

Monyash CofE Primary School

Church Street, Monyash, Bakewell, Derbyshire DE45 1JH

Inspection dates

1–2 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher's unwavering drive and commitment to raising standards has led to rapid improvements in the quality of teaching. Consequently, pupils are now making good progress in reading, writing and mathematics.
- Governors are actively involved in the life of the school. They understand and are fully committed to their role in improving the quality of education. They are well informed about the progress pupils make and hold leaders to account for the standards pupils achieve.
- Children in the early years get off to an excellent start. High-quality, skilled staff, well-planned activities and a rich environment enable all children to make rapid progress.
- Pupils are very well behaved in lessons and around the school. There are exceptionally positive relationships between adults and pupils. Pupils feel extremely safe, and safeguarding systems are accurately followed and meticulous in detail.
- Parents are very positive about the school. They appreciate the care and support their children receive.
- The interesting curriculum captures the interests of all pupils. Teachers plan imaginative lessons.
- Disadvantaged pupils, those who have special educational needs and/or disabilities and those with English as an additional language make good progress. This is because precise analysis identifies accurate teaching and support for them.
- A strong educational partnership has been established with Winster CofE Primary School, which mutually benefits both schools.
- Leaders do not provide enough opportunities for pupils to increase their understanding of different faiths, cultures and lifestyles.
- Middle leaders are developing their roles and responsibilities. Recently introduced action plans, systems and processes now need to be embedded.
- Until recently, the most able pupils have not always been stretched and challenged enough. This is changing, but more work needs to be done to enable them to achieve their full potential.
- Some pupils do not take enough care with their spelling and punctuation.

Full report

What does the school need to do to improve further?

- Increase pupils' attainment and progress further by ensuring that:
 - the most able pupils are routinely and effectively challenged
 - pupils' spelling and punctuation increase in accuracy.
- Develop the role of middle leaders further to support the executive headteacher in improving outcomes.
- Leaders should continue to increase opportunities for pupils to develop their understanding of different faiths, cultures and lifestyles.

Inspection judgements

Effectiveness of leadership and management

Good

- The school is extremely well led by the executive headteacher who has a relentless focus on improving the achievement of all pupils. 'The headteacher has the respect and co-operation of all staff and has succeeded in pulling us together after previous unstable years', reported one member of staff.
- Leaders, governors and staff are united in their overarching plan of how to improve standards and outcomes for pupils at the school. They are highly ambitious for all pupils and this is reflected in recent accelerated improvements in progress and attainment in reading, writing and mathematics.
- The management of teachers' performance is closely linked to pupils' progress, and it is expected that all pupils will make accelerated progress. High-quality professional development is carefully planned to link with whole-school priorities as well as individual teachers' needs. Staff are well motivated. In fact, all those who completed the questionnaire are proud to be a member of staff at the school and enjoy working there. As a result, teaching is effective.
- Leaders and staff have forged a strong, positive relationship with Winstar CofE Primary School. Staff and governors collaborate well, and this partnership has contributed well to recent improvements. Effective links are also made with local clusters of schools. Staff attend relevant meetings and training, benefiting from the sharing of ideas and good practice.
- The local authority has provided decisive and effective support. Local authority advisers have supported staff and governors through the recent improvements by, for example, providing bespoke training, observing teaching alongside leaders and checking on the work in pupils' books.
- Middle leaders are developing their roles. Until recently, the executive headteacher retained oversight of most areas, but responsibilities are now being delegated. Middle leaders have established clear plans which identify how they will improve their allocated subject or aspect, but this work is at an early stage of implementation.
- The early years leader has established close links with a local outstanding nursery and has driven forward improvements in the learning environment. For instance, a mud kitchen has been developed to stimulate children's language and physical skills. Improved storage for outdoor equipment has also been purchased.
- Leaders strongly promote the school's vision. This underpins all aspects of the school's life, including leadership and management. Positive relationships between adults and pupils support the progress of all pupils. Fundamental British values are embedded within the school's core values. Pupils' spiritual, moral and social development is strong, but leaders know that opportunities to learn about different faiths, cultures and lifestyles are less effective. Therefore, pupils' knowledge and understanding is not good enough to prepare them fully for life in modern Britain.
- The curriculum is both broad and balanced. A range of themes link English and mathematics to other subjects such as science, history and geography, which are enjoyed by pupils. Leaders choose themes such as 'Our bodies' and 'I am warrior' that

appeal to pupils. Trips to places such as The National Stone Centre to find out more about fossils and Nottingham Castle as part of their study of 'Princes, peasants and pestilence' are greatly enjoyed by pupils. These support pupils' learning well.

