



Pilsley CofE Primary School

Inspection Report

Unique Reference Number 112891
LEA DERBYSHIRE LEA
Inspection number 279047
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Dr. Trevor Watts AI

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

Type of school	Primary	School address	Pilsley Village
School category	Voluntary aided		DE45 1UF
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01246 583203
Number on roll	61	Fax number	01246 583203
Appropriate authority	The governing body	Chair of governors	Mrs. Joan Davies
Date of previous inspection	1 November 1999	Headteacher	Mrs. Ann Hall

Age group 4 to 11	Inspection dates 11 July 2006 - 12 July 2006	Inspection number 279047
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small rural primary school is closely connected with the Chatsworth Estate of the Duke of Devonshire. All pupils are White British. Very few pupils are eligible for free school meals or are looked after by the local authority. An average proportion of pupils have learning difficulties or disabilities.

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. The judgement matches the school's self-evaluation, which is thorough and accurate. The school takes great advantage of its rural surroundings and traditions, and expands pupils' horizons effectively. The school has improved well since the previous inspection. It gives good value for money and has a good capacity to improve further. Through good teaching, an appropriate curriculum and good organisation, children in Foundation Stage progress well and they exceed nationally expected standards by the time they join Year 1. Pupils' good progress continues through the school, resulting in above average attainment at the end of Years 2 and 6. Recent results show the upward trend in standards is continuing. In writing and problem solving activities, pupils' attainment is not as high as in reading and science. The good teaching is based on teachers' expert knowledge of pupils' abilities, needs and previous progress, although teachers do not use information and communication technology (ICT) extensively enough as a teaching aid to raise standards. Pupils have few opportunities to use, apply and further develop their ICT skills in different subjects. Overall, the curriculum is broad and extremely well enriched by a host of additional activities. The positive atmosphere in school, and secure health and safety procedures ensure that pupils are safe and develop outstandingly well personally. Leadership and management are good, with strong teamwork and a clear focus on raising standards. Governors contribute well to the school's self-evaluation and planning processes.

What the school should do to improve further

- Further improve pupils' writing and problem solving skills. - Expand the use of ICT to improve pupils' learning across the curriculum.

Achievement and standards

Grade: 2

Pupils' progress is good throughout the school. Children enter Reception with skills that are broadly typical of children nationally. They exceed nationally expected standards by the time they join Year 1. Their good progress continues through Years 1 to 6. This year's results show that the improving overall trend of recent years has continued. Pupils are likely to attain above average standards in all tested and formally assessed subjects at the end of Years 2 and 6. Pupils also attain well in other subjects, most notably in physical education and music. The school's predictions indicate that the trend in pupils' attainment is likely to continue upwards. Pupils already meet challenging targets. On going changes to teaching, individual support for pupils and the curriculum are raising standards for groups of pupils. These include, for example, pupils with learning difficulties, or pupils working towards the higher than average Level 5 at the end of Year 6. Although pupils' standards in writing and problem solving are above average, they are a relative weakness. The school is taking action to bring these areas up to the same high levels as in reading and science, and is continuing to check on the success of these efforts.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. From Reception onwards, pupils develop excellent relationships with each other and adults. They understand right from wrong very well, and have respect for their environment and for other people. Pupils' outstanding spiritual development is seen in their enthusiasm for all things, from having a major role in the 'well dressing' to their sense of awe for nature around them. Their cultural sensitivity is immense, gained from for example, visiting places of worship for other faiths and sponsoring a child in Mozambique. Pupils behave extremely well and have a very positive attitude to learning. They enjoy their education greatly, as seen in their enthusiasm for sporting activities. Pupils' attendance is better than average, despite a slight decline in 2005. Governors and staff make positive efforts to encourage parents not to take their children on holidays during term time. Pupils have an excellent understanding of how to live healthy lives. They have positive eating and drinking habits and take plenty of exercise. Pupils have a clear awareness of how to be safe because of the combined efforts of staff and visitors who discuss and demonstrate possible dangers. Pupils' contribution to the community is outstanding, ranging from taking part in church services and fund raising to organising environmental care and recycling projects. Pupils' outstanding capacity to communicate, their numeracy skills and their ability to work very effectively in teams mean they are extremely well prepared for the challenges ahead.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers plan their lessons around their good knowledge of their pupils and accurate assessments of how well pupils have been progressing. Throughout the school, lessons are run at a good pace and teachers have high expectations of pupils, within an atmosphere of positive relationships. Pupils are eager learners. They pay attention when teachers are explaining or demonstrating ideas at the start of a lesson, and concentrate very well when getting on with their own work. As seen in a good poetry lesson about 'Monkey Babies', teachers are good at asking questions, and setting well matched tasks for pupils of widely differing abilities and ages. In addition to teachers' positive marking of work, pupils often check each other's work, formally commenting on good and weak points, as well as suggesting the next step forward. They do this very sensibly, and learn much about their own progress at the same time. ICT skills are taught well in separate lessons, and staff use computers well when helping individual children who need extra support with basic skills. However, teachers mostly do not use ICT as a resource to enliven their lessons in other subjects.

