



Charlesworth School Voluntary Controlled Primary

Inspection Report

Unique Reference Number 112877
LEA DERBYSHIRE LEA
Inspection number 279044
Inspection dates 19 January 2006 to 20 January 2006
Reporting inspector Mr. John Brennan LI

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

Type of school	Primary	School address	Long Lane
School category	Voluntary controlled		SK13 5ET
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01457 853 475
Number on roll	104	Fax number	01457 853 475
Appropriate authority	The governing body	Chair of governors	Mr.C Harbut
Date of previous inspection	18 October 1999	Headteacher	Miss. S Gate

Age group 4 to 11	Inspection dates 19 January 2006 - 20 January 2006	Inspection number 279044
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Charlesworth is a small school. The overwhelming majority of pupils are of White British heritage. The proportion of pupils who have learning difficulties and other needs is average. The proportion of these who have a statement for their needs is above average. There are large differences in the social and economic make up and in the number of pupils admitted in any one year. This results in marked differences in the attainment of each year group. The school has had three headteachers in the past year. The junior and infant departments are some distance from each other.

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, giving good value for money. As a result of several changes of headteacher and because improvement has been recent, the school's assessment of its success is lower than that found by the inspection. In Reception the provision is good and children get off to a cracking start. Almost all achieve goals set for them and a significant number go beyond them. Standards at the end of Year 2 are high because pupils' good progress is maintained and because these pupils started school with a good level of skills. Pupils continue to progress well in the juniors. However, progress is more rapid for older juniors than younger ones. Pupils in the current Year 6 started their time in the juniors from a below average base and standards are currently average. Good work by subject co-ordinators has helped teachers become skilled at teaching English, mathematics and information and communication technology (ICT). In some other subjects there are significant variations in the quality of tasks pupils have to do because teaching, learning and how the curriculum fits together have not received the same high level of attention. The school puts great store in developing pupils' personal qualities. They behave well and get on with their work and with each other. The large school site presents several problems in terms of managing daily routines smoothly. Parents and pupils think well of the school. The school is well led and managed. However, the monitoring of some subjects is not thorough enough. A tangible sense of teamwork and a track record of improvement, albeit some of it recent, show that there is the capacity to continue to improve.

What the school should do to improve further

- Ensure all subject co-ordinators rigorously monitor their subjects and improve the quality of teaching and learning. - To bring the quality of teaching and learning in Years 3 and 4 up to the standard found elsewhere in the school. - Pursue identified improvements to the school site.

Achievement and standards

Grade: 2

Overall children's attainment on entry to school is average. Variations in children's skills and abilities when they start school result in standards that vary significantly from year to year. The school sets challenging targets for individuals which are met in most instances, whatever their starting point. Children get off to a flying start in the Foundation Stage. A much improved curriculum and expert teaching help them do well. Many achieve expected goals and in most years a good proportion of them go beyond this. This pleasing progress continues through Years 1 and 2. From pupils' above average starting point standards are high in reading, writing and mathematics. Progress through the juniors has improved steadily in each of the last three years but is better in the upper juniors than in the lower juniors, especially in writing. Nevertheless, overall pupils progress well in English and mathematics. National test results in 2005 were high in English and above average in mathematics. Standards in

the current Year 6 are average. Their starting point was much lower than usual. Pupils who have learning difficulties and other needs progress well because of the close support they receive. Increased support for higher attaining pupils has seen a significant increase in pupils achieving beyond expected levels at the end of Years 2 and 6. Inspection findings show boys and girls to be doing equally well. The school has taken steps to give pupils more opportunities to carry out investigations in science. The signs are that progress is good in the infants and in the latter years of the juniors. Several pupils said they like the practical learning this brought about. However, standards are broadly average and progress is satisfactory overall because of weaknesses in the teaching in Years 3 and 4.

Personal development and well-being

Grade: 2

Pupils behave well, are keen to succeed and mostly try their best in lessons. However, when tasks are uninteresting their work can sometimes show a lack of care. Pupils enjoy school and say there is little bullying. Attendance rates over the years are average. Relationships are good, reflecting the strong emphasis the school places on pupils' personal development. Playtimes are energetic although the available play equipment is not always put out for the infants and is not used appropriately by a small number of junior pupils. Pupils' spiritual, moral, social and cultural development is promoted successfully. Pupils have a strong sense of right and wrong, learn to understand their feelings and to respect and get on well with others. As one girl thoughtfully said about how she was perceived by others, 'My parents think I'm perfect but I know I'm not.' Pupils love getting 'leaves' for good work or behaviour and speak proudly of these being publicly displayed. A 'Healthy School' initiative has given pupils a good understanding of healthy lifestyles. Pupils plan an impressive number of fund raising events for people both near and far and as an 'Eco' school pupils are aware of their environmental responsibilities. They respond maturely to the good ways in which their views are sought and understand how to do things safely.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Encouraging relationships, consistent ways of managing behaviour and techniques at the beginning of lessons to encourage participation are consistent strengths. These lead to calm and purposeful classrooms. Teamwork is strong, enabling support staff to make a good contribution to the learning of pupils with particular needs. A concentration on the teaching of literacy, numeracy and ICT, aided by the very good use of interactive whiteboards to make demonstrations engaging, mean that teachers are good at teaching key skills, and helping pupils acquire these at a good rate. However, teaching and learning is weaker in Years 3 and 4 than elsewhere. On occasions tasks can be mundane and do not consistently encourage pupils to use their basic skills in interesting enough ways. For example, some pupils

