

Monyash Church of England Primary School

Church Street, Monyash, Bakewell, DE45 1JH

Inspection dates

13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because pupils do not make enough progress overall, and it is inconsistent through the school.
- In Year 6, attainment is lower in mathematics than in English. In Reception and Year 1 pupils do not do as well in writing as they do in reading and mathematics. Opportunities to develop writing and mathematics skills are unevenly developed across the school.
- Teachers do not always have high enough expectations of what pupils can learn in lessons. Sometimes work is too easy for some pupils and too hard for others. In some lessons teachers spend too much time talking to the whole class so pupils do not have enough time to take part in activities by themselves or in groups.
- Marking does not always give pupils guidance to help them with their learning. There are also times in lessons when teachers miss opportunities to move learning on.
- Leadership and management require improvement because actions are not making enough difference to ensure teaching and achievement improve quickly.
- School plans do not show the clear steps needed for rapid improvement. This makes it difficult for governors to check that these are making a difference.
- Teaching is checked regularly but feedback is not detailed enough about how teaching can be improved. Later observations do not follow up on developmental points to make sure these make a difference.

The school has the following strengths

- Pupils behave well in school. Pupils of all ages get on well with each other. Older pupils take care of younger pupils at lunchtimes when pupils of different ages dine with each other.
- Pupils feel safe in school and attendance is above average.
- Progress is better in some classes and subjects. As a result, standards are average in reading and above average in mathematics at Key Stage 1, and standards in English at Key Stage 2 are average.

Information about this inspection

- The inspector observed seven lessons or part-lessons and visited all three classes when they were preparing for the 'farmers' market' (a local craft and produce event).
- Four observations of teaching were carried out jointly with the headteacher. The inspector also observed the headteacher feeding back to teachers about pupils' learning and progress in their lessons.
- The inspector took account of the 20 responses to the on-line Parent View survey, correspondence from parents and spoke to parents when they brought their children to school.
- Meetings took place with the Chair of the Governing Body, staff, pupils and a local authority representative.
- The inspector observed the school's work, attended an assembly and scrutinised records including those relating to pupils' progress, the self-evaluation and improvement plan, minutes of the governing body and safeguarding documents.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding for pupils known to be eligible for free school meals and other groups) is below average.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Pupils are taught in three mixed-age classes, Reception are taught with Year 1 and 2, Year 3 and 4 are taught in a second class and Year 5 and 6 are taught in a third.
- The school does not use any alternative provision for its pupils (lessons that take place regularly away from school).
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and raises pupils' achievement by ensuring:
 - teachers have higher expectations of how much pupils can learn in lessons
 - teachers spend less time delivering lessons and talking to the whole class so pupils have more time to work on activities by themselves or in groups
 - pupils know what their next steps in learning are both in marking and during lessons
 - work is at exactly the right level for pupils so that it is not too hard or too easy.
- Improve the curriculum so pupils' skills in writing and mathematics are developed more evenly across the school by:
 - providing more opportunities to develop writing in Reception and Key Stage 1
 - giving pupils increased opportunities to apply their mathematical skills across the curriculum in Key Stage 2.
- Improve leaders' and managers' effectiveness by:
 - ensuring the school development plan has clear, precise steps on how improvements will be made and that governors check that actions are making a positive difference
 - giving teachers clear feedback on how to improve and following up to check these areas get better.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make consistently good progress in all subjects and in all year groups across the school. Pupils do better in mathematics in Reception and Key Stage 1 and in English at Key Stage 2.
- Children's skills and knowledge on entry to the school vary from year to year due to the small cohorts but are usually below those expected for their age. There have been some improvements to the learning area for Reception children and new resources to support the learning of mathematics. As a result, when children leave Reception their skills are still below those found nationally in most areas of learning but there are strengths in their mathematical development.
- There were some improvements in attainment at Key Stage 1 in 2012 although this remains below average in writing. In reading, this was similar to other schools and mathematics was above other schools.
- In the Year 1 phonics (letters and their sounds) screening check in 2012, a higher proportion of pupils reached the required standard than in schools nationally. Pupils say they enjoy reading and read regularly. Older pupils run the library and support younger pupils in developing their reading. The school has promoted reading with book days and visiting authors such as Andy Cope talking about his recent book, *'Spy Dog'*.
- Attainment in English in 2012 was similar to other schools and mathematics was below that found in other schools. Pupils do not get enough opportunities in the curriculum to apply the mathematical skills they have learnt so their skills improve at a faster rate.
- Disabled pupils and those with special educational needs receive additional support from adults in lessons or in small groups. This is helping these pupils to catch up and ensures there is no discrimination and all have an equal opportunity to learn. Consequently, they make similar or better progress in school than their peers.
- The small number of pupils in Year 6 in recent years for whom the school receives additional funding (the pupil premium) means it is not possible to make a valid comparison about the progress of this group with others. These pupils receive additional help with reading and access to resources to support learning. Their progress is accelerating, so they are catching up with others, especially in reading.

