

Eyam CofE Primary School

Inspection report

Unique Reference Number	112816
Local Authority	Derbyshire
Inspection number	325695
Inspection dates	29–30 April 2009
Reporting inspector	Alison Cogher

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)	63
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	Mr Nick Spittal
Headteacher	Mrs Helen Cook
Date of previous school inspection	11 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Street Eyam Hope Valley Derbyshire S32 5QH
Telephone number	01433 630840
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Age group	4–11
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This is a much smaller than average sized primary school with Early Years Foundation Stage provision for children. These children are taught in the same class as the Year 1 and 2 pupils. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The range of needs includes specific and moderate learning difficulties.

The school has achieved a number of awards in recognition of its work. These include the Basic Skills Quality Mark, the ECO Schools Green flag Award, the Health Promoting Schools Award and the Activemark. The school is also a Fairtrade School.

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. Following a period of staff changes, stability has returned and the rate of school improvement has accelerated. The headteacher has successfully engaged staff, governors and parents who share a vision for the school that is firmly rooted in raising pupil achievement and standards. Many parents wrote to express their support for the school. 'The school is very much part of the community...', and '..my children often buzz with excitement over what they have learned...' were typical of the comments received.

A number of key improvements have been secured since the last inspection, including better pupil progress, more effective teaching and increased involvement of subject leaders in monitoring work. These factors show the school has good capacity for further improvement. The school is well aware of its strengths and what needs to be improved because self-evaluation is rigorous and honest. As a small, united team staff are able to bring about whole school improvement quickly as they implement agreed changes speedily. Although very strong at a local and global level, the school's provision for community cohesion does not give pupils sufficient awareness or understanding of the diversity of modern British society.

Typically, children start in the Early Years Foundation Stage with levels of attainment that are broadly at expected levels for their age. They make good progress and generally achieve or exceed the early learning goals by the time they enter Year 1. Pupils continue to make good progress and achieve well to reach above average and at times high standards by the end of Year 2 and Year 6. However, standards in mathematics in Year 6 are generally not as high as those secured in English and science. The school has successfully increased the rate of pupil progress in Years 3 to 6 to good. This is a marked improvement on previous years. Good provision and support for pupils with learning difficulties and/or disabilities ensures they too make good progress.

Good teaching supports effective learning because it is based on using assessment information well to guide planning. This also promotes pupils' interest in and enjoyment of learning activities. Challenging target setting procedures provide pupils with a focus for their learning and they work hard to improve. They are generally clear about what they need to do to make their work better and respond positively to the advice and guidance they are given. Good relationships allow open and honest debate and pupils confidently explain their thinking and ideas.

The effective curriculum is firmly rooted in good planning for teaching key literacy, numeracy and information and communication technology (ICT) skills. Good opportunities are provided for pupils to develop their reading, writing and ICT skills through other subjects which has supported their improved progress and achievement. This is not the case for mathematics and the school recognises that this is the next step for curriculum development to help raise achievement and standards in this subject. A particularly good feature of the curriculum is the extent to which pupils are involved in planning their own learning. Teachers skilfully manage this planning to ensure that pupils' learning is structured whilst also allowing them to further their own interests and lines of enquiry.

Pupils' personal development and well-being are good. Pupils have a well developed sense of belonging to their own school and village community and a good understanding of environmental and global sustainability issues. They have a good awareness of healthy living and of how to keep themselves safe. Older pupils demonstrate a mature approach in their dealings with others,

including the need for tolerance and respect. Pupils enjoy school and overall, behave well in lessons and when at play.

The pastoral and academic care, guidance and support provided for pupils is good. Good links to outside agencies and the productive partnership with parents ensures pupils receive the help they need to achieve challenging personal targets. Pupils have benefited much from the well constructed, focused systems for assessing and tracking their progress. They understand how to improve their work in literacy and are developing an understanding of how to improve their numeracy skills.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Effective leadership and management of the Early Years Foundation Stage ensure children experience a positive start to their education. Good admission arrangements and close links with parents help children to settle quickly and happily. Most children start school with levels of knowledge, understanding and skills that are broadly at expected levels for their age. They make good progress and most achieve or exceed the expected goals by the end of their Reception year. Adults work well as a team and teaching is good. Accurate assessments are used well to plan a good range of activities indoors and outdoors that take account of children's interests and abilities. Consequently children are motivated and enjoy their learning. Focused teaching of early literacy and numeracy skills is effective and children are well prepared for the next stage in their education. Opportunities are provided for children to practise using their skills in their play. For example, whilst involved in role-play in the 'Seaside Hotel' children made good use of their knowledge of letter sounds and their writing skills to make reservations. However, adult involvement in this sort of activity is limited and so opportunities to extend and enrich children's learning, including developing their imagination and creativity, are not fully maximised. Adults promote children's welfare well and relationships are good. As a result, children develop into confident learners who are able to make choices and play harmoniously together.

What the school should do to improve further

- Provide pupils with more opportunities to use and apply their mathematical knowledge and skills in other subjects and raise standards in mathematics.
- Increase pupils' awareness and understanding of the diversity of modern British society.

Achievement and standards

Grade: 2

In 2008 national test data shows that pupils in Year 2 attained exceptionally high standards in reading and above average standards in writing and mathematics. Standards in Year 6 were exceptionally high in English and science and above average in mathematics. Whilst Year 2 pupils had made good progress from their individual starting points, the progress made by Year 6 pupils was broadly satisfactory. Current school based assessment data, confirmed by inspection findings show pupils' progress is accelerating, with pupils throughout the school making good or better progress over the last two years and achieving well as a result. Pupils of all abilities are on track to meet their challenging personal targets.

