



# Padfield Community Primary School

## Inspection Report

**Unique Reference Number** 112552  
**Local Authority** DERBYSHIRE  
**Inspection number** 289325  
**Inspection date** 8 March 2007  
**Reporting inspector** Raymond Jardine

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

<b>Type of school</b>	Primary	<b>School address</b>	Rhodes Street
<b>School category</b>	Community		Padfield, Glossop
<b>Age range of pupils</b>	4–11		Derbyshire SK13 1EQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01457 852751
<b>Number on roll (school)</b>	121	<b>Fax number</b>	01457 852751
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Janet Lambert
		<b>Headteacher</b>	Mrs Pam Boffey
<b>Date of previous school inspection</b>	15 October 2002		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
4–11	8 March 2007	289325

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is smaller than average and serves the village of Padfield and the surrounding rural area. There are more girls than boys on roll. The socio-economic circumstances of pupils' backgrounds vary widely but overall are broadly average. Almost all pupils are from White British backgrounds; only a very small number of pupils are at an early stage of learning to speak English. The proportion of pupils who have learning difficulties or disabilities has been rising and is now above average, although very few have a statement of special educational need. Attainment on entry to Reception varies year on year but is typically about average and a little below in children's language skills. The school is part of a teacher training consortium and has gained national Healthy Schools and Silver ECO awards in recognition of its work to promote healthy lifestyles and environmental awareness.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Padfield Community Primary is a good school that provides good value for money. The staff work very well together under the very good leadership of the headteacher and standards of care, guidance and support are good. Pupils learn and play together within a very harmonious and caring community. They very much enjoy school and all the varied opportunities that it offers. This is reflected in their excellent attitudes, behaviour and relationships. Parents express great confidence in the school. One parent commented, 'The atmosphere is one of support, purpose and genuine care for children as individuals.'

Standards have been mainly above average by Year 6. Taking account of pupils' broadly average attainment on entry to school, they make good progress and achieve well. There is good provision and teaching in Reception. Consequently, children make good progress here and in later years to reach standards that are typically above average by Year 2. This good progress continues in Years 3 to 6. It is stronger in mathematics and science than in English, where writing, particularly among boys, has been a relative weakness in recent years. In 2006, Year 6 standards and pupils' progress fell, particularly in English, to be about average. This was partly attributable to the introduction of more mixed age teaching to morning sessions two years ago which affected the progress of some pupils. However, the school's analysis of weaknesses in planning and in pupils' basic writing skills has resulted in concerted action being taken, such as the introduction of 'big writing' days, that is proving successful. Currently, pupils are progressing well once more and are on course to attain above average standards, although the focus on improving writing remains a priority to ensure that English is consistently as strong as mathematics and science. Teaching quality is consistently good. Lessons are stimulating and now planned more effectively to meet the range of pupils' abilities. The good curriculum includes many clubs, visits and additional activities, particularly in music and sports, which help pupils to gain new interests and broaden their horizons.

Pupils' personal development is good; it has some strong features. Pupils readily take responsibility and initiative in many ways. All older pupils look after and support younger pupils through the very effective 'buddy' system. Pupils have a strong voice through their various committees such as the circle groups and eco-committees. Their environmental awareness and good habits in looking after the environment are outstanding. Pupils know about how to live healthily and most consciously put this into practice. But pupils' understanding of other cultural traditions is limited, a weakness that the school is working to improve.

Leadership and management are good. School priorities are appropriate, widely understood and acted on collectively by a committed team of staff. Governors are also much involved in monitoring and challenging the school's work and consequently the school is well placed to improve further. Curriculum leaders contribute to monitoring and reviewing the school's work. Some have new responsibilities and all need to extend their role further, particularly in their use of assessment information.

## **What the school should do to improve further**

- Raise achievement in English by improving basic skills in writing, particularly among boys.
- Develop the monitoring role of curriculum leaders, particularly their analysis of assessment information, so that areas for improvement are addressed quickly and best practice is more effectively disseminated.

## **Achievement and standards**

### **Grade: 2**

Achievement by Year 6 is good and pupils' standards are currently above average. Children in Reception benefit from the well-planned and stimulating curriculum provided and make good progress, particularly in their personal, social and emotional development, so that most achieve and some exceed the standards expected by the end of Reception. Typically standards by Year 2 have been considerably above average in reading, writing and mathematics. Standards in all these subjects dipped to average in 2006 because the group was lower attaining on entry to school. Current standards in Year 2 are above average in reading, writing and mathematics and pupils are progressing well towards reaching some challenging targets.

In Years 3 to 6, progress and achievement are typically good, more so in mathematics and science where standards in 2005 were very high, than in English. Standards by Year 6 have been mainly above average since the last inspection but in 2006, they dropped to broadly average. As a result, the school missed some of its 2006 targets, specifically for the proportion attaining the higher Level 5. In English, it is writing, particularly among boys, which has been a relative weakness. A range of strategies for improving writing standards currently in place, such as improving spelling, punctuation and adding interest through well chosen vocabulary to extended writing, are proving successful. School assessment information indicates that Year 6 pupils are currently making good progress and are on course to achieve above average standards in 2007, as reflected in their higher targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy very good relationships with their peers and with adults. They learn about conflict resolution techniques and say that 'My Turn Your Turn' helps them to get on very well. Consequently, incidents of harassment or bullying are rare and pupils say that they feel safe and secure at school. Attendance is satisfactory and the school works hard with its parents to promote good attendance. Pupils' spiritual, moral and social development is very good. It is a strength that is reflected in pupils' concern and care for the environment and also for others less fortunate than themselves. Pupils show initiative and enterprise through their committees in raising considerable funds to support various charities and there is a long term commitment to Mathias, his family and friends in a village in Kenya. Overall, pupils make an excellent contribution to their

