

Stanton-in-Peak C of E Primary School

Inspection report

Unique Reference Number	112856
Local Authority	Derbyshire
Inspection number	325700
Inspection date	5 May 2009
Reporting inspector	Georgie Beasley

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	43
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 William Chandler
Headteacher	Miss Zoe Stone (Acting)
Date of previous school inspection	17 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Stanton-in-the-Peak Matlock Derbyshire DE4 2LX

Age group	4–11
Inspection date	5 May 2009
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Telephone number
Fax number

01629 636301
01629 636301

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This very small school serves two local villages and the surrounding areas. Numbers in each year group are small and vary considerably. Most pupils are from White British backgrounds. An average number of pupils have learning difficulties and/or disabilities. Attainment on entry to the Early Years Foundation Stage varies depending on the children's experiences when they start school. There has been an acting headteacher since January of this year. The school has the Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's vision to develop achievement, community, environment and respect is clear and so everyone strives for the school's continuous improvement. The acting headteacher, supported by all staff, governors, parents and pupils has successfully built on the many improvements instigated under the strong leadership of the previous headteacher. The school's leadership and management are good. School leaders are well aware of the school's strengths and the next steps that need to be taken. The governing body is supportive and ensures it fulfills its statutory responsibilities. It does not yet have a formal structure for ensuring all policies and procedures are monitored and reviewed regularly. The school has good capacity for further improvement.

The school's friendly, welcoming and nurturing environment builds pupils' self-esteem and self-confidence and enables them to thrive academically and personally. Pupils enjoy coming to school. They feel safe and are confident that adults listen to any concerns they have. Pupils are encouraged and so are prepared to try new ideas and so learn by their mistakes as well as their successes. They know their reading, writing and mathematics targets and thus what is expected of them in lessons. Their excellent behaviour and very positive attitudes help them to achieve well and make strong contributions to their good academic and personal progress. Standards are above average and pupils have good skills to prepare them well for their future economic well-being.

Teaching and learning are good. Teachers use assessment information well to plan an interesting curriculum and to tailor learning to pupils' needs in English and mathematics. Lessons are pitched at the highest achievers and then modified to help pupils who need more support to understand at a simpler level. This ensures most pupils achieve well and reach their capabilities. Assessment systems are being extended to science and information and communication technology (ICT) this year to ensure teachers consistently use assessment information equally well in these subjects. Pupils have some opportunities to plan and guide their own learning, and to extend their independent research skills, but this is not consistent in all classes and subjects. This is particularly evident in science. Partnerships with many community organisations make a good contribution to pupils' learning. Despite the limitations of the accommodation, pupils enjoy active playtimes and weekly physical education lessons that help them to keep fit and healthy. Pupils make a good contribution to the school, local and global communities through numerous activities, curriculum projects and links with other schools. Their knowledge, understanding and appreciation of communities and cultures in our own country are not to the same good standard.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Attainment on entry varies from year to year but, overall, is broadly average. Personal development and welfare are good. Effective induction procedures into the Reception class help every child to settle quickly and so they start to learn from the moment they step inside the door. All children make good progress to reach the expected goals by the end of the Reception year. Teaching and learning are good. Due to the small year groups, adults know all of the children well and so plan a relevant and interesting curriculum for them to enjoy. Small group teaching is the norm and so children receive the individual attention they need to learn well. Sometimes children have to wait for too long while adults work with every individual rather

than choosing another activity until it is their turn for personal attention. Strong leadership and management have resulted in improvements to the way the children's achievements are assessed and their progress tracked. The school uses its detailed assessment information well to plan activities that meet the full range of learners' needs. After noticing a relative dip in creative and physical development last year, staff now offer children more opportunities to take part in creative development activities. Boys in particular choose the rocket role play area, enjoying their play while at the same time developing good speaking, reading and writing skills. Children enjoy the freedom to choose from a wide range of resources and learning activities. The school has improved the outdoor area and uses it effectively to support and enrich children's learning. Children often choose to learn outside because they are excited by the varied range of activities.

What the school should do to improve further

- Broaden pupils' knowledge, understanding and appreciation of the different cultures and communities in our country.
- Give pupils more consistent opportunities to initiate, plan, research and guide their own learning, especially in science.
- Develop a formal structure for the governing body to monitor and review its policies and procedures regularly.

Achievement and standards

Grade: 2

Attainment when pupils start in Year 1 varies each year due to the small year groups. It is typically average. All pupils make good progress in all year groups. Standards are above average in English and mathematics at the end of Year 2 and Year 6. Many pupils who are working at average levels at the end of Year 2 reach above average levels by the end of Year 6. Standards in science are above average because pupils have good scientific knowledge but their scientific investigation skills are lower. Pupils' ICT skills are good.

