

# Youlgrave All Saints' CofE Voluntary Aided Primary School

## Inspection report

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<b>Unique reference number</b>	112924
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378606
<b>Inspection dates</b>	24–25 May 2012
<b>Lead inspector</b>	Kenneth Thomas

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susanne Frost
<b>Headteacher</b>	Fiona Jackson
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Alport Lane Youlgrave Bakewell DE45 1WN
<b>Telephone number</b>	01629 636289
<b>Fax number</b>	01629 636289
<b>Email address</b>	headteacher@youlgrave-all saints.derbyshire.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	24–25 May 2012
<b>Inspection number</b>	378606



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## Introduction

Inspection team

Kenneth Thomas

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed three teachers and visited eight lessons. These included joint observations with the headteacher. In addition, the inspector made other visits to lessons and also heard pupils reading. The inspector held meetings with the Chair of the Governing Body, staff and groups of pupils. He took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including procedures for keeping pupils safe and the minutes of the meetings of the governing body. The inspector analysed 55 questionnaires completed by parents and carers, as well as responses from staff and pupils.

## Information about the school

This school is smaller than the average primary school. Almost all pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs is below average. There are three classes, each contains pupils from more than one year group. The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress. The school has received national recognition for its work in several areas and holds the Activemark, International School and ECO-School awards together with National Healthy School Status.

**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>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Pupils achieve well in a very supportive learning environment. One parental comment was, 'The school is very friendly ... my child loves coming here.' This is typical of parents and carers' very positive views of the school. It is not yet outstanding because attainment in mathematics is not always as strong as it is in reading and writing and teaching is good rather than outstanding.
- Achievement is good and all groups of pupils, including disabled pupils and those who have special educational needs, make good overall progress. As a result, standards at the end of Year 6 are above average. The good teaching of phonics (the sounds that letters make) is having a positive impact on pupils' reading skills, which are above average at the end of Years 2 and 6.
- Pupils' good progress is due to much good teaching. There are, however, a few inconsistencies. Occasionally, pupils spend too long listening to lengthy explanations, and learning tasks do not always provide enough challenge in some mathematics lessons.
- Pupils behave exceptionally well. They have strongly positive attitudes to learning and pupils of different ages relate very well to each other. Pupils say they feel very safe at school, a view strongly endorsed by their parents and carers. Attendance is above average, and improving as a result of effective action taken by the school.
- Leadership and management are good. The headteacher is highly effective at setting the school's vision and values. The strong leadership of teaching and the rigorous management of performance ensure that the quality of teaching and learning, and consequently pupils' achievement, are constantly improving. The extent to which subject coordinators contribute to this varies, because not all have the monitoring and evaluation skills needed to guide further improvement in their areas of responsibility.

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

- By September 2013, raise attainment in mathematics to match that in reading and writing by ensuring that learning tasks are appropriately challenging for all groups of pupils.
- Improve the quality of teaching to make much of it outstanding by ensuring that:
  - teachers' introductions and explanations of learning activities are not too long so that full advantage is taken of pupils' capacity to work independently
  - subject coordinators have the skills necessary to monitor and evaluate teaching and learning and guide improvement in their areas of responsibility.

## Main report

### Achievement of pupils

Children's skills on entry to Reception can vary year on year because of small cohort sizes. However, when taken over time, they are broadly in line with those expected for their age. They achieve well in the Early Years Foundation Stage because of the purposeful activities that are carefully planned to develop their early literacy and numeracy skills. For example, children were absorbed in ordering and buying the food needed for a tea party. Outcomes are good and children enter Year 1 well equipped for the next stage of learning.

Successful action to improve pupils' achievement has resulted in every Year 6 pupil at least making, and most exceeding, the national expectation for progress in reading and writing. The regular teaching of reading underpins above-average standards in this skill achieved at the end of Key Stages 1 and 2. At the end of Key Stage 2, pupils are about two-terms ahead of national averages. This is mainly because younger pupils develop a secure knowledge of letters and sounds that provides them with the skills necessary to work out new or difficult words. Pupils' attainment in mathematics is usually a little behind that in literacy. The full impact of action taken to raise achievement in mathematics has yet to be seen. This is because pupils are not always presented with learning tasks that challenge them enough. Disabled pupils and those with special educational needs make good progress. This is because their needs are carefully assessed and they are sensitively supported with good challenge in class, or receive specialist individual or small-group support.

Pupils typically make good progress because they quickly get down to learning at the start of the school day and enjoy their lessons. Their willingness to learn makes a

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significant contribution to the purposeful learning atmosphere. Pupils respond well to interesting and challenging activities and demonstrate the ability to work very effectively, both independently and collaboratively. This was exemplified in a lesson where Year 5 and 6 pupils worked in pairs to write accounts of their activities for publication on the school website. Their discussions generated plenty of ideas and all made good progress in developing their writing skills because of the constructive way in which they worked together. Inspection findings on pupils' good achievement and progress were fully endorsed by all parents and carers who replied to the questionnaire. These views are also well endorsed by pupils themselves.

### Quality of teaching

Inspection findings that pupils are taught well are confirmed by parents and carers, and by the pupils themselves. Strong teamwork between teachers and teaching assistants ensures the needs of all pupils are met well. Teaching assistants are deployed to good effect to ensure that disabled pupils and those with special educational needs make good progress in their learning. All lessons are characterised by excellent relationships between teachers and pupils. Because pupils readily meet teachers' high expectations of behaviour, lessons proceed at a good pace and without disruption. This sense of shared purpose to achieve learning contributes significantly to pupils' good progress and achievement. An example of this good practice was observed in a numeracy lesson with Years 1 and 2 pupils, where they were developing their understanding of how to solve number problems involving money. Every pupil was actively engaged because the learning tasks were carefully planned to meet the needs of pupils' differing age and attainment levels. Very occasionally the pace of lessons slows if teachers' explanations go on too long so that pupils are not given enough time for their independent tasks. Since the previous inspection, staff have improved the way they mark pupils' work. Better written comments and oral feedback show pupils how well they have done and what they need to do to improve. Target setting is well matched to each individual pupil's prior attainment, and all are aware of their targets and what they can do to improve. The very effective assessment practice using annotations, observations and photographs of work that is evident in Reception has been extended to other year groups. This action has had a positive impact, with assessments that are better supported and informed by examples of pupils' work as evidence.