Curriculum and other activities

Grade: 2

The curriculum is good because it combines a well balanced and broad range of subjects with an extremely good variety of additional activities. These meet the needs and preferences of all pupils well. From Reception to Year 6, teachers' planning establishes good links between subjects. This approach, for example, extends pupils' capacity to investigate ideas, work cooperatively and write in different forms. ICT is not used as successfully in this way. Outstanding additions to the curriculum include clubs and sporting activities such as golf, tennis, scrabble, chess and art, as well as various competitive sports between schools in the area. Many visitors, such as fire officers, police, nurses and therapists expand the personal and social curriculum, or work with individual pupils. Pupils develop a great awareness of many safety and health related matters. Theatre groups, African dancers and Chinese arts visitors provide a strong cultural and spiritual dimension, as well as enlivening many school days. Equally memorable events include residential weekends, visits to a World War Two museum, Islamic and Hindu temples and numerous activities on the Chatsworth Estate. Environmental groups have greatly raised pupils' awareness of local and national issues, 'I felt really proud when the green flag was raised,' one pupil said about their environmental award.

Care, guidance and support

Grade: 2

The provision for pupils' care, guidance and support is good because all staff know the pupils very well, and have pupils' best interests at heart. Overall, this results in an outstandingly high level of personal development for pupils. Child protection procedures are rigorous, and all pupils are safeguarded well. Pupils are confident to talk to staff about any concerns such as bullying, the incidence of which is very rare. Staff and 'peer mediators' help pupils with difficulties in the playground or in classes. Lessons in citizenship and personal and social education are complemented by daily assemblies. Assemblies develop pupils' self awareness and their understanding of their role in the world. Most pupils confidently look forward to their future schools and careers. Accurate assessments of pupils' progress guide teachers in setting clear targets for pupils' academic, behavioural and social learning. Targets are well understood by pupils. Support staff and regular parent volunteers provide valuable support in extra sessions with pupils, mostly to improve their literacy and numeracy skills. Pupils with learning and behavioural difficulties are well supported in this way.

Leadership and management

Grade: 2

Leadership and management are good because senior staff have a clear focus on raising or maintaining high academic standards within an outstandingly good ethos of rich personal development for pupils. The headteacher has developed a clear view of the school's strengths and weaknesses by monitoring teaching and through advice from

outside specialists. Good actions have been taken to improve teaching and learning. The success of these is well monitored. Targets include further improving pupils' writing and problem-solving skills. Above average and rising standards are the result. The school's capacity to self-evaluate is good. The process is accurate and helps the school move forward. Governors, staff, parents and several outside agencies (including local schools) are actively and positively involved in the school's work. All teachers have wide responsibilities which they perform diligently. They support the headteacher well. They ensure that all pupils receive the support they need to be included in all activities. Governors perform their duties well and fulfil requirements. They help to guide long term planning, increasingly go into lessons to see the work of the school at first hand and are attempting to further improve attendance. Good improvements have been made since the previous inspection. The school has a good capacity to improve further.

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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	1	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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

I am sure that many of you will remember my visit recently. Thank you all for being so friendly, showing me your work and talking with me. What I liked most about your school Your school is good. It is well run by the headteacher and her staff with the help of the governors. Your teachers plan lessons well to make your learning interesting so that you make good progress. You do well when you take the national tests each summer. You have the chance to work in many different subjects. Many of your parents and carers help in school in different ways. You can join lots of extremely good activities at lunch times and after school. Teachers make sure that you are safe and well looked after in school. They do their best to help you to be happy and capable young people who look forward to their next schools and future lives with confidence. As one of you told me, 'I'll hate to leave here, but I know I'll be OK at my next school with everything I've done here.' What I am asking for now - You should be helped to improve your writing and problem solving skills even more. - You should have more chances to use ICT equipment in lessons in different subjects to help your learning. Best wishes to you all