

Horsley CofE (Controlled) Primary School

Inspection report

Unique Reference Number	112830
Local Authority	DERBYSHIRE
Inspection number	289426
Inspection dates	3–4 July 2007
Reporting inspector	Joanne Harvey

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	67
Appropriate authority	The governing body
Chair	Mrs Andrea Corley
Headteacher	Mr Paul Leeson
Date of previous school inspection	20 May 2002
School address	Church Street Horsley Derby Derbyshire DE21 5BR
Telephone number	01332 880782
Fax number	01332 880782

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Horsley is much smaller than most other primary schools. It is situated in a village north of Derby but serves a wide community. The number of pupils known to be entitled to free school meals is much lower than average. There are very few pupils from minority ethnic backgrounds and none who speak English as an additional language. Fewer pupils than in most schools have a learning difficulty or disability or a statement 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 with some outstanding features. It is a school which knows itself well and provides good value for money. By the end of Year 6 standards are high, sometimes exceptionally so, and pupils make good progress throughout the school.

The headteacher, staff and governors maintain an open, caring and respectful ethos, which is underpinned by Christian values and a strong partnership with the church community. Pastoral care is outstanding. All individuals are valued in a nurturing environment, so pupils thrive and become very well rounded individuals. Adults provide excellent role models resulting in exceptionally good relationships throughout the school and outstanding personal development of which parents are highly appreciative. The comment of one is representative of many, 'My child has made brilliant progress this year. She feels very much at home, there is a real feeling of caring, understanding and being in a family. She loves school.' This view is echoed by the pupils who say, 'The teachers are your friend; we are like a team, one big family.'

Behaviour is exemplary. Not a moment is lost maintaining discipline in lessons or around the school. Because pupils are encouraged to express their opinions and to accept responsibilities, they grow in confidence and maturity. They have an extremely good knowledge of how to stay safe and most have a good understanding of how to make healthy lifestyle choices. Pupils are proud of the contribution they make to their community. For example, the school council has helped to improve safety for everyone. Pupils love school and unsurprisingly attend well. The combination of excellent basic skills and outstanding personal skills equips pupils extremely well for the next stage of their education and adult life.

Achievement and standards are good. Though there is variation between and within yearly intakes, most pupils enter the school with broadly average levels of knowledge and skills, although literacy and numeracy skills are often weaker than other areas. Good quality provision in the Reception class ensures good progress and prepares children well for the next stage of their learning. At the end of Years 2 and 6, standards are often high, but with some fluctuations in recent years. School leaders have been quick to respond to changing needs and any weaknesses in teaching. Consequently most pupils are now making good progress from Years 1 to 6 and reaching high standards by the time they leave the school. Those who find learning more difficult get effective support from able teaching assistants and make good progress.

Good teaching and a good curriculum help to ensure that pupils enjoy school enormously, have very positive attitudes to learning and progress well. Teachers know their pupils well, how quickly they are progressing and what works best for them. Academic guidance is good overall, although pupils are not sufficiently offered opportunities to evaluate their own achievements. This limits their understanding of how to improve their progress for themselves.

Leadership and management are good. There is a clear focus on school improvement and a quick response when weaknesses are identified. Valuable information is collected about how well pupils are progressing though still more rigour could be applied to its collection and use, in order to improve progress further. However, the school's past successes, coupled with a determination to do even better, demonstrate a good potential for further improvement.

What the school should do to improve further

- Routinely provide opportunities for pupils to be involved in the assessment of their own work.

- Ensure more rigour in the systems leaders employ for collecting and using information about how well pupils are doing.

Achievement and standards

Grade: 2

Achievement and standards are good. Children make good progress in the Reception class and by the time they enter Year 1, most achieve expected levels in all areas of their learning and some surpass them. Above average standards had been maintained in reading, writing and mathematics at the end of Year 2 from 2002 until 2005. In 2006 they declined sharply to be below average, representing inadequate progress for some pupils. Very few of the more able pupils attained the higher level (Level 3). The school responded by improving the quality of teaching. These pupils have been compensated by very good teaching and have made good progress in Year 3. Pupils are now making better progress in Years 1 and 2 and are once again on target to achieve well.

