



Stanton-in-Peak C of E Primary School

Inspection Report

Unique Reference Number 112856
LEA DERBYSHIRE LEA
Inspection number 279035
Inspection dates 17 May 2006 to 17 May 2006
Reporting inspector Mrs. Gill Broadbent LI

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

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|------------------------------------|----------------------|---------------------------|----------------------|
| Type of school | Primary | School address | School Lane |
| School category | Voluntary controlled | | DE4 2LX |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01629 636301 |
| Number on roll | 48 | Fax number | 01629 636301 |
| Appropriate authority | The governing body | Chair of governors | Mr. William Chandler |
| Date of previous inspection | 15 November 1999 | Headteacher | Mrs. Victoria Keen |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary school is in an isolated rural setting that serves the extended surrounding community. Numbers of pupils vary from one to ten in each year group and are taught in mixed age groups. Broadly average numbers of pupils have learning difficulties and/or disabilities. Most pupils are from White British backgrounds. Attainment on entry varies but is typically above average. The headteacher has been in post since September 2005 and teaches for four out of five days each week. Since the last inspection the former school house has been converted to provide additional accommodation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its overall effectiveness as satisfactory and the inspector agrees. Standards are above average in English, mathematics and science by the end of Year 6. However, the progress of the 2005 Year 6 pupils was uneven in Years 3 to 5 and accelerated rapidly in Year 6. The school has taken effective action to ensure that progress is now more even throughout Years 3 to 6. Pupils achieve satisfactorily overall based on their starting points. However, pupils' targets could be more challenging and pupils given more precise guidance on how to achieve them. In Year 2, standards are above average in reading and writing and average in mathematics. Pupils in Years 1 and 2 make reasonable progress. Pupils in the Foundation Stage also achieve satisfactorily and typically reach above national expectations. The quality of teaching and learning are satisfactory. There is some good teaching throughout the school. The school recognises that a greater proportion of good teaching is needed to raise pupils' achievement further. The curriculum is satisfactory and covers all subjects, but is restricted in the Foundation Stage by the limited development of the outdoor learning environment. Leadership and management are satisfactory. The leadership and management of the headteacher are effective and she has accurately identified the school's strengths and areas to improve. With the support of governors and staff, effective action has been taken to improve the school's work. The headteacher has gained the confidence of parents and pupils who appreciate how she has resolved their concerns. Governors meet their statutory requirements, have overseen the satisfactory completion of building modifications, and act as critical friends to the school. The school has made satisfactory improvements since the last inspection, for example, in raising standards in science. Recent improvements demonstrate that it has a good capacity to improve further. It provides satisfactory value for money.

What the school should do to improve further

- Provide pupils with precise guidance to help them reach challenging targets. - Improve the proportion of teaching that is good by developing interactive approaches that pupils enjoy and help them to learn well, especially in mathematics. - Enrich the curriculum in the Foundation Stage by developing the outdoor learning area.

Achievement and standards

Grade: 3

Standards are above average in English, mathematics and science by Year 6. Pupils make satisfactory progress. In Years 1 and 2, pupils make steady progress and reach above average standards in reading and writing and average standards in mathematics. In the Foundation Stage, children reach standards above those expected nationally. Their achievement is satisfactory based on their individual starting points. While pupils' progress in Years 3 to 6 is satisfactory overall, it used to dip in years 3 to 5 and accelerate in Year 6. However, this was identified by the school and the system to monitor pupils' progress introduced in October shows that this situation is now

improving. Pupils now make at least satisfactory progress in each year group. There are few pupils in each year group and so the school rightly focuses on the progress made by individuals. This currently ensures that they reach reasonable but not challenging targets.

