



Stretton Handley C of E Primary School

Inspection Report

Unique Reference Number 112859
LEA DERBYSHIRE LEA
Inspection number 279037
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector Mr. Keith Edwards LI

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

Type of school	Primary	School address	Beresford Lane
School category	Foundation		DE55 6FH
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01246 590 418
Number on roll	64	Fax number	01246 590 418
Appropriate authority	The governing body	Chair of governors	Mr.Toni Compai
Date of previous inspection	13 March 2000	Headteacher	Mrs. Hilary Badhams

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Introduction

The inspection was carried out by Mr Keith Edwards, an Additional Inspector.

Description of the school

The school serves the small rural community of Woolley Moor and surrounding district. As very few children live in the village, most of the children are brought into school each day by car. There are 64 girls and boys on roll who are taught in three classes. Most of the children are white British and all come from homes where English is the first language. Socio-economic circumstances are favourable for most families. The number of children entitled to a free school meal is below average. A higher than average number of children are not at the school for the whole of their primary education as they join and leave at other than the usual times. Attainment on entry to the school is broadly average. The proportion of children with special educational needs is similar to most schools. There are no children with statements of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that has made very good progress since the last inspection. The headteacher has built an effective team that works hard to provide a high quality education for the children. Many children are brought from some distance from the school to enjoy the many benefits that the school has to offer. The school has built on the strengths identified in the last inspection and has worked successfully at overcoming the weaknesses. The school recognises where it needs to make further improvements and has set out a clear plan of action. Since the last inspection, the school has enhanced its reputation, numbers have increased dramatically and it is well placed to make further improvements. The parents and their children hold the school in high regard. The school works well in partnership with the local community and with the local authority to promote the well-being of the children. The inspection report agrees with the school's own view of its work. The school provides a good level of care for its children and the personal development of the children is outstanding. As a result children's behaviour is excellent and they make good progress in their learning. The quality of education and of children's achievement in the Foundation Stage is good in spite of the limitations of the accommodation. The children continue to make good progress in Years 1 and 2 in reading, writing and mathematics. In Years 3 to 6, although more could be done to raise standards in writing, the children achieve well overall. Standards in mathematics, information and communication technology (ICT) and science are above average in Year 6. Although teaching is good, teachers do not always give clear guidance to children about how to improve their work further. The governors provide good support for the work of the school but need to develop their role as critical friends. Nevertheless, the school is effective and continuing to improve. It provides good value for money.

What the school should do to improve further

- Ensure that children are clear about what they need to do to improve their work especially in writing. - Raise standards in writing in all years. - Develop the role of the governing body as critical friends of the school.

Achievement and standards

Grade: 2

Because the children feel safe, secure and valued they achieve well in almost all subjects. From the outset in the reception class, the quality of teaching is good. The children receive good individual attention and although the classroom accommodation is less than ideal the children make good progress in all of the areas of learning. This good progress continues in their next two classes, because the teachers plan effectively for the next stages in the children's learning. This is particularly evident in reading, mathematics, science and ICT. The school recognises that standards in writing could be higher and is working hard to achieve this. Results in the national tests over recent years have been mainly above average but are not reliable in identifying trends as the

numbers in each year group are very small. However, the school's own tracking procedures show clearly that those children who receive all of their primary education at the school achieve well. Learners who have special needs are very well supported and enabled to achieve well. The children are successful in meeting the challenging targets that are set.