Though generally high, standards at the end of Year 6 have fluctuated year on year. In 2006 pupils made good progress to reach exceptionally high standards in English and mathematics and above average standards in science. A significant number achieved the highest grade. Most pupils in Years 3 to 6 are now making good progress and are on target to achieve very high standards. Pupils with learning needs are supported well to make similar progress to their peers.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They thoroughly enjoy school and attendance is above average. Behaviour is exemplary. Relationships are extremely respectful. Pupils' ability to empathise and to appreciate the world they live in is remarkable. They have high expectations of themselves and others and are proud to take on responsibilities including the school council and 'Playground Buddies'. Pupils take the lead in fundraising because they are successfully taught that their actions can make a real difference to those less fortunate than themselves. Pupils have an extremely good understanding of how to keep safe and know much about keeping healthy. However, though pupils tuck in to healthy school dinners, several still choose unhealthy snacks. Excellent personal skills and core academic skills prepare pupils extremely well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are now good and elements of outstanding teaching were seen during the inspection. Excellent relationships ensure outstanding behaviour. Teachers work hard to make lessons interesting and fun, which helps pupils to gain confidence in their own abilities. Teachers have high expectations, ensuring that pupils are attentive and respond quickly to instructions. Pupils benefit from 'response partners' with whom they exchange ideas and where sharp, incisive questioning challenges them to think and work hard. Assessment information is used increasingly effectively to plan work that challenges pupils of all abilities. Targets are shared with pupils and mostly provide clear direction for lessons. However, pupils are not consistently involved in the assessment of their own and each other's work. Marking is regular

and celebrates achievement, although it does not always tell pupils what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It provides an appropriate emphasis on the development of basic skills and is further enhanced by stimulating activities in other subjects, bringing learning alive. What is taught is becoming increasingly creative with a more imaginative topic based approach. Pupils respond to this very well. Attractive displays around the school show that pupils reach high standards in art and information and communication technology (ICT). Pupils value the range of visits and visitors the school provides and these help to broaden their horizons and provide lasting memories they are keen to share. No one misses out because the school funds most of these. Pupils can learn to play brass or woodwind instruments and French is offered to all. There is a good range of extra-curricular activities for such a small school. For example, pupils enjoy opportunities to participate in sporting competitions in football and basketball. Teachers in the Foundation Stage provide a delightful and stimulating environment with a good balance of adult-led and structured play activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pastoral care is outstanding and results in pupils achieving exceptionally well in their personal development. This aspect of provision is much valued by pupils and their families. All procedures for safeguarding pupils and child protection are in place and staff are fully aware of their responsibilities. Induction and transition arrangements are good. Academic guidance is not yet as strong. Targets for the next steps of pupils' learning and how to achieve them are increasingly well known by pupils. New monitoring systems provide information about how well pupils are doing. However, the school recognises that these systems could still be used with more rigour to identify where pupils are not making enough progress. In this way the school can provide more focused individual and small group support for pupils of all abilities.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a clear vision for the school where teamwork is paramount. He is supported by a small but extremely hardworking and committed staff which is united in its support of the school's aim, 'Through activity, opportunity and challenge, we open minds and fulfil potential.' Leaders have a clear picture of the school's strengths and weaknesses and everyone plays their part in ensuring that even more challenging targets can be set and met. Though good systems for assessment and tracking pupil progress have been introduced, senior leaders recognise that even more rigour can be applied to further improve pupil progress. Strong partnerships are promoted with outside bodies and other members of the local community, particularly St Clement's Church. These add considerably to the personal development and care of pupils and their families. Governors have a clear understanding of the school and its development. They offer a good range of expertise and level of challenge, along with significant practical personal contributions.

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Annex A

Inspection judgements

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

How well do learners achieve?	2
The standards ¹ 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

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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

5 July 2007

Dear Pupils

Inspection of Horsley CofE (Controlled) Primary School, Horsley, Derbyshire, DE21 5BR

Thank you for making me so welcome when I came to inspect your school recently. This letter is to tell you what I thought about your school and how it could be even better.

I think you are lucky to go to such a good school. You told me that teachers make learning fun and that you do interesting things in lessons. I saw some of this myself when looking around. You also told me that behaviour is excellent and that everyone gets on together very well. This was certainly the impression I got as I saw you working hard in classes, having lunch together quietly and sensibly, and playing outside together. Because the staff look after you so well, you make excellent progress in your personal development and good progress with the rest of your learning. By the time you leave the school many of you often do better in your tests than pupils of the same age in other schools.

I have asked teachers to make sure that you are always involved in checking how well you are doing. I have also asked those who lead the school to make sure that they are as careful as they can be in collecting information about how you get on and using this really carefully. This is to see that you all do as well as you possibly can.

I am sure Mr Leeson and the other staff will continue to work hard to make the school an exciting and interesting place for you. You can do your bit by continuing with your excellent behaviour and hard work.

Yours sincerely

Joanne Harvey

Inspector