talk about history being 'boring' because it involves writing key facts. Forging links between subjects to make pupils think is more commonplace in other year groups, especially in Years 5 and 6 and Reception. Here teachers are expert at combining learning in several subjects within one lesson. In a mixed Reception and Year 1 class, older pupils took digital photographs of younger ones acting out the story of 'Goldilocks and the Three Bears.' The teacher used these skilfully in a slide show of the story, combining work on speaking and listening, reading, writing, mathematics and further role-play.

Curriculum and other activities

Grade: 3

'These extras help engage the children and are a change from the normal school routine,' said a parent about occasional themed weeks, such as in the arts. Pupils echo these views. However, these are highlights within an otherwise satisfactory curriculum. Careful consideration is given to helping pupils acquire skills in English, mathematics and ICT. Links between these subjects are used to the full and pupils' learning is further enhanced by a suitably broad range of other experiences. Work to make other subjects interesting and fit well together is better in Years 1, 2, 5 and 6 than in Years 3 and 4. Significant improvements to the Foundation Stage curriculum make it highly cohesive, engaging and practical. Following consultation with parents the school has increased the number of educational trips and visitors coming to school. These are now plentiful and are appropriate for the needs of pupils and the curriculum. High numbers of pupils join the good range of clubs on offer.

Care, guidance and support

Grade: 3

Very warm relationships between adults and pupils ensure that their individual concerns are dealt with well. An anti-bullying campaign and steps to enlist pupils as 'playtime friends' ensure that playtimes are safe and worthwhile times. Procedures for care, such as those for child protection are satisfactory. Joint work between parents, governors and staff has led to an increasing number of families walking to school and careful consideration has been given to doing this safely. Pupils' progress is monitored carefully, enabling additional help to be given to pupils with learning difficulties or disabilities and to higher attaining pupils. This helps them make the most of their abilities. Regular assessments generate targets for pupils to work towards. In the main these are well known to pupils who say they find them helpful.

Leadership and management

Grade: 2

Despite three recent changes of headteacher, including a new permanent headteacher in place for a matter of days, the school is an improving one. The shortcomings of the last inspection have been dealt with well. The school accurately assesses pupils' performances. In turn this has led to improved standards through the effective targeting

of resources and training in literacy, numeracy and ICT. Co-ordinators for these subjects regularly monitor teaching and learning. They have an accurate view of strengths and weaknesses and as a result pupils' progress has improved. The incoming headteacher has made a prompt assessment of the quality of teaching and learning. She has a realistic picture of the school. However, an over concentration on literacy and numeracy has meant that not enough attention has been given to developing other subjects, examining how the curriculum as a whole fits together or to broadening staff expertise. The school development plan is well written and involves all staff and governors. There are signs that subjects such as science have a higher profile but to date some subject co-ordinators have had too few opportunities to view teaching and learning in their subjects. Governors play a prominent role in the school. They consult well with parents who offer the school considerable support. They question the school critically about its performance and provide a great deal of practical help. The school has identified solutions to the practical difficulties posed by the layout of the large school site. It is now in a good position to take appropriate action to improve the use of the site.

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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	2	NA
The attendance of learners	3	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?	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?	2	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	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

Thank you for your help when I visited your school. I really enjoyed my visit because everyone was so helpful and friendly. I would like to share with you what I thought about your school. The headteacher, staff and governors work hard to make your school a good school. Your parents also join in the hard work. You too play your part. You behave well and, especially when you are asked to do interesting things, work hard. You have many ideas about how to make the school better and do a lot to help each other and people outside of your school. You told me how much you enjoyed school. You told me that most of the work was interesting, especially when you are asked to do practical activities and not just write things out. Some of you said that work in a few subjects, especially in some of the junior classes, is uninteresting. I agree with you and have asked your teachers to look again at how they could make work attention-grabbing. One of the more difficult things about your school is the building. I know that it has made your teachers and governors think about how it could be improved. They have now got some good ideas for this which I have asked them to take forward quickly. Thank you once again for making me so welcome. Good luck in all you do.