Personal development and well-being

Grade: 2

Pupils' positive enjoyment of school is reflected in their good attendance and the way they work and play amicably together. Almost all pupils behave well and display good attitudes to learning in lessons. However, although they are not disruptive, a very few do not always listen as attentively as they might to their teachers and each other. Pupils demonstrate a good level of commitment to adopting healthy lifestyles by the food choices they make at lunchtime and their eagerness to engage in physical exercise. They have a well developed sense of their own community and are keen to contribute by taking on responsibilities such as school councillors or playtime mini-leaders. They are enthusiastic and proud of their involvement in their local community and talk knowledgeably about their links through their Fairtrade work to a school in Uganda. Pupils feel valued, trusted and safe and secure at school. They know how to keep themselves safe and are confident that if they had a problem the adults in school would help them. Overall, pupils' spiritual, moral, social and cultural development is good. Older pupils are able to debate and discuss issues in a very mature manner and show significant empathy and understanding for pupils experiencing difficulties. Pupils' personal skills together with their skills in literacy, numeracy and ICT prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Although minor inconsistencies exist, a whole school approach to teaching is developing well. Key aspects such as accurate regular assessment of pupils' work and the use of this information to guide planning have underpinned the marked improvement in pupil progress. Teachers have good subject knowledge and make effective use of a range of teaching strategies and a variety of resources to make lessons interesting and fun for pupils. Teachers generally manage pupils well, which ensures that for the vast majority of the time, lessons move at a good pace, and are purposeful and productive. Teaching assistants work in close partnership with teachers and make a significant contribution to the learning of individuals and groups of pupils.

Curriculum and other activities

Grade: 2

The school is developing a curriculum that promotes enjoyment and creativity through a variety of themes, whilst also ensuring pupils' effective learning of basic skills. When planning themed work, pupils collaborate with their teachers to identify what they already know about a particular subject and what they would like to find out. Pupils are enthusiastic about being able to contribute in this way and are positive about learning in general. Carefully planned activities take account of the full range of pupils' ages and abilities. Good links between subjects provide opportunities for pupils to develop their literacy and ICT skills and this is helping to support their progress and the standards they reach. However, too few opportunities to use and apply their mathematical knowledge and skills in the same way are identified. Good provision is made for pupils' personal, social and health education. A wide range of additional learning and enrichment opportunities both within and after the school day extend pupils' learning well.

Care, guidance and support

Grade: 2

The pastoral care of pupils is good and effectively promotes their personal development. Staff are very committed to pupils' welfare and this is reflected in the way they fulfil the school's aim to celebrate the uniqueness of every pupil. The school works closely with outside agencies to ensure pupils in need of additional support receive the help they need. Procedures to safeguard pupils meet current government requirements and the school pays good attention to pupils' health and safety. Academic support and guidance is good. Pupils' progress is monitored closely and the use of target setting to support learning is developing well. Almost all pupils know what their personal targets for improvement are, although they are more confident about their literacy targets than those for numeracy. Teachers' marking of pupils' work provides them with clear information about how well they have done and what they need to do to improve.

Leadership and management

Grade: 2

The headteacher has provided a robust lead as she has worked with staff and governors to establish a clear educational direction for the school. A very strong team spirit is evident in the school and staff willingly share their knowledge and expertise. This, together with their commitment to pupils and the community, has underpinned the marked improvements secured since the last inspection. Subject leadership is effective and a well developed monitoring and evaluation programme ensures the school has accurate information about what it does well and what needs to be improved. All actions are focused on improving outcomes for pupils. The effective targeting of time and resources has secured the improved pupil progress that is evident in the school's assessment data. Governors work efficiently, are well informed and knowledgeable. They hold the school to account whilst working with staff in a supportive manner. The school effectively promotes the inclusion of all pupils and community cohesion. This is achieved through working in close partnership with outside agencies, other schools and the local community and the links made through the school's Fairtrade work. The school recognises the need to broaden pupils' awareness of the diversity of modern British society.

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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?	2
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

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	2
The attendance of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

1 May 2009

Dear Pupils

Inspection of Eyam CofE Primary School, Eyam, S32 5QH

Thank you very much for helping me with the inspection of your school and the way you made me feel welcome. I really enjoyed sharing lunch with you, talking to you about your work and finding out what you think about your school. You think things have got better for you at school and I was pleased to hear that you really enjoy being there. You think your school is a good school and I agree with you.

Your headteacher does a good job in leading and managing the school. The other staff and governors are working closely with her to make things even better. You told me how you like being with your friends and how your lessons have improved. Generally you work hard and your teachers and the other adults are helping you to make better progress than you used to. Almost all of you listen carefully to your teachers in lessons and you behave well. You trust the adults in school and they look after you well. Your teachers keep a close check on how well you are doing and give you good advice about how to improve. Activities help you to practise your literacy and ICT skills in other subjects but you have few chances to practise your numeracy skills. The school is good at helping you to lead healthy and safe lives. You know a lot about caring for the environment and issues in other countries linked to your Fairtrade work. You are clearly very proud of your school and village community but know less about the way of life of people in other parts of Britain.

I have asked your school to focus on improving two things.

- Provide you with more opportunities to practise your numeracy skills in other subjects as this will help you achieve more and reach higher standards.
- Plan activities that will help you to know more about how people in other parts of Britain live, what they believe and the things they do.

You can help by always listening carefully and paying attention in lessons and continuing to work hard. Thank you again for your help and all the best for the future.

Yours sincerely

Alison Cogher

Lead inspector