The quality of teaching

requires improvement

- Teaching is not leading to consistently good progress for pupils across the school and therefore requires improvement.
- Teachers do not always have high enough expectations of how much pupils can learn in lessons. Tasks are not always at the right level, so less-able pupils struggle and more-able pupils find it too easy. In some lessons teachers spend extended periods of time delivering parts of the lessons to the whole class. This means it is not always at the right level for each different ability in the class, and so reduces the time pupils have to work on activities that do match their ability, by themselves or in groups.

- The teaching of writing is less developed in Reception and Key Stage 1 and this slows progress. There are not enough opportunities for pupils to develop their writing skills. In Key Stage 2 there are limited opportunities for pupils to apply their mathematical skills and to use these skills to solve problems so these skills are developed fully.
- Teachers mark work regularly but they do not always make it clear what the next steps in learning are for the pupils. This is also the case in lessons where teachers do not always make sure pupils know what their next steps in learning are so pupils are not enabled to make the most of the learning time in lessons.
- There are examples of teachers making good use of targets to help pupils think about their learning. For example, in a Year 1 and Year 2 mathematics lesson the teacher shared targets with pupils to help them think about their learning. This meant pupils were clear about what to focus on in their learning.
- Reading is well taught and promoted throughout the school. For example, in a Reception phonics session children took part in a range of activities including sounding out letters and learning 'sh'. They used this in words and had the opportunity to write words and read sentences. Children enjoyed the range of activities and learnt well. In Years 5 and 6 pupils are encouraged to read for pleasure, sharing 'good reads' including books and newspapers, have a 'book of the week' and share reviews of their favourite books with the class.
- Teachers support the learning of disabled pupils and those with special educational needs well. Good relations are fostered. Teachers have a thorough understanding of pupils' needs and provide individual attention underpinned by effective individual education plans.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and their behaviour in all teaching groups is good. Pupils are polite and courteous and behave sensibly around the school. During an indoor break pupils worked on a range of activities and got on well with each other.
- Parents were positive about how well older pupils look after the younger pupils. At lunchtimes, older pupils partner younger pupils to walk to the village hall for lunch. They do this in a sensible way. Older pupils sit with younger pupils and serve them lunch creating a family-like environment for eating. There are also collaborative projects such as well-dressing, harvest, arts and sports where mixed-age pupils have the opportunity to work together.
- Pupils of all ages enjoyed the activities they were involved in preparing for the 'farmers market'. Older pupils had decided to hold this on Valentine's Day and been involved in some of the marketing for the event. Pupils prepared craft items to sell, designed posters and worked as helpers on the day, showing high standards of behaviour and well-developed social and cultural awareness. Pupils worked alongside producers from the community to make an event that pupils of all ages and the community enjoyed.
- Parents say behaviour in school is well managed. Pupils say behaviour is good and that bullying is not a problem. The school's records confirm these views are accurate. Pupils know about different types of bullying and how to keep themselves safe such as when using the internet. Pupils say they feel safe in school and most parents also said their child feels safe in school.

- Pupils are punctual to school and to lessons and attendance is above average.

The leadership and management

requires improvement

- Leadership and management require improvement because teaching and pupils' achievement are not consistently good. The school development plan is not clear enough about how these areas will be developed with precise steps so governors can check. Feedback from lesson observations is not always detailed enough about how teachers can improve and these areas are not followed up in subsequent observations.
- The headteacher is aware of the strengths and areas for development in the school. Procedures for the management of teachers' performance have improved. Expectations for better rates of progress for pupils have been shared with staff. Teachers now have improvement targets linked to pupils' achievement as well as their areas of responsibility. Pay increases are only awarded if teachers meet their targets.
- Policies such as the marking policy are not consistently applied so pupils are not always given next steps for their learning. The curriculum provides opportunities for pupils to develop their basic skills in reading, writing and mathematics. However, provision for mathematics is stronger for the younger pupils and English provision is better for pupils in Key Stage 2. Pupils are provided with a range of wider opportunities to enrich the curriculum such as woodland learning, an archaeology project in the local area and the 'farmers' market'.
- There are a wide range of opportunities provided to support the development of pupils' social, moral, spiritual and cultural development and the success of these can be seen with pupils' good attitudes and behaviour. Activities include a recent 'Young Voices' singing performance with around 5,000 pupils from a range of schools, theatre visits, African drumming and regular opportunities for reflection in assemblies.
- The local authority has provided effective support to the school to help leaders and governors have an accurate view of its performance and to improve aspects of teaching.
- **The governance of the school:**
 - Governors have received support from the local authority to help them with the performance management of the headteacher and training to understand data so they have an accurate understanding of how the school compares with other schools. Governors access training opportunities provided by the local authority and all new governors undertake governor induction. They have a pay committee to sign off pay awards for staff. Governors are aware of the quality of teaching in the school and what has been done to improve performance but are not able to check progress against improvement plans because the information they are given is not clear enough. They receive regular updates on pupils' progress including pupils eligible for the pupil premium and ensure this item is confidential so individuals are not identified as the numbers of pupils are very small. Governors ensure statutory duties are met including safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112843
Local authority	Derbyshire
Inspection number	405432

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	49
Appropriate authority	The governing body
Chair	Nicola Dick
Headteacher	Oliver Wright
Date of previous school inspection	21 March 2011
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