

Edale CofE Primary School

Inspection report

Unique Reference Number	112813
Local Authority	Derbyshire
Inspection number	325694
Inspection date	21 May 2009
Reporting inspector	Rajinder Harrison

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	18
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	Dr Steve Snow
Headteacher	Mrs Jennifer Rackstraw
Date of previous school inspection	4 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Grindsbrook Booth Edale Derbyshire S33 7ZD
Telephone number	01433670280
Fax number	-

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a very small primary school. Almost all pupils are from White British backgrounds, and a very small minority learn English as an additional language. The school has an above average proportion of pupils with learning difficulties and/or disabilities. These pupils' needs cover a wide range but are mainly in the category of emotional and behavioural and moderate learning difficulties. Numbers in each year group are consistently very low and currently there are very few children in the Early Years Foundation Stage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Pupils' personal development is good. Pupils are happy at school, form good relationships and trust all the adults who work with them. Pupils are kind to others and take on responsibilities eagerly. They understand well the importance of staying fit and healthy and participate enthusiastically in the many clubs and activities the school organises. Most behave well and try hard in their work. Parents are mostly very positive about the school, particularly the extensive range of enrichment activities it offers and its good standing in the community.

While there is considerable variation from year to year, because of the low numbers in each year group, children generally start in the Early Years Foundation Stage with knowledge and skills that are typical at this age. Satisfactory teaching and curricular provision result in children attaining all the early learning goals by the end of the Reception year. Overall, standards in Years 2 and 6 are average and achievement in Years 1 to 6 is satisfactory. Improved investigative and practical activities in mathematics and science ensure that pupils achieve as well in these two subjects as they do in English. Progress is generally steady through each class but in both key stages, there is insufficient challenge, particularly for the more able, to ensure higher standards. Pupils who need extra help with their learning, including those new to learning English, achieve satisfactorily because they receive appropriate support. Teaching is satisfactory overall. Where it is good, teachers challenge pupils well and learning is good, but too many lessons are not as demanding. In many lessons, teachers make insufficient use of the assessment information to ensure pupils build on what they can already do and extend their learning. However, pupils benefit significantly through taking part in the many good enrichment activities that extend their skills and enrich the satisfactory curriculum. Care, guidance and support arrangements are satisfactory with appropriate procedures in place to safeguard pupils' welfare. Pupils' progress is monitored closely and pupils have individual targets. While a few pupils understand their targets and know what they have to do to improve their work, teachers provide too little guidance through marking, for example, to help all pupils achieve more.

Leadership and management are satisfactory. Following considerable staff changes this year, the headteacher effectively took full responsibility for the schools' provision. She has ensured that pupils continue to make satisfactory progress. Pupils who fall behind are identified early and have the help they need to catch up. However, the monitoring of teaching and learning is not sufficiently rigorous and not enough has been done to check that teachers plan work that matches pupils' needs. While the school's self-assessment is optimistic, recent improvements show that leaders have satisfactory capacity to make the necessary further improvements. They have already improved standards in mathematics and science, and developed the outdoor provision for children in the Early Years Foundation Stage. Governors are supportive and monitor the school's day to day work well. They are less involved in checking that all pupils work to their full capability. Good links with local communities and nearby schools support pupils' personal and academic progress well. Links with the wider world, both home and abroad, while less well developed, are satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision for the children in the Early Years Foundation Stage is satisfactory. Consequently, children make satisfactory progress. Robust procedures ensure children's welfare and staff

provide sensitive support for them. Children's personal development is good and they enjoy school. They form good relationships and as a result, are happy in their work and play. They co-operate well with others and respond excitedly, particularly when activities are interesting or challenging. Parents are encouraged to help their children learn at home and say that all staff are very approachable.

In the temporary absence of the Early Years Foundation Stage leader, the current leader ensures staff in the Key Stage 1 class take due account of the curriculum, and organise suitable activities for children to develop their knowledge and skills. Aspects that are less secure are given greater emphasis, for example writing and calculation skills. The work on learning letters and sounds is particularly effective in developing children's word-building skills for reading. Where appropriate, for example in literacy, children work alongside older pupils and benefit by learning from them. Teaching is satisfactory. Staff encourage children to explore a wide variety of topics. They make careful observations of children as they work and play and steer them to areas of learning they find more challenging. A good balance of adult-guided activities and those that children select helps them gain confidence and independence. The outside area is a popular attraction but is limited in its facilities, for example for exploration and free access, particularly when there is only one member of staff in Class 1.

