



Peak Forest Church of England (Voluntary Controlled) Primary School

Inspection Report

Unique Reference Number 112848
LEA DERBYSHIRE LEA
Inspection number 279034
Inspection dates 16 March 2006 to 16 March 2006
Reporting inspector Mr. Martin Newell LI

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

Type of school	Primary	School address	Tideswell Road
School category	Voluntary controlled		SK17 8EG
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01298 22074
Number on roll	47	Fax number	01298 22074
Appropriate authority	The governing body	Chair of governors	Mrs. Lesley Fitton
Date of previous inspection	29 November 1999	Headteacher	Mr. David Gordon

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school serves the Peak Forest and surrounding areas. It is much smaller than other schools and there are significantly more boys than girls. Year groups vary in terms of the number of pupils, ranging from a high of ten in Year 2 to five or six in most other year groups. All pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is well below average, as is the proportion of pupils with learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's judgement that this is a good school. The combined impact of strengths in key areas of school life helps to ensure that all pupils benefit from a good quality of education. Pupils and parents alike speak highly and appreciatively of the school. The good leadership and management of the headteacher have ensured that the school has improved well since the last inspection and has a good capacity for further improvement. The school provides good value for money. By the end of the Reception year, children reach the standards expected of their age. Attainment when pupils leave school is often well above average although writing standards are not as high as other subjects. It is clear that all pupils in school achieve well because of the consistently good quality of teaching which is challenging and also makes learning fun and enjoyable. Pupils' behaviour is excellent and they are enthusiastic learners who add significantly to the sense of community that pervades the life of the school. Attendance is good. The curriculum is stimulating and brings learning to life, helps pupils keep fit, safe and healthy, and to make a telling contribution to the local community. The school has rightly identified the need to further extend its enrichment opportunities so that pupils' awareness of cultural diversity and the wider world is further enhanced. The care and welfare of pupils is afforded a high priority, pupils have a true voice in school and their views are respected and valued.

What the school should do to improve further

- Raise standards in writing, particularly for boys, to more closely match those reached in other subjects. - Continue to develop enrichment opportunities that would help to broaden pupils' knowledge and awareness of cultural diversity and the wider world.

Achievement and standards

Grade: 2

When children join the school, their knowledge and skills are below what is expected for their age. Children achieve well in the Foundation Stage. By the end of the Reception year they reach the standards expected of their age in all areas of learning. Assessment data shows that attainment by the end of Year 2 has generally been above average and inspection findings confirm this picture. Pupils of all abilities in Years 1 and 2 achieve well. Standards are well above average overall in Year 6. Writing standards are at an average level at both Year 2 and Year 6 although girls generally perform a little better than the boys in writing. The overall picture in Years 3-6 is one of good achievement given pupils' prior attainment. This owes much, as it does throughout the school, to consistently good teaching which ensures that all pupils, including those with learning difficulties, meet and at times exceed the challenging targets that are set for them

Personal development and well-being

Grade: 2

Pupils' behaviour in class and around the school is exemplary and they are great ambassadors for the school. Pupils say confidently that bullying is not an issue. They are extremely polite and courteous and go the extra mile in making visitors feel welcome. Pupils talk very enthusiastically about their learning, and their love of school is reflected in their good attendance. Pupils' spiritual, moral, social and cultural development overall is good. The school has rightly flagged up the need to make pupils more aware of the cultural diversity of British society. Pupils' moral and social awareness is very good. It is helped in no small way by pupil led sessions where local, national and international issues and events are discussed and debated. Pupils make a telling contribution to the school and local community through carrying out jobs with great maturity. They initiate a wide range of fund raising activities that enhance their numeracy skills and help to prepare them for future life. Pupils are well grounded in how to keep safe and readily make the right decisions about how to nurture good health through eating well and keeping fit.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and contribute much to raising achievement. Different year groups are taught together and teaching is successful in ensuring that the needs of all pupils are met well. Reception children are provided with good opportunities to learn through well planned practical and investigative activities. Relationships across the school are very good and this helps to create a learning environment where pupils thrive. Teaching makes good use of information and communication technology (ICT) resources to help make learning fun and interesting. Writing skills are taught well but the school has rightly identified the need for looking at ways in which these skills can be developed in other subjects. Across the school teaching assistants make an important contribution to how well pupils learn and achieve. Assessment is good. Good procedures are in place for assessing and tracking pupils' progress and for setting challenging targets. Assessment information is used well to set work that is matched to pupils' individual needs. Pupils play an active role in setting and reviewing their own targets. Whilst there are some good examples of the marking of pupils' work, marking does not always make clear to pupils what they need to do to improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum and meets pupils' needs well. A strong emphasis is given to developing pupils' investigative and problem solving skills in subjects such as mathematics, science and history. Creative and imaginative use is made of ICT resources to enhance pupils' learning across different subjects of the curriculum. The

