

Curbar Primary School

Inspection report

Unique Reference Number	112535
Local Authority	Derbyshire
Inspection number	310919
Inspection dates	16–17 September 2008
Reporting inspector	David Speakman

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	59
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sue Newsome
Headteacher	Mr J Flynn
Date of previous school inspection	27 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Calver Bridge Calver Hope Valley Derbyshire S32 3XA
Telephone number	01433630266
Fax number	01433 630 266

Age group	5–11
Inspection dates	16–17 September 2008
Inspection number	310919

© Crown copyright 2008

Website: 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 an Additional Inspector.

Description of the school

This is a smaller than average village school. Children start school in the Early Years Foundation Stage (EYFS) at the beginning of the term before their fifth birthday. Attainment on entry is broadly typical for children of this age. The school experiences a high level of pupil mobility with an above-average proportion joining or leaving school at times other than normally expected. The number of pupils identified with learning difficulties or disabilities is broadly average; most of these having identified behaviour, social or emotional difficulties. There are currently no pupils with a statement of special educational need. The vast majority of pupils come from White British backgrounds and none are at the early stages of learning English. The proportion claiming a free school meal is very low. Awards achieved include the Eco Schools Bronze and Silver Awards and the Activemark for exceptional delivery within the National School Sports Strategy.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pupils achieve extremely well in this outstanding school. Not only do they attain exceptionally high academic standards year on year, but also their personal development is outstanding. 'This is a happy school with happy children who work hard, have fun and achieve excellent all round results.' This parent's view sums up the school well and reflects the views of many parents.

The quality of education is exceptional. The excellent curriculum is organised in topics and pupils say that they find this approach to learning very interesting and enjoyable. Teaching and learning are of the highest quality. Teachers use assessment to provide challenging tasks for pupils at all levels of attainment. The academic guidance they receive is very effective in helping them improve. As a result, pupils progress very well and achieve exceptionally high standards in English, mathematics and science and their attainment in other subjects is high. Standards in art, design and technology, physical education (PE) and music, for example, are exceptionally high. The school has a very good record of sporting achievement, reflecting high standards in PE and games. It is rightly proud of the pupils' performance skills, particularly in the regular high-quality productions, to which all pupils contribute. Singing is of a high quality and a large proportion of pupils leave the school competent in playing instruments, including violins, recorders, keyboards and guitars. The school clearly provides a well-rounded and rich learning experience for all pupils, which is both challenging and enjoyable.

Pupils' personal development is outstanding. They develop excellent attitudes towards learning and respond to a challenge extremely well. Their behaviour is excellent. Relationships between pupils and adults and among pupils of all ages are exceptionally good, with a great deal of care and consideration for others' feelings. This provides a strong feeling of the school being a large, caring family and reflects the high level of concern for pupils' well-being. Not only does the school provide extremely well for pupils' physical safety, it also gives excellent support for their emotional needs. As a result, pupils feel safe in school and thoroughly enjoy being there. Attendance is above average. Pupils have a good knowledge of how to maintain a healthy lifestyle. They are very aware of how to stay physically fit. Although there is some opportunity to raise pupils' awareness of healthy eating, this does not have the impact intended, with pupils not always putting their knowledge and understanding into practice. Pupils' awareness of the dangers in relation to the misuse of harmful substances is not sufficiently well developed.

Excellent leadership and management are central to the schools success. The headteacher works exceptionally well with the senior teacher, other staff and the governors to provide very strong leadership and an extremely clear direction for school improvement. Staff are highly motivated, particularly those with responsibility and are empowered to fulfil their roles very effectively. In view of the sustained high academic levels, improvement since the previous inspection, excellent teamwork and quality of education provided, the school has an excellent capacity to continue to improve

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get an excellent start to their school life in the EYFS at Curbar. Provision is managed exceptionally well, and great care is taken to ensure that each child receives a very well balanced and appropriate education. There is an excellent balance between teacher-led and child-initiated activity. Resources and accommodation are of extremely high quality and used exceptionally

well to provide children with a variety of activities across all areas of learning. As a result, children make very good progress and generally exceed the levels nationally expected of them at the end of the EYFS. Their personal, social and emotional development is particularly strong and benefits from the excellent care for their welfare each individual receives. Much careful thought has gone into making sure that these children experience learning opportunities appropriate to their age and stage of development. Teaching is of a high quality, with the teacher and teaching assistant working exceptionally well together. They make ongoing assessments informally, and more focused assessments are made at regular intervals, giving them a clear picture of how well each child is doing. This information is used very effectively to provide learning opportunities that are closely matched to individual needs.

What the school should do to improve further

- Increase support for pupils to improve knowledge and practice of how to maintain a healthy lifestyle.