Personal development and well-being

Grade: 3

This aspect is satisfactory overall. Pupils develop a strong sense of fairness and express mature views clearly and politely about the rights and wrongs of various situations. Pupils' spiritual, moral, social and cultural development is good. The school's links with a school in Gambia help pupils to develop a secure understanding of another culture. Behaviour is good. Bullying is rare. Pupils are confident that there is always an adult to help them if they are worried. Pupils' attendance is also good. They enjoy learning and work hard in lessons, which contribute to their future working lives, for example, by improving their team work and their information and communication technology skills. They find some lessons less enjoyable when the activities don't fire their enthusiasm, for example, in mathematics. They develop a healthy lifestyle and enjoy taking part in a good variety of school clubs and sporting activities. Pupils make the most of their opportunities to take part in the school council. They know they are listened to and that their views are taken seriously and acted upon. Their contribution to the local and wider community is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning are satisfactory. There is some good teaching in all years. However, the school has accurately identified the need to increase the proportion of good teaching in order to raise achievement further. Pupils and their parents appreciate that teachers are working hard to make lessons more interactive and interesting. In good lessons pupils' learning is accelerated by lively teaching that engages pupils and allows them to express their views. When teaching is satisfactory there is insufficient balance between direct teaching and encouraging pupils to initiate activities themselves. Pupils are confident that their contributions are highly valued. Teachers plan lessons taking accurate account of the differing age groups and abilities within each class. This is made easier by using the new classroom to reduce the age range in classes. Relations with pupils are caring and positive. However, the school agrees with the inspector that more can be done to raise achievement by setting more challenging targets and sharing them with pupils and their parents.

Curriculum and other activities

Grade: 3

This aspect is satisfactory. There is an appropriate coverage of all subjects and a particularly good focus on social development has made sure that pupils make a good contribution to the work of the school. The carefully planned curriculum is enriched by a good range of sport and other activities which are valued a great deal by pupils. Joining in these activities helps to improve pupils' health, well-being and their social and moral development. They talk enthusiastically about learning when the curriculum is taught in a lively way. They benefit from the satisfactory links with the Peak National Park, with other local schools and with a school in Gambia. The Foundation Stage curriculum covers all aspects expected nationally but is restricted by the lack of development of the outside environment which was an issue raised in the last inspection.

Care, guidance and support

Grade: 3

This aspect is satisfactory. The school is caring and pays good attention to ensuring pupils' health and safety. Procedures for ensuring the care and protection of all pupils are in place and are reviewed regularly. Good guidance is provided to pupils on a range of social issues. Pupils are encouraged, through the school council to play a full part in ensuring that the school cares for them. But, there is scope for further improvement in the quality and extent of guidance given to pupils about how they can improve their academic work. Pupils' progress is now checked each term and swift action is taken if progress slows. This means that pupils no longer have to catch up to reach the standard expected at the end of Year 6. However, more could be done to set challenging targets and guide pupils to reach them. The needs of pupils with learning disabilities or difficulties and gifted and talented pupils are well known and staff provide sensitive and appropriate support to meet their needs.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides strong, effective leadership and shares a clear vision for the school's development with staff and the governing body. On appointment, she quickly and accurately identified the school's strengths and areas for improvement. Parents say her open approach to them and their children is welcomed. Improvements to systems for checking pupils' progress are already helping pupils make more consistent progress during each year. Teachers have recently been allocated new roles and responsibilities and their leadership and management are satisfactory. Leadership and management of the Foundation Stage are also satisfactory. The governors have ensured that they meet statutory requirements. They have a commitment to achieving best value and act as critical friends to the school. They are enthusiastic and plan accurately how to improve their work further. Overall the school has made satisfactory improvement since the last

inspection. Building improvements delayed the development of the outdoors learning environment for younger children. However, this is now a school priority. The recent rapid, effective improvements show the school has a good capacity to improve and provides satisfactory value for money.

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Inspection judgements

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

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 3 | NA |
| The quality and standards in foundation stage | 3 | 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? | 3 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 3 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 3 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 3 | NA |
| The extent to which learners adopt safe practices | 3 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 3 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | 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? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | 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

Thank you for talking to me and being so helpful when I visited your school. This letter is to tell you some of the important things that I saw and heard about. I was pleased by the caring way in which the staff look after you and teach you how to lead healthy lives. Staff often ask for your help and listen to your ideas. They asked what you thought about the outside area which needs to be improved. I was impressed by the mature way in which you understood and explained why staff can't always agree to your requests. You are polite to visitors and to all the staff at school. I noticed that you enjoy each other's company at playtimes and resolve any problems in a friendly way. You behave and work well together in lessons. Teachers help you make at least steady progress. You told me how much you enjoy sport, art and lessons that help you to work together in teams. You appreciate how hard teachers are working to make all of your lessons more interesting and fun. I have asked them to continue to do that especially in mathematics. I also asked the school to continue to check how well you are doing. Then you should not have to spend time 'catching up' in Year 6. You usually reach the standards expected of you. The school agrees with me that they could set you more challenging targets and help you to reach them. We all agree that this should help to make sure that you all do even better.