



Kirk Ireton CofE Primary School

Inspection Report

Unique Reference Number 112832
Local Authority DERBYSHIRE
Inspection number 289428
Inspection date 12 September 2006
Reporting inspector Mr. Roger Brown

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Kirk Ireton, Kirk Ireton
Age range of pupils	4–11		Ashbourne, Derbyshire DE6 3LD
Gender of pupils	Mixed	Telephone number	01335 370351
Number on roll (school)	46	Fax number	01335 370351
Appropriate authority	The governing body	Chair	Mrs.Sue Marshall
		Headteacher	Mr. Peter Johnston
Date of previous school inspection	21 May 2001		

Age group	Inspection date	Inspection number
4–11	12 September 2006	289428

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small village school serving the local community and the surrounding area. All pupils are from White British backgrounds. A very small number of pupils are eligible for free school meals. Pupils enter the school with broadly average attainment. The school has fewer pupils with learning difficulties and disabilities than is normally found in a primary school, currently less than a tenth of the pupils in the school. The number of pupils who leave the school other than at the normal time is low, but a high proportion join the school after the normal start time. By Year 6, this can be over 80% of a year group. The school has a number of awards including, Quality Mark 2, Activemark Gold, Healthy School, Young Enterprise and Green Flag ECO School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'We believe that the quality of education provided by the school is outstanding. Staff are dedicated, caring and approachable and our child has thrived in their care. We are particularly impressed by how staff develop children's self-confidence and independence whilst encouraging them to work together. The school has very strong community links and works hard to enrich the experience of the children.' This was the response of one child's parents and is representative of almost all of the many comments received for the inspection. The inspector agrees wholeheartedly with the parents' views. The school is a happy and exciting place in which the pupils' personal development and the care they receive are outstanding. Pupils attain very high standards in their work as a result of the outstanding progress they make during their time in the school. The school helps to develop them into confident young people who know how to make good choices about living healthy and active lives. Pupils say that they enjoy school because 'everybody is friendly, trustworthy and honest; we have to work hard, but there is lots of fun as well.' It is very clear that the older pupils play an important part in shaping the life of the school. They are consulted by governors as well as by staff and they know how to air their views and that they can bring about change. The good quality curriculum is enhanced by a wealth of clubs and activities outside the normal lessons that all help to foster the pupils' enjoyment of the school. Information and communication technology (ICT), which was a relative weakness at the time of the last inspection, is now a strength. Pupils expertly and enthusiastically use computers and other technology such as the interactive whiteboards to support all their learning. The good and, at times, outstanding teaching ensures that all pupils, whatever their circumstances, from those with learning difficulties to those who have special gifts and talents, achieve very well. The school makes good use of an effective tracking system to ensure that each individual child's development is measured carefully. This allows the school to personalise elements of the curriculum to match the needs of the individuals and ensures that pupils not only want to learn, but are visibly excited by what they discover. Pupils have little or no experience of meeting or learning about children from different cultures. The school has attempted to remedy this through the Global Education Project, but successful links have not yet been made. The school provides good value for money. Outstanding leadership and management that result from successful teamwork between staff and governors enable the school to have a clear and accurate picture of its development and effectiveness. The strong commitment to consultation at all levels ensures that the school continues to be successful in making the new developments it undertakes part of its continuing pattern of accomplishment. It was highly rated at the time of the last inspection and it has continued to improve since then. The new headteacher has built on the past achievements of the school and ensures the school continues to play a very visible and valuable role in the community it serves.

What the school should do to improve further

- Build upon the start that has been made with the Global Education project and establish meaningful partnerships to expand the pupils' cultural understanding and horizons.

Achievement and standards

Grade: 1

When children join the school at the age of four they display the usual wide range of abilities that are to be expected in any average school setting. Standards at the end of the Foundation Stage are good with many achieving at or beyond the goals for learning expected of children of this age. By the end of Year 2 and the first formal assessments in reading, writing and mathematics, standards are above average. Pupils' progress accelerates as they move up through the school. By the time pupils leave at the end of Year 6, standards in the formal assessments of English, mathematics and science are even higher with most achieving Level 5 in the assessments, a level above that expected nationally. The pupils' significant level of achievement is not just confined to these three core subjects. All pupils leave the school able to play at least one musical instrument, and despite the small size of the school and the lack of a school hall, they all have experience of and enjoy taking part in a wide range of sports.