What the school should do to improve further

- Improve learning so that teachers use the assessment information to match work closely to the needs of all pupils, particularly the more able, in order to increase achievement and raise standards further.
- Monitor teaching and learning more rigorously to ensure that work challenges pupils fully so that they make the progress of which they are capable in both classes and all subjects.
- Ensure that pupils understand their targets and are given the guidance they need to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The satisfactory achievement seen in the Early Years Foundation Stage is maintained in Years 1 to 6. Teachers know how much progress is expected of pupils in their classes and ensure this happens. The school's comprehensive assessments and tracking data shows that current pupils are making satisfactory progress in relation to their starting points. At both key stages overall standards are broadly average but few pupils attain above the expected levels. At both key stages, English is stronger than mathematics and science. However standards in these two subjects have improved following more emphasis on developing pupils' investigative and experimental skills, an issue raised in the last inspection. Pupils who need extra help with their learning and those new to learning English receive the support they need to achieve as well as their classmates.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, and social development is good and their cultural development is satisfactory. Pupils willingly take on responsibilities such as helping at lunchtime and as school councillors. Older pupils look after younger ones and ensure pupils play sensibly and safely. They understand well the importance of working with others supportively. They speak with kindness and concern about caring for others and are confident that if disagreements arise, these are sorted quickly. Pupils contribute to the community well, particularly through church and other local events, regularly organising fund raising activities. They are well aware of environmental issues and recycling through activities such as the gardening club. They know it is important to live healthy lifestyles and so select healthy lunches and attend the many physical activities the school offers. They understand well the harmful effects of smoking and other dangerous substances. Visits and visitors give them a good understanding of the wider world. Although pupils' understanding of the multicultural nature of British society is less well developed, pupils know that differences should be valued and respected. They enjoy school and most attend regularly. Occasionally, a few find their lessons undemanding and consequently, their attention and behaviour sometimes lapse. Although their personal skills are generally good, their average literacy and numeracy skills mean they are only satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The best lessons are organised well so pupils remain interested and enjoy learning. Teachers generally involve pupils well in lively question and answer sessions and pupils respond enthusiastically. Pupils particularly enjoy practical activities where they explore and investigate freely, such as in science. Teachers make effective use of computer facilities to present information so that pupils learn more effectively. Support staff are used appropriately to help specific pupils. Occasionally, when presentations are too long or unclear, pupils lose interest and concentration. This slows down the pace of teaching and learning. Teachers do not always use the detailed information about the progress of individual pupils that they have to plan teaching and learning so that all pupils are challenged sufficiently. As a result, expectations are not high enough, particularly of the more able pupils.

Curriculum and other activities

Grade: 3

Curriculum strengths include many visits, visitors, and good opportunities for outdoor pursuits and the teaching of French in all year groups. Pupils find these experiences stimulating and fun and these activities support pupils' personal development well. Provision for developing pupils' literacy, numeracy and information and communication technology (ICT) skills is satisfactory. Appropriate work is planned to support pupils who need extra help with their learning, including those learning English as a new language, so that they make at least satisfactory progress. A good personal, social and health education programme supports pupils' good personal development.

Care, guidance and support

Grade: 3

Care arrangements are satisfactory. Child protection and health and safety procedures all meet requirements. Adults who come into contact with pupils are vetted appropriately. Pupils' individual needs are considered sensitively and staff act promptly if pupils raise any concerns. Links with external agencies are good and they are consulted appropriately when necessary. Pupils who find learning difficult receive the help they need to participate successfully. Pupils in Year 6 feel well prepared for secondary school and express no concerns about moving on. The school has worked hard to improve attendance and most parents send their children to school regularly.

Academic guidance, while satisfactory overall, is inconsistent. Achievement is tracked regularly and pupils have individual targets, although some do not fully understand what they have to do to reach them. Teachers mark work regularly but do not always provide sufficient guidance as to what pupils need to do next to improve.

Leadership and management

Grade: 3

The headteacher, staff and governors ensure that pupils are happy at school and feel safe and secure. Partnerships with the local community, schools and colleges are good and support curriculum enrichment well. Many parents and members of the community volunteer regular offer their support to help enrich pupils' learning and personal development. While improvement since the last inspection is satisfactory, the school has not tackled the issue of challenging pupils enough to raise standards. Teachers monitor pupils' progress to provide detailed information about their achievement. However, the monitoring of teaching and learning is not sufficiently rigorous to check how effectively pupils learn. Consequently, not enough is done to ensure that all pupils are challenged to achieve to their full capability. Staff have the support and training they need to carry out their roles successfully. Governors support the school well and regular visits provide them with a sound overview of the school's work. They are not as rigorous in questioning pupils' progress. The school's contribution to community cohesion is satisfactory. The school has an appropriate plan that promotes pupils' good understanding of the local community. Links with communities that represent a wider range of ethnic, religious and social backgrounds are less well developed.

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Annex A

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?	3
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 May 2009

Dear Pupils

Inspection of Edale CE Primary School, Edale, S33 7ZD

You may remember that two inspectors recently came to visit your school. Thank you for making us welcome and talking to us about all that you like about your school.

Your school is satisfactory because:

- Your headteacher and other staff make sure you all make satisfactory progress and that you attain the standards expected for pupils of your age.
- Your behaviour is good and you try hard in your lessons.
- You understand well how to stay safe, fit and healthy because you eat healthy food and attend many sports clubs at the school.
- Your attendance has improved this year and we hope this continues
- You get on well with each other and help around the school.
- You are kind to others and regularly raise money for good causes
- Teaching and the curriculum, that is all the things you learn about, are satisfactory and you have good opportunities to join many clubs and learn interesting things by, for example, working with visitors and getting involved in community activities. Your canoeing club sounds really good fun.
- All the adults in the school look after you.
- Your headteacher and other people who help to run your school do a sound job in helping you prepare for the future.

We have asked your teachers to do three things to make the school even better:

- Make sure that in all your lessons you have the right work to help you achieve your best.
- Check that all your lessons are good and challenge you to do even better.
- Make sure you understand your targets and that they show you what you need to do to improve your work.

There are things you can do to help too; for example, you could ask for harder work if it is too easy and ask teachers to tell you how you can improve your work so that you do even better. We hope that you will all do well in the future.

Yours faithfully

Rajinder Harrison

Lead inspector