

# Edale CofE Primary School

## Inspection report

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<b>Unique reference number</b>	112813
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378566
<b>Inspection dates</b>	1–2 May 2012
<b>Lead inspector</b>	Richard Marsden

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Snow
<b>Headteacher</b>	Rachel O'Brien
<b>Date of previous school inspection</b>	21 May 2009
<b>School address</b>	Grindsbrook Booth Edale Hope Valley S33 7ZD
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<b>Fax number</b>	01433 670280
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<b>Age group</b>	5-11
<b>Inspection date(s)</b>	1–2 May 2012
<b>Inspection number</b>	378566



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## Introduction

Inspection team

Richard Marsden

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons taught by four teachers. He spoke with parents and carers, and held meetings with pupils, staff and representatives of the governing body. The inspector observed the school's work, and examined safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 17 parents and carers, four staff and 11 pupils.

## Information about the school

The school is much smaller than the average-sized primary school. Almost all pupils are White British with very few from other heritages and very few who speak English as an additional language. The proportion of pupils identified by the school who have disabilities and those with special educational needs is similar to the national average. No pupils are currently supported by school action plus, or with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below the national average.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It holds several awards, including Healthy Schools, Activemark, and the Basic Skills Award.

Children from the Reception Year to Year 6 are taught in two mixed-age and mixed-ability classes. The headteacher had been in post for one year at the time of the 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school where pupils achieve well. It is highly regarded by parents and carers for the good care and education it provides. It is not yet outstanding because not all pupils achieve outstanding outcomes in English and mathematics, the teaching of mathematics is not as successful as that in literacy, and pupils' awareness of cultural diversity in modern society is too limited.
- Small numbers of pupils make firm comparison with national attainment unreliable, but from their widely varying starting points, pupils make good and, in some cases, outstanding progress, as they move up the school. By the end of Year 6, the attainment of most pupils, judged over time, is above the national average in English and mathematics. In the past, pupils' attainment in mathematics has not been as high as in English. This disparity has been reduced, but not yet completely eradicated.
- Pupils are treated as individuals. Good teaching engages their interest and challenges them effectively. In mixed-age and wide-ability classes, teachers meet the needs of individual pupils well and give clear guidance about how to improve.
- Good behaviour and attitudes promote effective learning. Relationships show mutual respect. Pupils are known well. Attendance is above average. Inspection findings are endorsed by the views of pupils and their parents and carers that the school is a safe place to be.
- The headteacher and staff have been effective in managing school performance and bringing about improvements since the previous inspection. Improved monitoring has strengthened teaching. New ways of teaching reading and writing and a strong emphasis on tracking pupils' progress and setting individual targets have improved pupils' achievement. School self-evaluation is accurate and leaders and staff share a common vision to provide the best for all

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pupils, including good provision for their spiritual, moral and social development.

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

- Accelerate pupils' progress in English and mathematics so that, by summer 2013, more of them are showing outstanding achievement in these subjects, regardless of their starting points.
- Strengthen the teaching of mathematics in Key Stages 1 and 2 so that, by summer 2013, pupils' progress in mathematics is as rapid as it is in reading and writing.
- Improve pupils' awareness of the cultural diversity of modern society by creating opportunities for them to have first-hand interaction with children from different communities and backgrounds.

## Main report

### Achievement of pupils

Inspection evidence that pupils achieve well is fully endorsed by all parents and carers who returned questionnaires. The small numbers in year groups make evaluation of trends in attainment unreliable. However, performance data and evidence from learning in lessons show securely that pupils, whatever their starting points, progress at least well from the Reception Year onwards.

A strong emphasis on developing language and numeracy skills in the Reception Year means that children are well prepared to move into Year 1. By the end of Year 6, pupils achieve well, but not outstandingly, in reading, writing and mathematics and attainment is usually above average for most pupils. In general, more pupils usually reach above-average standards in English than in mathematics.

There is no significant variation in the achievement of boys and girls. Disabled pupils and those identified by the school with special educational needs make good progress from their starting points. Their progress is meticulously tracked and they are supported well in lessons and in small-group or individual activities with an adult nearby. Pupils known to be eligible for free school meals achieve in line with others.

In lessons observed, pupils responded well to opportunities to work in small groups or pairs and to tackle practical tasks, rather than having to listen to the teacher for too long. They concentrated well on their work and enjoyed the various challenges they were given. Reading standards in Years 2 and 6 are above average. The most-able pupils read fluently and with good expression, showing skills above those expected for their age. They talk enthusiastically about what they enjoy reading and

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why. Lower-attaining pupils in these years also show a sound grasp of the principles of reading. They were able to show the inspector how they tackle unfamiliar words using 'blending' techniques.

### **Quality of teaching**

Teachers plan well to make sure that tasks are well matched to pupils' learning needs and enable them to make good progress. The small classes mean that each individual receives a lot of attention. Teachers question pupils very skilfully to check understanding, and they reshape tasks and explanations to make sure that everyone learns at a good pace. Topics are related to real life and are chosen carefully to engage both boys and girls. In a mathematics lesson, for example, pupils gave some thoughtful and original responses when they were challenged to think of places where they encountered percentages in real life. In a science lesson in the younger class, pupils' own meals from the previous weekend were used as a basis for studying different food groups. Despite limited facilities, teaching in the Reception Year covers all areas of learning for the Early Years Foundation Stage both indoors and out.

