from each other. The site for the older pupils has recently been refurbished. The proportions of girls, and of those who speak English as an additional language, are low. The proportion of pupils known to be eligible for free school meals and those from minority-ethnic heritages are slightly below average. The proportion of pupils with special educational needs and/or disabilities or with a statement of special educational needs is slightly above average. There has been a high turnover of staff since the last inspection. The school has gained the Health Promoting Schools award, Eco-School Bronze award and the International School award. A private company manages a breakfast club and after-school provision.

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

Charlesworth Voluntary Controlled Primary is a satisfactory school. Since its last inspection the school has experienced a high turnover of staff and dealt with the upheaval of having refurbishment to one of the school sites for a significant length of time. This uncertainty has affected the level of pupils' achievement. The headteacher and the governing body have a strong sense of ambition and, together with staff, have implemented strategies to drive improvements. However, it is too soon to see their full impact on pupils' progress and attainment. The school has a warm, welcoming and friendly environment which is at the heart of the Charlesworth village community. Pupils are very proud of their school and this is demonstrated by the serious way they take hold of a wide range of responsibilities.

Pupils feel safe and happy and they enjoy coming to school, as there is a strong emphasis placed on their welfare and personal development. This is reflected in their above-average attendance. One of the parents said, 'My child really enjoys coming to school and especially likes the sport'. Curriculum enrichment has helped pupils to gain a great deal of knowledge about adopting a healthy lifestyle. They enthusiastically take part in a wide range of activities and organise events for the younger pupils. Pupils' behaviour is good. They have a positive attitude to learning and are very considerate and caring towards one another.

Children get off to a good start in the Early Years Foundation Stage and make good progress. Elsewhere in the school, pupils' achievement is satisfactory and they make satisfactory progress. The school's data show that pupils' attainment is average. It is better in reading than in writing and mathematics. There is a lack of challenge for some of the higher-attaining pupils in certain classes. The rate of progress is uneven across the school because of inconsistencies in teaching. At times, pupils spend too long listening to the teacher rather than working independently. The marking of pupils' work does not always link to their targets or show them how to improve. However, pupils with special educational needs and/or disabilities make good progress because they are supported well by teaching assistants.

The school has adequately addressed the key issues from the previous inspection and its self-evaluation is accurate. The current priority is rightly on raising attainment and accelerating progress. Teachers' assessments and the tracking of pupils' progress are accurate and rigorous. This demonstrates that the school's capacity for sustained improvement is satisfactory. However, the role of middle leaders is still in the early stages of development in terms of their monitoring and evaluating the

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school's work.

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?

- Accelerate progress and raise attainment further in mathematics and writing, particularly for the higher-attaining pupils by:
 - ensuring that teachers plan work that is sufficiently challenging for all pupils
 - ensuring that higher-attaining pupils have extended writing opportunities across the curriculum and use fewer worksheets
 - ensuring that pupils have clear targets for mathematics and know how to achieve them.

- Secure consistently good or better teaching by ensuring that:
 - pupils do not spend too long on the carpet listening passively to the teacher
 - support staff are effectively used in whole-class sessions to have a positive impact on pupils' learning
 - marking is clearly linked to pupils' targets and informs them of the next steps needed to make improvements in their learning.

- Develop the role of middle leaders so that they can fully contribute to school self-evaluation and routinely make good use of a range of monitoring activities.

Outcomes for individuals and groups of pupils

3

Pupils' progress, while satisfactory, varies throughout the school. Nonetheless, they are keen to learn and are good at managing their own behaviour to work well independently. This was observed in a mathematics lesson where the pupils worked alongside their partners enjoying giving them problems to solve, for example giving them a number so that their partners could double it or find half of it. Pupils with special educational needs and/or disabilities make good progress as the work is tailored specifically to their needs and they are given the chance to investigate independently. For example, during a mathematics lesson, inspectors observed pupils successfully and independently playing a matching multiplication game with dominoes in a small group. The proportion of higher-attaining pupils reaching the highest levels in their work is slowly rising, although sometimes they are not sufficiently challenged, for example by being given extended writing tasks to complete. There are no significant differences in the satisfactory progress of both boys and girls.

