



# Hulland CofE Primary School

## Inspection Report

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**Unique Reference Number** 112831  
**Local Authority** DERBYSHIRE  
**Inspection number** 289427  
**Inspection dates** 9–10 January 2007  
**Reporting inspector** Roger Fry

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

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<b>Type of school</b>	Primary	<b>School address</b>	Firs Avenue
<b>School category</b>	Voluntary controlled		Hulland Ward, Hulland Ward
<b>Age range of pupils</b>	4–11		Ashbourne, Derbyshire DE6 3EH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01335 370243
<b>Number on roll (school)</b>	62	<b>Fax number</b>	01335 370243
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr M Wilson
		<b>Headteacher</b>	Mrs L Nicholson
<b>Date of previous school inspection</b>	13 January 2003		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
4–11	9–10 January 2007	289427

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## **Introduction**

The inspection was carried out by one Additional Inspector over two days.

## **Description of the school**

This small school serves the village of Hulland and surrounding area. Nearly all the pupils are of White British heritage. Children's standards on entry to the school vary from year to year but overall are lower than those found in many schools. The proportion of pupils identified as having learning difficulties and disabilities is higher than average. The headteacher has been in post for 18 months.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Hulland Primary provides a satisfactory and improving education for its pupils. Satisfactory provision in Reception means that children get a sound start to their learning. They achieve satisfactorily throughout the school and, this year, are on course to reach the nationally expected standards in Year 6. Pupils with learning difficulties and disabilities make steadily improving progress because of the wide range of well chosen programmes provided to boost their progress in English and mathematics. Last year, pupils' attainment at the end of Year 6 was below national expectations. Standards in mathematics were low because teachers had not spent enough time teaching pupils how to calculate with numbers quickly and solve problems.

Pupils benefit from being at Hulland in important ways. Their personal development is good because they are all well known to the staff and each pupil has a big part to play in a school of 62 pupils. The school takes time to ensure pupils are safe. A recent comprehensive health and safety check carried out by the local authority and paid for by the school, shows how seriously the school takes the safeguarding of children. Attendance has improved considerably this year because many pupils enjoy what the school offers.

The teaching, while satisfactory, is improving as a result of better lesson planning and attention to the pace at which pupils learn. Teaching assistants make a valuable contribution to pupils' learning by giving them extra attention and building their confidence. The staff and governors are well aware that the 'kettle needs to be kept on the boil' and that changes made need to be sustained. They also know that the proportion of good teaching needs to continue to rise to sustain the early improvements in pupils' progress. Targets are set for groups of pupils, but pupils do not have personal work targets to encourage their progress further.

The headteacher has been the driving force behind the school's improvement. Governors support her work effectively and have a clear understanding of what the school has achieved so far and of what still needs to be done. However, the school does not have a written racial equality policy. The school knows itself increasingly well, but most of the impact of the improvements so far is yet to be seen in pupils' standards of work. Consequently, the school is giving sound value for money and has a satisfactory capacity to make further improvements.

School improvement is based on the headteacher's comprehensive knowledge of what makes a good school and how to go about reaching that goal. Teachers now have a better knowledge of pupils' progress because pupils' test results are recorded and trends examined. In response to the needs of individuals, the school provides a better curriculum. Most of the changes rely on the headteacher's knowledge, because subject leaders in the past have had too few opportunities to improve their professional expertise in teaching and subject leadership.

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

- Raise standards in mathematics by improving the teaching of calculation and problem solving skills.
- To improve progress, agree personal targets for pupils to reach in English, mathematics and science.
- Improve the effectiveness of subject leaders through training and a professional development programme.
- Establish a policy for racial equality.

## **Achievement and standards**

### **Grade: 3**

Children make a sound start in the Reception class. Many reach the expected goals for social, creative and physical development by the end of the Reception year but do not reach the goals for language and mathematics. By the end of Year 2 in 2006, pupils made satisfactory progress and reached standards that were a little below those expected in reading, writing and mathematics. The current standards at Year 2 are similar.

Last year pupils' attainment at the end of Year 6 was below national expectations. Standards in mathematics were low. Although pupils' progress overall was satisfactory from their starting points on joining the school, teachers correctly identified that pupils could be doing better. This year pupils in Year 6 are performing better. The targets for Year 6 pupils are challenging, but they are on course to reach the nationally expected standards. Pupils with learning difficulties and disabilities make satisfactory progress.

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

### **Grade: 2**

Pupils understand well the importance of looking after their bodies through eating healthily and exercising frequently. They feel safe and know that members of staff are ready to listen to any concerns they have. Pupils' attitudes towards work are positive and they enjoy school. Consequently, behaviour is mostly good and there have been very few exclusions. Attendance has improved this school year and, at 96.6%, is above average. Pupils' spiritual, moral, social and cultural development is good. Pupils know right from wrong. Several letters from parents say that their children develop into well rounded individuals because of the positive atmosphere in school. Pupils are enthusiastic about contributing to the school's development through the school council and as monitors and helpers. They have a well developed sense that there are some less fortunate than themselves and recently agreed to donate some money they have raised to a good cause. Pupils join their secondary school adequately prepared academically and well prepared personally.