own and the wider community. However, their understanding of the range of cultural traditions that make up modern Britain is limited and the school is giving attention to its improvement.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The school's work to improve the quality of planning in mixed age classes, to ensure that pupils build on their prior learning systematically, has proved effective in helping to reverse a decline in standards. Teaching assistants and teachers work closely to ensure that those who find learning difficult progress well in lessons and through individual support. Assessment information is used effectively to provide appropriately challenging tasks. For example, Year 5 and 6 pupils enjoyed the challenge of working together to solve mathematical puzzles and problems that were well matched to their age and abilities. Interesting themes that link learning across subjects add to pupils' enjoyment. One parent said, 'My child comes home each day full of enthusiasm for what he has learned'. The strong emphasis currently on improving pupils' writing throughout the school involves some effective strategies for improving basic skills, to which pupils are responding well. They know their targets and are increasingly reviewing their own progress towards them as they complete tasks. Effective marking and guidance from their teachers, particularly in English, is also helping them. However, this good practice in involving pupils in assessing their work to promote their independence is not as well developed in other subjects such as it is in mathematics.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well-planned to meet the range of pupils' needs and abilities. There is good provision for pupils who have learning difficulties or disabilities. Much has been done to co-ordinate subjects and skills better through the use of interesting topic work and themed weeks. Good use is made of visits, visitors and residential trips to enrich and broaden pupils' experiences. Challenging adventurous activities such as sailing, pot-holing and canoeing during a residential trip help build their confidence and self-esteem. Pupils also learn to work collaboratively, solve problems independently and use information and communication technology (ICT) in a range of subjects to research, investigate and present information. These experiences prepare pupils well for their future lives. A good programme of personal, social, health and citizenship education helps pupils to learn how to be safe, healthy and responsible citizens. Effective use of expert coaches and local facilities such as the leisure centre has done much to overcome the rather limited outdoor resources for physical education.

## Care, guidance and support

### Grade: 2

Standards of care, guidance and support are good. There are effective systems for ensuring pupils' welfare, safety and for checking on the suitability of adults working with pupils. Arrangements for supporting and guiding pupils' personal development are very good, partly because the staff know every pupil so well. Good links with outside agencies help ensure that those who have learning difficulties are assessed and appropriate support given to them. The parent of one commented, 'I have been particularly impressed with how my child is integrated into other children's class work.' The frequency with which pupils' academic progress is monitored and reviewed towards their targets has been increased considerably this year. Consequently, the school is more effective in helping to guide the deployment of additional help and support to potentially underachieving pupils at an early stage. However, the range of centrally held assessments is limited and currently only covers reading, writing and mathematics.

## Leadership and management

### Grade: 2

There is good teamwork and a sense of common purpose throughout the staff that is successfully improving standards following a downturn in 2006, particularly in English where the need is most evident. The headteacher provides sensitive and very effective leadership and direction. Two new posts to oversee each key stage in pupils' education have recently been introduced to help distribute management responsibility more widely, although it is too early to see the full impact. Self evaluation is broadly based, encompassing parents' and pupils' views, and is accurate in identifying strengths and weaknesses. Teaching quality is regularly monitored, mainly by the headteacher, and to a limited extent, by subject leaders. This has helped to diagnose weaknesses and target where action is most needed. While subject and key stage leaders also play their part in monitoring the school's work, they are not using assessments, such as central records, as well as they might, partly because these are paper based rather than electronic, which constrains access and their efficient use. Their role needs developing further in this respect and more fully in the monitoring and development of teaching to help disseminate the best practice.

Governors bring much useful expertise and commitment to their role and they are led well. They visit regularly, are well informed of the school's standards and its priorities and play an important part in both supporting and challenging the school's work as a critical friend.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

9 March 2007

Dear Pupils

Padfield Community Primary School, Rhodes Street, Padfield, Glossop, SK13 1EQ

Thank you for the warm welcome that I received when I visited your school recently. I much enjoyed my visit and the opportunity to speak with so many of you. What you told me helped to confirm what your teachers, parents and governors had to say about your school. You clearly feel, as do your parents, that you go to a good school and I agree. The staff look after you well and make learning interesting, varied and enjoyable. They provide you with many opportunities to try out new activities through clubs, visits and experiences such as canoeing and sailing. Many of you told me how much you feel you gain from them. I am not surprised that you enjoy school so much. Here are some of the things I was impressed with.

- You enjoy very good relationships with other pupils and with adults in the school and your behaviour is excellent - keep it up!
- You make good progress in your learning because teaching is stimulating and planned well for you. You are acquiring good skills that will help you in the future.
- You achieve good standards, especially in mathematics and science, and you are trying hard to improve your writing at the moment.
- Your excellent environmental awareness and actions that you have taken, for example, to recycle school waste, show your determination to help the environment.
- You are very considerate of others, especially those less fortunate than yourselves. You show a lot of initiative and responsibility when raising money for your chosen causes.

I noticed that at breaks and lunch time, most of you choose to eat healthily, with plenty of fruit in your diet - well done and do keep it up. You know your targets, particularly for writing, and your teachers are working hard to guide you. The focus on improving writing needs to be kept up so that your English becomes as good as mathematics and science. You can do your bit to help by reviewing your work regularly with your targets. Mrs Boffey, the staff and governors are always looking at ways to make the school even better. They want you to understand better how people from other cultural traditions live. I have also asked Mrs Boffey to ensure that teachers who lead subjects and areas of the curriculum get more involved in checking how well you are doing. This will help improve the school even more quickly and spread the good ideas they have as widely as possible.

With all good wishes for your future at Padfield Community Primary School,

Ray Jardine

Lead inspector