- Leaders use additional funding well for the small number of disadvantaged pupils, who make at least the same progress as other pupils nationally in English and mathematics. Governors are clear about the ways in which funding has been spent and how this has made a difference.
- Funding to support special educational needs is used effectively to provide help and intervention for pupils who require additional support. As a result, the needs of these pupils are met and they do well across a range of subjects. The progress of pupils who have special educational needs and/or disabilities is well tracked.
- The use of the sports premium is having a positive impact on the well-being of pupils. Initiatives involve training for staff and provision of a range of well-attended after-school activities. Sports such as football, hockey and netball are enjoyed, and pupils enjoy participating against different schools.
- Parents are overwhelmingly supportive of the school. All those spoken with during the inspection, or who completed the online questionnaire, would recommend this school to another parent. Parents are fulsome in their praise of the school, with comments such as 'This is a wonderful school', 'My child loves coming to school every day' and 'I couldn't be happier' being shared with the inspector.
- Parents also support the school extremely well. A thriving parent teacher association raises considerable funds for the school through, for instance, the May Market which coincides with the village's well dressing.

Governance of the school

- Governors share the vision and expectations of the executive headteacher and have contributed significantly to the improvements made since the last inspection. They have responded positively to the governing body review.
- Several new governors have joined over the past 12 months, and suitable training has been provided to support their induction. Strong links have been made with the governing body at Winster CofE Primary School. Effective training and support has been provided by the local authority.
- Governors know the school and the pupils extremely well. They visit the school regularly. They are diligent in their focus on the priorities for improvement and ensure that goals set are achieved. They are meticulous in making sure that no aspect of the work is neglected.
- Governors regularly challenge senior leaders and set high standards for the headteacher through her performance management objectives.
- Governors ensure that additional funds are used appropriately so that staff provide the best possible help for pupils.

Safeguarding

- The arrangements for safeguarding are effective.

- There is a strong culture of promoting pupils' well-being and safety in the school. All staff take their safeguarding responsibilities seriously and look carefully for any signs that support is needed. Every member of staff is trained and up to date with the latest guidance on keeping children safe in education. Staff are committed to supporting the pupils and their families.
- All of the checks to help keep children safe are carried out thoroughly; for example, the recruitment checks on staff's suitability to work with children are thorough. The site is safe and secure, and the pupils' survey confirms this. Staff are vigilant and the training they have received means that they are aware of the risks to the pupils in their care.
- The school works effectively with outside agencies to safeguard pupils. For example, the procedures for dealing with pupils who are missing from school are robust.
- All those parents who spoke with inspectors or completed Ofsted's online questionnaire agree that their children are safe in school.

Quality of teaching, learning and assessment

Good

- The higher expectations of the executive headteacher and a wide variety of training have led to improvements in teaching across the school. Teaching is consistently good and promotes good learning in a wide range of subjects. The raised expectations in pupils' progress is confirmed in pupils' books, visits to classrooms, discussions with pupils and the school's own checks of the quality of teaching over time.
- Teachers plan well-thought-out learning experiences for pupils and ensure that they engage positively in the lessons. Staff are now working hard to ensure that the most able achieve their full potential. At the moment, too few are broadening their learning to study aspects at greater depth. Suitable strategies are in place to address this, but they are at an early stage of implementation.
- Teachers routinely check pupils' progress during the lesson and use this to move learning on at an appropriate pace, ensuring that pupils are aware of their learning focus. Teachers ask stretching questions to extend pupils' thinking. Pupils confidently use the correct words or terminology relevant to the discussion.
- Teachers have good subject knowledge and a secure understanding of how pupils learn. Teaching is precise. Teachers know what skills and knowledge pupils are expected to develop and where pupils are expected to be for their age in learning. New learning is explained carefully so that pupils understand.
- Adults are deployed effectively. Teaching assistants know which pupils they will be working with in each lesson and what they need to do to ensure that the pupils are challenged sufficiently.
- Pupils' work and books show that they are writing at length and using more interesting and engaging vocabulary. Opportunities are also provided for pupils to write in other subjects such as science and history. Pupils are keen to write. However, their efforts are impeded because they do not always spell key subject vocabulary accurately enough and do not take enough care with their punctuation. For instance, a few pupils in key stage 2 do not start new sentences with a capital letter. Pupils are developing a carefully joined handwriting style.