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Pupils benefit from the school’s partnerships with local musicians and sports coaches. These links are very helpful in broadening pupils’ education and developing their personal and social skills. Pupils enjoy taking part in health and well-being weeks where they do Tai-Chi, archery, athletics and first-aid training. This experience encouraged them to lead healthy clubs for the younger pupils. For example, an older pupil, who thoroughly enjoyed learning about basketball, set up his own successful team. Pupils have an excellent understanding of the importance of contributing to the school and wider community. They make and dress up in costumes for the village carnival, often volunteering for key positions to help in this event. They take part in ‘young voices’ and perform to a wider audience at the Manchester Arena. In addition to this, they organise various fund-raising events for different types of charities. The Eco-School Bronze award recognises pupils’ efforts in looking after their school grounds. Pupils sell healthy snacks and have used the money to pay for playground equipment and resources for the wildlife area. Pupils’ spiritual, social, moral and cultural development is good. This is because they have a good sense of right and wrong, and they take seriously the opportunities to consider how they are going to help each other throughout different parts of the day.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Teaching is satisfactory overall but is variable across the school. In the most effective lessons, work is well pitched to match pupils’ abilities. Resources are used appropriately to support pupils’ learning. This was observed in a lesson about the

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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sounds letters make, where pupils were learning to spell and read words that are 'tricky'. The interactive whiteboard was used well to develop their understanding and knowledge of how the word 'we' can be changed into the word 'me.' The images used were very interactive and interesting. In less effective lessons, the pace of the lesson is too slow, which causes a few pupils to become disengaged. The teaching assistants are sometimes under-used in whole-class sessions. In some classes pupils' individual targets are at the front of their books, but little reference is made to them in marking. Pupils are less clear about their mathematics targets than they are about targets for writing. While teachers mark all pupils' work and make positive comments, they do not always show them the next steps in their learning to reach their targets.

Extra-curricular activities help to broaden pupils' knowledge of the world around them. They benefit from trips to Lyme Park where they experienced a Victorian Christmas. They have visited the Manchester art gallery and the science museum in Halifax. The older pupils have been on a two day residential visit experiencing outdoor pursuits such as zip-wiring and waterfall-walking. These experiences are effective because they are then followed up through work in other subject areas such as writing and speaking and listening. This type of experience is having a good impact on the way pupils are able to work with each other in pairs and small teams in the classroom. Also it has helped them to develop their caring attitude towards others. All staff provide good care, guidance and support. There is a good range of partnership work with outside agencies such as family support workers, educational psychologists, the education welfare officer and the bereavement counsellor. Together they offer encouragement, counselling and reassurance to pupils whose circumstances may make them vulnerable. Pupils with special educational needs and/or disabilities receive targeted supported in small groups which help them to make good progress. The breakfast club and after-school club offer good provision for the pupils and provide a friendly, family atmosphere.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and staff are united in driving improvement focusing on the school's immediate priorities of accelerating progress and raising attainment. The senior team regularly check on the quality of teaching and learning but the monitoring role of middle leaders is still at an early stage. The effectiveness of the governing body is good, as it is fully and systematically involved in evaluating the

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school and itself. It has its own action plan and has sought external support in the process. The governing body holds the school to account and seeks the views of parents and carers through questionnaires. As a result of their responses, the school has introduced new homework diaries to assist communication between parents and carers and teachers. There are also more inter-school sports tournaments as a result of a request by parents and carers. The effectiveness of the school’s engagement with parents and carers has thus improved. ‘The Friends of Charlesworth’ have contributed funds towards the cost of transport for visits, set up library areas and helped to create a wildlife area.

The school promotes equality of opportunity and tackles discrimination satisfactorily. It tracks and monitors the progress of different groups of pupils to ensure there are no gaps in their attainment. It intervenes promptly when pupils are at risk of falling behind, such as higher-attaining pupils. The school has successfully addressed and improved the effectiveness of community cohesion, gaining the ‘International Schools Award’ in recognition of its global links. There are now good links with a contrasting school in an urban area and pupils correspond well with each other. Safeguarding procedures are good. All statutory duties and procedures are in place and effectively updated and monitored. Pupils say that they feel safe in school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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	3

Early Years Foundation Stage

The Early Years Foundation Stage has significantly improved since the last inspection. From starting points that are generally in line with expectations, children make good progress across all the early learning goals. The weakest area is calculations, but this is being addressed. Children now have free access to the outdoor learning area. They are given the chance to be creative and investigative.