Personal development and well-being

Grade: 1

Pupils like coming to school and are very happy. Attendance rates are high and unauthorised absence is non-existent. Pupils are rightly proud of the awards the school has achieved and constantly try to live up to the standards, for instance through their care of the environment. The 'ECO' committee is very conscientious and influential. Older pupils look after younger pupils, acting as 'problem busters' when difficulties arise. Pupils rightly believe that they influence what happens at the school. They consult with governors twice a term and have an annual tea-party for older members of the community where they try to discover how they can support the village. All pupils understand the importance of adopting a healthy lifestyle. They really enjoy the opportunities for games and know about healthy eating and try to commit themselves to it. Pupils' spiritual, moral, social and cultural development is good overall. The small village community the school serves is relatively isolated from the wider world and, whilst the school provides many opportunities for enrichment both socially and within a White British culture, pupils' wider cultural horizons are limited. They have very limited experience of meeting children from different ethnic or urban backgrounds. The school does bring in visitors and takes pupils out on visits, but its attempts to make links through the Global Education partnership have not yet been as successful as it would like.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and at times outstanding; teachers have high expectations of the children and of themselves. This ensures that the standards attained by the time pupils leave the school even surpass the challenging targets the school sets for itself. There is a spirit of teamwork in the school. Teachers and teaching assistants have excellent relationships with each other and with the children. In each class, pupils understand the routines and procedures; they move from activity to activity in a sensible and orderly fashion and get on with their work. Assessment procedures are comprehensive and accurate. The school recognises that it still has more to do in monitoring and developing its teaching, but the staff's ambition is to make all lessons outstanding.

Curriculum and other activities

Grade: 2

The curriculum is good. Personalised learning is evident at all levels. For example, in their current history project on the Egyptians, the older children follow individual lines of enquiry that reflect their interests and enthusiasms. The breadth of the curriculum is particularly notable for a very small school and is being enhanced further by the Global Education project. The children experience a very rich diet of music, physical education, modern foreign languages and the arts in addition to all the standard aspects of the national curriculum. The school's successful partnerships with two secondary schools help to foster the broad and balanced nature of the curriculum. Pupils who display special talents in whatever area from academic subjects to the sports and the arts are challenged and developed when they attend the regular gifted and talented days at the secondary schools.

Care, guidance and support

Grade: 1

Pupils correctly believe that the care, guidance and support they receive are outstanding. They value and respect the relationship they have with the adults in the school. They all know and understand from the marking in their books what they have done well, what they need to improve and how they should set about doing this. Children are proud to be at the school, they speak enthusiastically about how their work is valued and praised by the staff. Teaching assistants are deployed very effectively and their work gives great support to the individual children's development. This school sees itself as being at the heart of its community. Everyone has a part to play and everyone tries hard to look after each other and make a contribution to the community. Careful attention is paid to the children's welfare. Child protection procedures are well established and rigorously maintained. Links with parents are strong. Links with the

community through the church and the events the school leads or takes part in are equally effective.

Leadership and management

Grade: 1

Leadership and management are outstanding, and the new headteacher has built on the schools' previous achievements. He has actively sought out, listened to and begun to act on the views of the children, parents, staff, governors and community. In doing so he has begun to build an accurate picture of the performance of the school, its strengths and relative weaknesses. He knows where and how he wants to take the school forward, and is sensibly doing so by cementing relationships and building partnerships. The governors give excellent support; they are fully involved in the school and totally committed to its success. They help to manage the budget carefully and, although there is currently a higher than recommended carry forward balance, plans are in place to use it to improve the provision for the Foundation Stage and the accessibility of the site.

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Inspection judgements

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

Achievement and standards

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

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	2
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	1
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	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?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
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	1
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

Dear Children Thank you for your warm welcome when I visited your school. It was a real pleasure to be with you. I enjoyed watching your classes, and I really enjoyed talking to you about your work. What I liked most about your school: - You are so polite and friendly to each other. - The adults in your school look after you very well and want to make sure you are always happy, healthy and safe. - The fact that you enjoy your school, that you think learning is fun and you want to do well. - The way your teachers teach you well and help you to make great progress with your work. - Your headteacher runs the school well and he gets excellent support from the governors. However: - I would like your teachers to work on the Global Education project to allow you to meet and discover more about children in other schools in this country and around the world. Many of your parents wrote to me saying that they think that you go to an outstanding school, and I agree with them. I thoroughly enjoyed the time I spent with you in school. Best wishes for the future. Roger Brown Lead Inspector