balanced curriculum ensures that pupils' artistic and creative skills are nurtured well. The provision made for pupils with learning difficulties ensures that they achieve as well as their classmates. The Foundation Stage curriculum is good and the new indoor and outdoor accommodation is used well to add to the quality of children's learning. The personal, social and health education programme, combined with sex and relationships education, plays an effective role in helping pupils to stay safe and keep fit and healthy. Opportunities are often on offer for pupils to contribute to community events, festivals and fetes. The school is currently, and rightly, looking to further extend its range of visits and visitors to give pupils a greater awareness of the diversity of the world beyond their own community.

Care, guidance and support

Grade: 2

This is a caring and supportive school where the individuality of pupils is recognised and celebrated. Pupils' views are listened to, respected and acted upon, for example, in setting up the cycling to school initiative. Very good links are in place with external agencies to ensure that support is on hand when needed. Procedures for child protection are rigorous, firmly in place and assiduously followed by staff. The school's commitment to keeping pupils safe, healthy and environmentally aware is reflected in its good ongoing work towards gaining Eco School and Healthy School awards. Pupils respond very positively to the school's procedures for target setting. They are knowledgeable learners who show a good awareness of their individual targets and play an important role in setting and reviewing their own areas for improvement. This makes a positive difference to their performance.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher balances his teaching and leadership and management roles well and leads by example. He has created a strong team spirit where all staff share the vision of providing a good quality of education where all pupils achieve well. Good formal and informal procedures are in place for monitoring teaching and learning and test and assessment data are analysed well. The information gained from these procedures is used effectively and rigorously to tackle any weaknesses and to spread good practice. The school has a good track record of constantly moving forwards and not resting on its laurels so is well placed to continue improving. The school consults with parents well and takes on board the views of pupils when putting together its self-evaluation, which is honest and paints an accurate picture of the school's strengths and areas for development. Governance of the school is good. Governors regularly make formal as well as less formal visits to school, are very supportive of the school's work, know it well and yet are always ready to ask challenging questions when necessary. Good use is made of the individual skills of staff, for example, through effective job share arrangements, use of resources and accommodation to provide good value for money and a learning environment where pupils thrive.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that I inspected your school not too long ago and now I am writing to let you know what I found out. Before I do, I would first of all like to say a big thank you to all of you for making me feel so welcome and for being so kind, polite and helpful. I managed to talk to lots of you and you were great ambassadors for the school. It was great to hear how much you enjoy school. It was particularly good to hear that bullying is not a problem at the school and that you know there is always someone to turn to if you are worried. I found that there are lots of good things about your school. Teachers often make learning fun and enjoyable and help you to achieve well. The school helps you to learn about the importance of keeping fit, healthy and safe and works hard at making sure you are looked after well. Another strength is the way that the staff, led very well by Mr Gordon, are always looking to make the school a better place for you to learn. But a great strength of the school is, YOU! Your excellent behaviour, your enthusiasm, how you appreciate what the school offers you, how well you want to do and your respect for adults and one another, are just some of your strengths. I have talked to your teachers about how they can help make the school even better. Teachers are going to help you improve your writing skills still further and to continue to look at ways for you to learn more about different cultures and traditions and the wider world through more visits and visitors into the school. Mr Gordon and all the staff want the school to continue to improve. Having met you, I am sure you will want to play your part as well. I wish you every success in your futures. It was a pleasure and privilege to meet you.