Pupils' personal and academic development is also supported by teachers' use of the curriculum. Creativity is fostered well through, for example, music, art and design and technology. Teaching provides many opportunities for pupils to learn about the diverse nature of the wider world. For example, pupils develop a wider cultural awareness through close links with a school in Sierra Leone. Activities such as these greatly enhance pupils' spiritual, moral, social and cultural development. By the time pupils leave school, most are mature individuals who are well prepared for the next stage of their education.

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## **Behaviour and safety of pupils**

In this very harmonious community, behaviour and safety are outstanding. Children in Reception settle quickly into school, and rapidly learn what is expected of them. This very positive start establishes the foundation for the outstanding behaviour observed in the rest of the school. Records, comments from pupils and responses to the questionnaires from staff, pupils, parents and carers show that high standards of behaviour are the norm. Pupils overwhelmingly say they feel exceptionally safe in school and they are confident that they can turn to an adult if they have any concerns. They have a very good understanding of the different forms that bullying might take, including name-calling, racist bullying and cyber bullying, and have every confidence in staff to deal with any worries they may have.

Through their excellent attitudes and behaviour, pupils contribute much to the harmonious and supportive nature of the school. For example, older pupils regularly work collaboratively with younger pupils in lessons and act as 'buddies' at playtime. Parents and carers rightly talk about the school's 'family atmosphere and caring environment' and praise its work 'promoting pupils confidence'. Excellent relationships are apparent throughout, with adults acting as very positive role models. This has a clear and very positive impact on pupils' spiritual, moral, social and cultural development. Pupils whose circumstances make them vulnerable are particularly well looked after, and the excellent support they receive ensures that they make good progress in both their learning and personal development.

## **Leadership and management**

The clarity of vision and determination of the headteacher to provide the best possible education for all pupils receive the full support of staff, the governing body, parents and carers. Strategies for improving the quality of teaching are based on accurate self-evaluation, and include effective professional development and the use of performance management. Identified areas of weakness are being tackled. Although some middle leadership is effective, such as that of the Early Years Foundation Stage, not all subject coordinators have the knowledge, skills and understanding necessary to drive improvement in their areas of responsibility.

All of the issues identified in the previous inspection have been fully addressed. Children in the Early Years Foundation Stage now have ready access to a much-improved outdoor learning area. The governing body has been restructured and its members provide good levels of support and challenge. They work closely with staff to ensure that all safeguarding requirements are met. This good practice is particularly important in a school that has no grounds and relies on the use of the village hall and playing field for its outdoor and physical education provision.

The curriculum is appropriately broad and stimulating and meets pupils' learning needs well. It places appropriate emphasis on the development of literacy and numeracy skills. Through a good range of extra-curricular clubs, visits and visitors, the curriculum provides much enrichment to enhance pupils' experiences. Pupils'

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personal qualities are promoted exceptionally well. For example, during the inspection, pupils' excellent spiritual, moral, social and cultural development was seen in their leading of prayer and joyful singing in assemblies.

In this very inclusive community, staff know individual pupils and their families exceptionally well. This understanding of needs underpins the school's clear commitment to promoting equality of opportunity. Staff work hard to ensure that all groups of pupils make equally good progress and discrimination in any form is not tolerated. This is fully recognised by parents and carers. Virtually all who replied to the inspection questionnaire expressed total satisfaction with their children's experience at the school. One, capturing the views of many, said, 'It is a friendly, safe and supportive environment where learning and play seem to go hand in hand with good behaviour. It is a model village school – no wonder it is so popular.' Strong school leadership, the good record of raising achievement, pupils' outstanding behaviour and attitudes to learning, good teaching and the firm commitment to go forward indicate the school's capacity to improve further.

## 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.**



28 May 2012

Dear Pupils

**Inspection of Youlgrave All Saints CofE Voluntary Aided Primary School, Bakewell, DE45 1WN**

Thank you for the warm welcome you gave me when I inspected your school. Your views were very helpful and I enjoyed my discussions with those of you I spoke to. Thank you too, to those of you who completed the questionnaire. The school provides you with a good quality of education and your attainment is above average at the end of Year 6.

You told me how much you enjoy school. I saw how you listen carefully to what your teachers have to say and are willing to work really hard in your lessons. Your excellent behaviour is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons you are achieving well. In order to raise achievement even further I have asked your teachers to make sure that explanations are brief, so that you move to independent work sooner, and that you are really challenged in all of your mathematics lessons. Your teachers spend a lot of time marking your work and they give you clear guidance on what you have to do to improve it. You can all help yourselves to make even more progress by making sure that you always try hard to follow the advice you are given.

You told me how much you enjoy the many opportunities provided to develop and display your creative abilities and I observed how well these opportunities contribute to your excellent spiritual, moral, social and cultural development. Your headteacher, all the staff and governors work very hard to provide you with the best education they possibly can. They take great care of you and want to see you all achieve well. They are all determined to make things even better. To help this, I want subject coordinators to check more closely on the progress you are making in your lessons. I know that you will all want to play your part by continuing to look after each other and working really hard in all of your lessons.

Yours sincerely

Kenneth Thomas  
Lead inspector

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