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For example, children built houses for the ‘three little pigs’ and ‘goldilocks’ and then wanted to find out which roof would be the best waterproof one. They investigated and found that water pours off the sloping roofs but leaves puddles on the flat ones. They thoroughly enjoyed this investigation. Outside, adults stimulate children’s thinking and develop their language through a range of open-ended questioning. In the role-play area children learn how to become estate agents and can, with support, write their own simple house descriptions. Children are very proud of the new canopy used for outdoor learning and the wallpaper shop set up inside. The children are well settled into school routines. Behaviour is good and they move around the space confidently and safely. Children independently use the computers. They have good knowledge of how to use specific programmes without adult intervention. They have free access to the digital cameras and often take photographs of things that capture their interest.

The Early Years Foundation Stage is well led and managed and there is a strong commitment and passion to continue to improve. Staff observations fully inform planning and take account of children’s interests and needs. For example, children in a ‘write dance’ session were fascinated by volcanoes and ended up doing research at home. This became a full-blown topic. Similarly, following a visit by parents and carers to speak about housework, children wanted to do housework all the time!

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

The proportion of parents and carers who responded to the questionnaire was above average. Most of them were very supportive of the school, except for a small minority who had concerns about behaviour. There were a number of written comments, many praising the school for its work. There was no common theme to the aspects of the schools work which dissatisfied a few other parents and carers. The inspection team found behaviour to be good and that the children are very polite and courteous to one another.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlesworth Voluntary Controlled 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	65	12	30	2	5	0	0
The school keeps my child safe	28	70	12	30	0	0	0	0
The school informs me about my child’s progress	20	50	16	40	3	8	0	0
My child is making enough progress at this school	20	50	17	43	2	5	1	3
The teaching is good at this school	14	35	23	58	2	5	0	0
The school helps me to support my child’s learning	20	50	17	43	3	8	0	0
The school helps my child to have a healthy lifestyle	18	45	20	50	2	5	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	33	24	60	2	5	1	3
The school meets my child’s particular needs	20	50	17	43	2	5	1	3
The school deals effectively with unacceptable behaviour	16	40	14	35	6	15	0	0
The school takes account of my suggestions and concerns	16	40	21	53	3	8	0	0
The school is led and managed effectively	13	33	24	60	3	8	0	0
Overall, I am happy with my child’s experience at this school	24	60	14	35	2	5	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.



5 December 2011

Dear Pupils

Inspection of Charlesworth Voluntary Controlled Primary School, Glossop, SK13 5ET

We really enjoyed our visit to your school. We met with some of your parents and carers, with some of your teachers and with some of you. You were very happy, polite and friendly and were very proud of your school. Some of the younger ones were particularly proud of the wallpaper shop in the role-play area. You older ones are very proud of the different activities that you organise for the younger ones to enjoy.

Charlesworth Voluntary Controlled Primary School is a satisfactory school. There are many good things about it. You make an excellent contribution to your school and local community by the way you take on different responsibilities and by taking care of the younger children. You have an excellent knowledge of how to live healthily. Your behaviour is good and you feel safe in school because of all the safety measures that are in place. You are able to talk and confide in any of the adults as they are very kind and caring towards you. You make sound progress with your learning and you enjoy coming to school. The children in the Early Years Foundation Stage are making good progress.

We have asked your teachers to help you to get better in mathematics and writing. We have asked them to make sure that you are given more challenge in your work, particularly those of you who finish quickly. We have also asked them to let you know how you can improve when they mark your work. In addition to this, we have asked the headteacher to train other teachers to help with overseeing how you are progressing.

You can help by letting the teachers know if your learning is too easy and by replying to the comments that teachers make on your work.

Best wishes to you all.

Yours sincerely

Sharona Semlali
Lead Inspector

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