Personal development and well-being

Grade: 2

Pupils are happy at school, and feel safe and secure. Behaviour is excellent. Playtimes are social and active occasions which promotes pupils' personal development well. Attendance is good and pupils enjoy coming to school. Pupils are well prepared for their next stage of education. When given the opportunity, pupils work well collaboratively on independent tasks. This prepares them well for their future lives. Pupils' spiritual, moral, social and cultural development is good. Pupils are thoughtful and considerate about each others' feelings and go out of their way to make everyone feel welcome. They make a satisfactory contribution to the school and local community. The allotment teaches pupils about healthy eating and promotes their knowledge and understanding of looking after the environment. Older pupils take responsibility for ensuring younger pupils always have someone to play with and that everyone gets the lunch they have ordered. Pupils are confident to express their views but feel that the Rainbow Forum is not held as often as it was and so the formal opportunity to do so has been reduced. A long-standing partnership with a school in Gambia effectively raises pupils' awareness of a different global community. Pupils' knowledge, understanding and appreciation of different cultures and communities in our country are satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Many lessons motivate pupils to learn because teachers think carefully about how to make learning interesting. Assessment information is used well to plan activities that are matched to pupils' needs. Lessons focus on what pupils need to learn next to build their knowledge and understanding. Challenging targets are set so that pupils usually know what they are learning and why. Literacy targets are more detailed and so guide learning more precisely. Targets in mathematics, ICT and science are often more general and so do not always guide the precise learning needs of every ability group. The working wall in the Year 3 and 4 classroom is very effective in giving pupils hints and tips about the key skills and knowledge they need to remember to guide their learning. Pupils have good opportunities to plan and make decisions about their work in English and mathematics. This gives them a clear understanding of how well they are progressing and what they still need to do to improve. Pupils undertake research using the internet, but the range of books available is not wide enough to fully support the development of their independent research skills. Despite some improvement, pupils still are not given enough opportunities in science to decide what they need to investigate and then to plan, research and carry out investigations independently. As a result, pupils do not develop their scientific understanding and investigation skills as well as their scientific knowledge.

Curriculum and other activities

Grade: 2

The curriculum is planned well. The focus is on making learning interesting and on providing pupils with the skills they will need in later life. A thorough programme for pupils' personal development helps them make the most of their time at school. The school thinks creatively about how to overcome the restrictions the accommodation places on pupils' learning experiences. Good partnerships with the community and local high school help provide some opportunities for pupils to experience sports, including gymnastics. Improved resources and cross-curricular project work have helped improve pupils' computer skills and ensured that tasks have a clear purpose in ICT. Good use of the outdoor environment enables pupils to live healthy and active lives. A varied range of trips and visitors support learning effectively during the school day. A satisfactory range of clubs extend pupils' experiences outside of lessons.

Care, guidance and support

Grade: 2

The school has comprehensive systems for ensuring pupils' health, safety and welfare. Supervision of pupils throughout the day is good. Pupils know that all adults have their best interests at heart and so are confident to ask for help if they have any concerns. Although training and safeguarding procedures are in place and meet government guidelines, formal review of their effectiveness is not yet a routine part of the work of the governing body. The school shares its expectations with older pupils so they can see for themselves whether they are reaching the school's challenging targets for their achievement at the end of Year 6. The tracking systems have been extended to science and ICT this year so that the school can track progress equally well in these subjects. Teachers' comments on pupils' work give clear information about what pupils have achieved and mostly contain good guidance on how pupils can improve. The school seeks outside expertise when necessary. As a result, vulnerable pupils

who need extra support to learn effectively are doing well. Established partnerships with the local high school help pupils' transition to the next stage of their education.

Leadership and management

Grade: 2

The acting headteacher is building effectively on the numerous improvements implemented under the strong leadership of the previous headteacher. All staff work as a close-knit team that is committed to, and clear about, what needs to be done to ensure continued improvement. Leaders, including subject leaders know what is going well and what still needs to be improved. The school's improvement plan focuses on the few key issues that matter most and this is helping to guide improvements this year. Senior leaders ensure that staff set high expectations for every pupil's achievement in reading, writing and mathematics, based on the assessments at the end of Reception. This enables them to check every pupil's progress closely as they move through the school. The governing body ensures that all statutory requirements are met and its committee structure ensures it fulfils its role and responsibilities. Individual visits, especially the chair, enable governors to learn about specific aspects of the school's work and thus inform the governing body's decisions about school improvement more objectively. The school makes a satisfactory contribution to promoting community cohesion through its partnerships with local people and community groups and with other schools. It does not currently provide enough opportunities for pupils to learn about the different cultures and communities found in Britain. The overwhelming majority of parents express confidence in the leadership of the school. Value for money is good.

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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	1
The extent to which learners make a positive contribution to the community	3
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?	3
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**

6 May 2009

Dear Children

Inspection of Stanton-in-Peak CE Primary School, Derbyshire, DE4 2LX.

Thank you for making my colleague and I feel so welcome when we visited your school recently and for telling us so much about what it is like to be a pupil at Stanton-in-Peak School.

It is clear that everyone has worked hard since the previous inspection to create a good school where everyone feels safe and welcome. You told us you enjoy school and we can see why. You can be proud of the allotment and the variety of vegetables you grow to supplement your healthy diet and support your drive to achieve the Green Flag Eco-Award. We were impressed with everyone's excellent behaviour. We especially liked the friendly way you all play together outside and the considerate way you work with partners in lessons. You are all making good progress because of this and because teachers think of different ways to help you to learn well. Lots of people from the local community and other schools help to make your learning experiences more interesting.

Miss Stone and all the staff, parents and governors work well together as a team. Like us, they think the school can be even better. To achieve this, we have asked them to do three things.

These are:

- to help you learn and understand more about the different cultures and communities in our country
- to give you more opportunities to plan and research your own learning, and then decide for yourselves whether you have done enough to reach your individual targets
- to check more closely whether the things the school has said it will do is really happening.

We are sure you will help in any way you can by continuing to work hard and trying to do your best. Well done on what you have achieved so far. The school and your parents are right to be proud of you. We wish you well for the future.

Yours faithfully

Georgie Beasley

Lead inspector