Achievement and standards

Grade: 1

Pupils achieve equally well at all key stages. Standards at the end of Year 2 are above average in reading, writing and mathematics. This agrees with end of key stage test results, which are regularly above average. At the end of Year 6, test results in English, mathematics and science have been exceptionally high since 2003, including those in 2008, which were again exceptionally high in all three subjects. This well-established trend of high standards is maintained by current Year 6 pupils, who are working at levels well above those nationally expected for their age. They produce written work of high quality, reflecting an extensive vocabulary and excellent command of the English language. Attainment in other subjects is equally high. The previous inspection identified a need to improve standards in information and communication technology. These have improved and are now in line with those nationally expected. The school has a number of external awards and certificates in design and technology, PE and science and show pupils' competence in these subjects.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is excellent. Pupils appreciate how religious beliefs affect peoples' lives and show a genuine curiosity to explore different ideas and convictions. They have a very good multicultural awareness. They value highly the importance of high achievement and appreciate their own and that of others. Excellent moral and social development shows in the way that pupils regulate their own behaviour and the high level of social harmony in school. Pupils feel very safe in school and all know who to approach for support. They understand the importance of good relationships and older pupils look after younger ones extremely well. Pupils make an excellent contribution to the school and local communities and to the world community through charitable work. They are exceptionally well prepared for the next stage in their education by developing excellent social and academic skills and an outstanding work ethic.

Quality of provision

Teaching and learning

Grade: 1

Teachers' expectations are consistently extremely high. They show a thorough understanding of how to match work to pupils' needs. Assessment gives them accurate knowledge of each pupil's learning needs and they use this very accurately to provide challenging tasks for all levels of attainment and for different ages in the mixed-age classes. Teachers make lessons interesting and engage pupils' attention and enthusiasm to learn by involving them as active participants in the learning process. Even reluctant pupils are persuaded to join in. Excellent relationships underpin high-quality discussion in lessons in which pupils' ideas are valued, giving them confidence to learn very effectively. Teaching assistants make a highly significant contribution to supporting the progress of pupils. They are skilled and know pupils extremely well. Teachers use interactive whiteboards very effectively to make presentations clear and interesting. Sessions near the end of lessons effectively review learning and provide opportunities to share successful learning with others. Pupils recognise that marking of their work is helpful in informing them where they need to improve.

Curriculum and other activities

Grade: 1

In addition to excellent arrangements for the teaching of literacy and numeracy, there are many outstanding opportunities for practical learning, such as in design and technology and science, which pupils enjoy very much indeed. There is an extremely strong and effective emphasis on the creative aspects of the curriculum. For example, art and design, design and technology, music and drama all carry a high profile within the school. The school provides very well for PE through the sports partnership. There are strong links between subjects planned in the topics at all stages and effectively promote pupils' curiosity to find out about the wider world. Provision in personal and social education is very good and makes a significant contribution to pupils' personal development. Curricular enrichment is excellent. An exciting and extensive range of visits and visitors add greatly to levels of interest and enjoyment. Pupils reflect on these with great excitement. These are highly relevant to learning and develop pupils' knowledge and understanding. Provision of extra-curricular activities is remarkable for a school of this size.

Care, guidance and support

Grade: 1

Parents comment on the excellent levels of care shown by the school. It is a safe place to be; there are regular health and safety checks and risk assessments made. All safeguarding and child protection procedures are fully in place and comply with requirements. Care for a wide range of needs through support processes is excellent, and the school is proactive in supporting pupils' emotional well-being. Support for pupils who find learning difficult is excellent and they make very good progress towards their individual targets. The school makes every effort to provide exceptionally well for pupils at all levels, including those with special gifts and talents. Academic guidance is thorough and robust. Individual pupils' progress is tracked very carefully with a broad range of data. Assessment information is used to compare potential against performance and to identify any underperformance. Pupils are given good understanding of how to improve their work. They are clear about what they do well, where they have difficulty and how to improve.

Leadership and management

Grade: 1

Leadership and management at all levels are excellent. Staff have clear roles of responsibility, yet there is a very strong team approach to running the school, through which staff and governors feed off each others' strengths. They are all very much involved in monitoring standards and evaluating the quality of provision. All contribute to the whole school's self-evaluation and development planning, both of which are of high quality. Targets set for pupils' achievement and for staff performance are challenging and contribute directly to the school maintaining excellence in its provision and in its pupils' achievement. There is a strong commitment to ensuring all pupils, including those at all levels of attainment and those new to the school, are fully included in the school's strong sense of community. Governors are highly effective. They are organised well and work in close collaboration with the school, giving them a deep understanding of how well it is doing. They provide high levels of support and challenge for the school. They are fully involved in the strategic planning for development and lead in some important areas of school improvement that require consultation with external agencies.

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.

Annex A

Inspection judgements

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

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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 learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

18 September 2008

Dear Pupils

Inspection of Curbar Primary School, Calver S32 3XA

Thank you for making me so welcome when I visited your school recently. I really enjoyed the time I spent meeting you and your teachers, visiting lessons to watch you learn and speaking to you to find out your thoughts about the school and how you help to make it a success.

You go to an excellent school and those of you I spoke to, speak highly of your time there. All the staff work really well together to provide you with a high-quality education. Teaching, the curriculum and the quality of care shown for you are all excellent. You all make outstanding progress in lessons and reach exceptionally high standards in your work. You are very well prepared for the next stages of your education.

You help a great deal by behaving really well and trying hard to do your best. I was impressed by how well you respond to challenge and are willing to try hard however difficult the task. I was most impressed by the sensible way in which you make friends with others and care about each other. You help to make others feel safe in school. Those of you I spoke to said how much you enjoy school and find it interesting.

There are many excellent features about your school, but this does not mean that there is nothing left to do. I have asked staff and governors to look at ways of helping you develop a wider understanding of how to keep up a healthy lifestyle, so that this aspect is at the same excellent level as other areas of your personal development.

I wish you all the best in the future.

David Speakman

Lead inspector