- The focus on reading is high in the school. Children in the Reception class and in Years 1 and 2 are taught phonics well. Pupils use their skills well to tackle unfamiliar words. Older pupils read fluently and with intonation. Adults listen to pupils read regularly.
- Pupils particularly enjoy the topics they study which incorporate subjects such as science, history, geography, art, and design and technology. Pupils in key stage 1 enjoyed learning about 'Superheroes'. Many dressed up as their favourite character such as Spiderman or Batman for World Book Day, which coincided with the inspection. In key stage 2, pupils enjoyed combining different materials to make their volcano 'erupt' as part of their study of Pompeii. There are plentiful displays of pupils' work in classrooms and corridors including some 3D constructions of hearts.
- Teachers manage pupils' behaviour well and in a consistent way across the school. Adults have high expectations of pupils' behaviour, courtesy and manners. Rare instances of unsettled behaviour or disengagement are dealt with immediately and in a calm and respectful way.
- The accurate checking of pupils' work and their progress helps to inform pupils of their next steps and helps teachers to know when pupils need extra help. Pupils usually respond to the guidance they are given promptly, which helps reinforce their learning. However, there are occasions when the teacher has reminded pupils about the need for accurate punctuation and spelling but this has not been addressed or remedied in subsequent pieces.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils speak with great pride about their school and their achievements. There is an exceptionally calm, friendly and nurturing atmosphere around the school. Pupils are considerate and respectful.
- Acts of collective worship provide time for adults and pupils alike to reflect on Christian values such as hope, perseverance and generosity. During the inspection, the link with World Book Day was well made and pupils could reflect on how Spiderman might show humility.
- Pupils are confident and take their learning seriously. They support each other very well, especially when their peers experience difficulties with their work or at playtime. They interact sensibly and encourage each other, and enjoy working independently, in pairs or in teams both in and outside the classroom. Pupils thrive on taking responsibility. For instance, older pupils enjoy the responsibility of being 'buddy' readers for the younger pupils.
- Pupils understand the need to become responsible citizens and they relish being given positions of responsibility such as being a member of the school parliament. As a result, they can talk about British values such as democracy.
- Pupils feel safe in the school. They have been taught about road safety, e-safety and cyber bullying. Pupils are confident that there is no bullying, 'just falling out' and say that adults deal with these incidents rapidly and effectively when they arise.

- The school's arrangements for safeguarding are very detailed and followed correctly. All staff, governors and volunteers have undertaken relevant training to ensure that pupils are kept safe.

Behaviour

- The behaviour of pupils is outstanding. A determined effort to raise the quality of teaching has had a significant impact on improving behaviour in lessons, so that inattentiveness is rare and there is no disruption to learning because of inappropriate behaviour. Pupils strive to do well.
- Pupils love coming to school, as shown by their above-average attendance. They rush into class, eager to get on with their work. There is always something for them to learn. Consequently, pupils make very good use of lesson time and appreciate the opportunities provided for them.
- The school encourages good behaviour from the very start. Pupils conduct themselves very well around the school, in lessons, at lunchtime and at playtime. They have very positive attitudes to learning, showing high levels of respect to staff and pupils alike. At playtimes, pupils of all ages play and socialise extremely well together. A wide range of activities are provided to ensure that there are plenty of things to do to keep pupils occupied and engaged.
- All parents who replied to the online questionnaire have no concerns about pupils' behaviour or how staff deal with any very occasional misbehaviour. This view was supported by staff and inspection evidence.

Outcomes for pupils

Good

- Pupils' work and the school's accurate records point to substantial improvement in both pupils' attainment and their rates of progress this year. More pupils than previously are making expected or better than expected progress in reading, writing and mathematics throughout the school. Consequently, more pupils are working at the level expected for their age.
- Pupil premium funding is used well. The few disadvantaged pupils, the small number who have special educational needs and/or disabilities and the one or two in the early stages of learning English make good progress due to the targeted support they receive. Every pupil is known well by all adults, and carefully tailored support is provided to ensure that all make strong progress from their starting points.
- The most able pupils, including the most able disadvantaged, are beginning to make better progress because work is now more carefully matched to their needs. The most able pupils in both key stages now undertake more demanding work and are responding well to the higher level of challenge. This has not always been the case. Too few in the past have attained the higher levels or, most recently, been assessed as working at greater depth.
- Many cohorts are extremely small. For instance, in 2016, there were two pupils in Reception, four in Year 2 and two in Year 6. As a consequence, comparisons with national outcomes are of little value.
- Since the last inspection, the proportion attaining a good level of development has

generally been above the national average. It was below in 2016, but the school's detailed assessments and careful tracking show that both children made excellent progress from their starting points. The three pupils currently in Reception are making rapid progress because they are in receipt of excellent teaching.