Personal development and well-being

Grade: 1

The children's personal development is outstanding. They benefit hugely from a climate in school that enables the children to grow in confidence and self-esteem and to take responsibility. The staff provide excellent role models in terms of high quality relationships and the school's ethos strongly reflects its religious status. Attendance is very good and the children thoroughly enjoy their time in school. They work very hard and behave extremely well. The children are very supportive of each other and want to do well. Older children are keen to be helpful and they are a good example to younger children. Children understand the importance of eating healthy food and taking regular exercise. They are aware of the needs of others and have raised substantial funds of money through their own initiative to support charities both locally and abroad. This, together with the good achievement in their work, prepares them well for their future lives. The children's spiritual, moral, social and cultural development is good overall. Their moral development is excellent.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The teaching team has worked together since the time of the last inspection. They have a very good understanding of the needs of the children and plan effectively for the different age groups within each class. Through the careful appointment of teaching assistants and part-time members of staff, there is a broad range of expertise available to support the children. For example, the school has a deserved reputation for both music and ICT because of the skilful teaching of additional staff. The quality of the teaching is underpinned by the warmth of the relationships, both with the children and with their parents. For example, the strong home-school links contribute strongly to the children's reading programme. Staff are very successful at motivating their classes and make sure that lessons are fun. Children with special educational needs are very well supported. The teachers provide the children with good feedback on their progress through discussions of their work but are less effective with their formal marking. This means that the children are not always clear about what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good and it supports children's learning well. Statutory requirements are met and national initiatives, such as in literacy and numeracy, are reflected well in lessons. There is very good provision for the children's personal, social and health education. The school day is well organised and there is a good balance of time across subjects for children of all ages. Subjects are generally well linked and matched to the National Curriculum, making learning interesting. The staff ensure that the curriculum is enriched by a good range of clubs, by visitors to the school as well as by a series of special days. These events are well supported and help to make learning exciting. The older children take delight in learning French and are very enthusiastic about their annual residential visit to a local outdoor centre. A wide range of educational visits is planned for the children throughout the school year, though not to places of worship of other faiths. However, cultural diversity is tackled well, through, for example, courses in music and art.

Care, guidance and support

Grade: 2

The care of children is good with some very good features. The school's family atmosphere provides the basis of the high level of care. The children know that they can always turn to a member of staff should any problems arise and feel confident that concerns will be resolved. Vulnerable children are well supported. The children have a voice in the affairs of the school although this is not formalised through a body such as a school council. The school improvement plan has a clear agenda for dealing with the health and safety issue highlighted in the inspection. The children are very good at looking after each other. The staff provide very good personal support. The school's assessment procedures are effective in keeping track of the children's progress in most subjects. The main exception is writing where the school needs to more explicit about what the children need to do to improve and to check that that children are sufficiently challenged. Parents and carers are well informed about their children's progress.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher has a good knowledge of the school's strengths and of those areas requiring further development; the school's self-evaluation closely reflected the practice seen during the inspection. She has built a team that has shown great resolve in guiding the school to a position of real strength. There has been very good progress since the last inspection. This is particularly evident in the provision for ICT which is now a key strength of the school. The children's academic performance is now stronger, whilst the school has maintained its caring ethos. Children of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with peers and adults.

There is a strong team spirit that is based on a commitment to sharing professional expertise to ensure that the children achieve their best. There is a clear programme of further improvements planned, and the school is well-placed to implement these. Governors are committed to the school and support it well. Their awareness of their responsibility to hold it to account has grown but there is scope for the further development of their role as critical friends.

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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?	1	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	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	3	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	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

I really enjoyed my visit to your school last week. I was particularly thrilled that I was able to see so much of your harvest celebrations and meet so many of your parents at the same time. What a lovely school you have and it seems to be getting better and better; I can really understand why you enjoy it so much. Your teachers are doing a splendid job and I noticed that the standard of work that you do is much better than it used to be, particularly in mathematics and ICT. All of the staff make a very good job of looking after you and plan many exciting things to make your school interesting. In fact, there are many things that make your school special. Here are some of them: - You clearly try to do your best to learn in lessons and are making good progress. Well done! - Everybody understands the school rules and you behave extremely well. - Everybody tries to be friendly, thoughtful and helpful. - Mrs Badhams is a good headteacher who wants you all to enjoy school and to do well. - The school provides a super range of activities and lessons to keep you interested. But, of course, as in all schools, there are still things that can be done to make your school even better: - Firstly we know that you can do even better with your work, especially your writing and especially as you get older. Some of your spelling and handwriting could be improved. - We are asking your teachers to plan lessons a little more carefully, especially in literacy, to make sure that what you are learning is neither too hard nor too easy.