Teachers' subject knowledge is good and they have high expectations of what pupils should achieve. Pupils use technical terms such as 'chronological order' and 'colloquialisms' with confidence. New methods for teaching reading and writing have been successful in raising standards, and teachers promote literacy skills very effectively across different subjects. Numeracy skills, however, are not promoted across subjects as vigorously. Teachers mark pupils' work conscientiously and provide high-quality feedback, showing pupils clearly how well they are doing against their personal targets and how to improve. Pupils say they find these comments very helpful in promoting their progress. Pupils are encouraged to develop independence in their learning. They develop computer skills in a range of contexts. Homework is used well. Early identification and good-quality support mean that disabled pupils and those with special educational needs are taught effectively.

Pupils' spiritual, moral, social and cultural development is well promoted in lessons as well as at times such as assembly. When given the opportunity to reflect, pupils make thoughtful and sensitive responses. They listen to the views of others with interest and respect. They learn about the lives of people whose customs and beliefs are different from their own. The school has links with a school in France, although there are no links with contrasting communities within the United Kingdom, limiting pupils' awareness of cultural diversity.

Evidence gained during the inspection that teaching is good was fully confirmed by all parents and carers who returned questionnaires, and by the pupils themselves.

### **Behaviour and safety of pupils**

'The staff know my children well and really motivate them to make progress.' This comment was typical of several which were written on the parental questionnaires.

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Many commented on the 'family' feel of the school. Inspection findings that behaviour is good over time are fully endorsed by parents and carers, and pupils themselves testify that behaviour is consistently good and that they feel safe. Pupils listen very well to adults and to each other. Good attitudes and behaviour to learning in lessons enable teachers to teach effectively and pupils to learn rapidly.

Pupils show a good understanding of how to keep themselves safe in a range of situations, including on the internet. They understand different types of bullying and they, as well as their parents and carers, are confident that teachers take swift and appropriate action whenever necessary.

There are relatively few formal opportunities for pupils to take on responsibilities, but pupils of all ages are quick to respond when asked to help out. They were observed volunteering to lead assemblies, rearrange furniture, get out and put away equipment, for example. From the Reception Year on, pupils respond well to the warmth and encouragement shown by adults as they become familiar with the school's expectations. Pupils say their views are listened to, and relationships invariably show high levels of mutual respect.

The school gives good support to pupils whose circumstances have made them vulnerable. The inspector saw evidence of ways in which such support has enabled such pupils to maintain high standards of attendance, behaviour and work, making progress that is in line with that of other pupils.

### **Leadership and management**

The school is well led. Areas for improvement arising from the previous inspection have been very effectively tackled. There is now rigorous monitoring of the quality of teaching. Staff training has resulted in a sharper focus on tracking pupils' progress so that any who are falling behind can be identified and appropriate action taken. Individual targets for pupils have also been introduced to ensure that all pupils are challenged appropriately. These changes have improved teaching quality and pupils' achievement. Pupils' good achievement and positive attitudes to learning, made possible by effective teaching, show that the school has good capacity to improve further.

The governing body is well informed and well organised. Its members are closely involved in the life of the school, making regular visits, both formal and informal. They hold the school to account for its performance and are not afraid to ask searching questions and challenge the headteacher, in order to secure the best for pupils. The school has good support from parents and carers and engages them well in its work.

Despite its small size, the school provides a broad and balanced curriculum, which meets the needs of all pupils well and promotes good progress and pupils' spiritual, moral, social and cultural development. It draws on a range of partnerships in order to provide what a small school cannot provide on its own, for example opportunities

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for music and competitive sport. Extra-curricular activities, which include, for example, chess, 'woolcraft', and a recorder club, are popular and well attended. Pupils enjoy a wide range of visits, including residential visits to the city of Liverpool and to an outdoor pursuits centre where they enjoy adventurous and confidence-building activities.

Leaders take care to ensure that all pupils have equal opportunities. No pupils, including disabled pupils and those with special educational needs and those known to be eligible for free school meals, are excluded from any activity. Every pupil is known as an individual, and there is no discrimination of any kind. Leaders are diligent in discharging their duties regarding child protection and the safeguarding of children. They keep these aspects under meticulous review to ensure that statutory requirements are met and that good practice prevails.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



3 May 2012

Dear Pupils

**Inspection of Edale CofE Primary School, Hope Valley, S33 7ZD.**

Thank you for the welcome you gave me when I visited your school. It was a great pleasure to meet you. I came to find out what your school does well and how it might be improved. I listened to your views as well as those of the adults, and a special 'thank you' to those who completed questionnaires. Your school is good, and your parents and carers are right to be pleased with it. These are the things that particularly impressed me.

- Your school's small size means that the adults know you well. They look after you well and keep you safe.
- You make good progress and by the end of Year 6, the standard of your work in English and mathematics is above average.
- Your behaviour is good. You are very thoughtful, polite and helpful.
- You enjoy your lessons and you concentrate really hard in class.
- Your teachers mark your work regularly and show you clearly the steps you need to take to improve it.
- You enjoy lots of out-of-school activities and visits.

To make your school even better I have asked your teachers to help more of you to make even better progress in English and mathematics, and to make sure that you do as well in mathematics as you do in reading and writing. I have asked them to create opportunities for you to link up with children from communities beyond Edale so that you can learn from one another about how different people live.

It was a great pleasure to visit your school. You can all help to make it even better by continuing to behave well and trying your best.

Yours sincerely

Richard Marsden  
Lead inspector

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