## Quality of provision

### Teaching and learning

#### Grade: 3

The teaching is improving as a result of the efforts the school has made to plan lessons better. Teachers identify what pupils will learn in each lesson and then evaluate whether their goals have been reached. Teachers' expectations have improved too and pupils are more productive in lessons and evidence indicates that standards in Year 6 are rising. Most of the effect of the improvements made in teaching is yet to be seen in pupils' end of year performances.

Typically, teachers have a secure understanding of the National Curriculum. They include everyone by teaching to a common theme and each group of pupils has work set that usually matches their needs. However, occasionally the tasks set for groups are not always pitched at the right level; for example, when work is too hard for the younger pupils in the mixed age classes. As a result, this sometimes makes pupils too dependent on the teacher and they have to wait for adult help, which slows their progress.

### Curriculum and other activities

#### Grade: 3

Pupils have numerous opportunities to contribute to the school community through duties and participation in the school council. Education for safety and health are good. So are the opportunities for children to take part in a wide range of additional activities including clubs and residential visits to places of educational interest, such as Hartington Hall. The provision for swimming is excellent. Over three years in Years 3, 4 and 5, 90% of pupils learn to swim 25 metres or further.

The school has made many suitable changes to the curriculum, but has yet to see the results consistently in pupils' work. Pupils enjoy learning and make quicker progress when work is practically based and involves enquiring or investigating into things. The school has begun to develop links across subjects to make lessons more interesting. This is a necessary change as some pupils have moments when they lose interest in their work and do not make the progress that they could. The school is correctly working on making the teaching of spelling and writing consistent across the school.

### Care, guidance and support

#### Grade: 2

The great majority of parents think that the school provides well for their children. Typical of their comments are, 'The headteacher has maintained the happy and caring atmosphere in Hulland School while making steady improvements.' The staff provide pupils with a supportive learning environment. Arrangements for ensuring the safety of pupils are robust. Pupils say they feel safe and most show that they are happy in school. They grow in confidence and self esteem because of the good relationships

between all. The school has a good system for monitoring pupils' academic progress. Pupils have group targets, though these are not yet fully developed into individual work targets for every pupil, which some of the oldest pupils say they look forward to. The good partnership with parents and outside agencies ensures that the needs of pupils are met increasingly well. Pupils with learning difficulties receive good individual support so that they are able to make the progress of which they are capable.

## **Leadership and management**

### **Grade: 3**

Since joining the school the headteacher has worked most effectively to improve the provision and its outcomes. The school has turned a corner in the last twelve months, but most of the impact of the hard work done so far is yet to be seen in improved standards. The headteacher has directed and challenged staff to bring about the improvements needed, such as in the way they teach. She has an outstanding ability to take colleagues with her as changes are considered and made. All involved in the school appreciate the benefits the changes bring for pupils. The knowledge and experience of teachers as subject leaders is limited and too little training has been offered to them in the past. However, more recently, all staff have made some checks on the school's work and they are ready to do more, based on the well planned subject review timetable.

The headteacher's analysis of data is precise and shows how well pupils are getting on. Programmes are put in place to help pupils make better progress as needed. The school improvement plan is coherent and shows that it knows its strengths and weaknesses. It is being put into action consistently. Areas for attention are also identified through a series of rigorous local authority audits, parents' questionnaires and accurate self-evaluations, to which the school responds honestly. The governors make a satisfactory contribution to school improvement and are taking an increasingly active part in the school's strategic management. They have appropriate aspirations and are enthusiastic and hardworking. Governors have a clear understanding of what still needs to be done, such as the formal adoption of a written racial equality policy, and to challenge the school to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	2
The attendance of learners	2
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<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>	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

11 January 2007

Dear Children

Hulland C of E Primary School, Firs Avenue, Hulland Ward, Ashbourne, Derbyshire, DE6 3EH

It was good to meet you and to listen to your views. Special thanks go to the school council and to those of you I joined at lunchtimes. This letter is to give you a flavour of what is in my full report.

Here are some of the good features of your school.

- You make steady and improving progress from Reception to Year 6 in English, mathematics and science.
- You enjoy school because teachers and other adults care for you and help you to learn.
- You work hard and get on well with one another.
- The school council is working well and you are generous to those less fortunate than yourselves.
- Your school is well led by your headteacher.
- Many of you make the most of what the school offers you, such as at the swimming pool.

Your teachers and I have noticed that there are some things that the school can do to improve. I have asked teachers to:

- Help you to improve your number calculation and problem solving skills in mathematics.
- Agree your own targets with you in English, mathematics and science.
- Improve the way that they organise what you do in subjects.
- Make sure the school has a policy for racial equality.

I hope that you will all keep on working hard, particularly in mathematics and complete your personal targets successfully.

Roger Fry

Lead Inspector