- The proportion attaining the expected standard in phonics has been above the national average in recent years. In two out of the last three years, all pupils in the cohort attained the standard. The teaching of phonics, daily guided reading sessions and a well-organised home reading programme contributes well to pupils' accelerated progress in reading.
- National assessment results in 2016 indicated that mathematics was the weakest subject in both key stage 1 and key stage 2. This year, progress in mathematics is much better throughout the school. The whole-school focus has helped secure improvements in the teaching of calculation and problem-solving. Pupils' ability to develop their reasoning skills has also improved because more opportunities are provided for them to explain their thinking and consider alternative approaches to solving problems.
- Since the last inspection, pupils' writing is much improved both in quality and quantity. Handwriting is neat and carefully presented. Pupils' writing is interesting and engaging because they use a rich and varied vocabulary. Although teachers provide resources to help with spelling, such as word cards and dictionaries, these are not always used by some pupils effectively. Consequently, their spelling of key vocabulary and unfamiliar words is not always accurate enough. In addition, a few pupils do not take enough care with their punctuation.
- Good improvements have been made in pupils' achievement in subjects other than English and mathematics, particularly science.

Early years provision

Outstanding

- Attainment on entry varies significantly year on year, as does the proportion attaining a good level of development by the end of Reception. The extremely small numbers, often two or three children, have a huge influence on children's outcomes. Nevertheless, by the end of the Reception Year, most children are extremely well prepared for Year 1.
- Children of all abilities make outstanding progress in all areas of learning because teaching is of high quality and activities provided are enjoyable and motivating. The learning environment is bright and stimulating and used effectively to support learning. Children are kept safe and secure because staff ensure that they are well cared for at all times.
- Adults check regularly on how well children are doing, making careful observations and using the outcomes of these to shape children's learning. Adults are highly skilled in talking to children to assess their learning, recognising which children need work that is harder or when they need extra help in order to catch up.
- Adults are highly effective in supporting children. As a result, children are confident, understand the school routines and work well together. They show high levels of care for others.

- Children learn in a caring, nurturing environment. Adults encourage them to take risks and foster a 'can do' attitude. Children are praised for their achievement and, as a result, they want to achieve more. Adults support disadvantaged children, those in the early stages of learning English and those who find learning difficult extremely well. Additional funding is well targeted to minimise the differences between disadvantaged and other children. As a consequence, they make exceptional progress.
- Leadership and management are outstanding. The early years leader has driven forward improvements with unswerving determination. A wide range of learning activities are provided to develop different skills. These are exciting, interesting and engaging. For example, children particularly enjoyed being scientists. Equipped with laboratory coats and goggles, they enjoyed mixing 'chemicals' in their test tubes and recording their findings. Because children enjoy their learning, they show high levels of concentration.
- Staff work closely with parents, who are pleased with the way children settle into school life. Staff talk regularly with parents and carers at the start and end of the day to share their child's learning.

School details

Unique reference number	112843
Local authority	Derbyshire
Inspection number	10023100

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	The governing body
Chair	Chris Woodhouse
Executive headteacher	Sharon Slack
Telephone number	01629 812413
Website	www.monyash.derbyshire.sch.uk/
Email address	headteacher@monyash.derbyshire.sch.uk
Date of previous inspection	3–4 February 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is much smaller than the averaged-sized primary school with very small cohorts, including in the early years. Some cohorts may constitute just two pupils. In 2016, there were too few pupils in Year 6 to make the judgement on whether the school met the government's floor standard.
- The school currently has two mixed-age classes, an early years foundation stage/key stage 1 class and a key stage 2 class. Each of these has a class teacher. The number on roll has reduced slightly each year since the previous inspection.
- Most pupils are of White British heritage. The proportion who speak English as an additional language is below average.
- The proportion of pupils supported by the pupil premium is below average.

- The proportion of pupils with special educational needs support is average. The proportion with a statement of educational need or education, health and care plan is above average.
- The school works closely with Winster CofE Primary School, sharing the same executive headteacher.

Information about this inspection

- The inspector observed teaching and learning in each class, accompanied by the executive headteacher, and attended an act of collective worship.
- The inspector also carried out a scrutiny of pupils' books alongside the executive headteacher.
- The inspector held meetings with governors, a representative of the local authority and school staff, including the executive headteacher and subject leaders.
- The inspector observed the school's work and looked at documentation, including teachers' planning, the school's analysis of its strengths and weaknesses, information on pupils' attainment and progress, records of behaviour and safety, the monitoring of teaching and management of teachers' performance, minutes of governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at breaktimes. The inspector listened to pupils read and talked to them about books they enjoy.
- The inspector took account of 12 responses to the online parental questionnaire (Parent View) and spoke with parents informally at the start and end of the school day. The questionnaires completed by 26 pupils and six staff were also considered.

Inspection team

Paul Weston, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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