

# Pilsley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112891
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	325712
<b>Inspection dates</b>	8–9 June 2009
<b>Reporting inspector</b>	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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	73
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Eddie Tennant
<b>Headteacher</b>	Mrs Hazel Henson
<b>Date of previous school inspection</b>	11 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Pilsley Village Bakewell Derbyshire DE45 1UF
<b>Telephone number</b>	01246 583203
<b>Fax number</b>	01246 583203

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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 separately in the mornings and with Year 1 pupils in the afternoons. All pupils are from White backgrounds and the overwhelming majority are British. The proportion of pupils with learning difficulties and/or disabilities including those with identified specific need is average. The range of needs includes specific and severe learning difficulties, and behavioural, emotional and social difficulties. The school is situated within the Chatsworth Estate and works closely with the Devonshire Educational Trust.

The school has achieved a number of awards in recognition of its work. These include the Basic Skills Quality Mark, the Silver Artsmark, the Activemark, and the Health Promoting School, ECO School and Anti-Bullying awards. The school has also received the Be-Smart award in light of its work on water conservation.

The Pilsley Pre-School Nursery operates from the school site in the afternoons during term time. It is managed by a private provider and subject to a separate inspection.

## 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. It also has some outstanding features. Parents are overwhelmingly supportive of the school and many wrote to express their appreciation for the education their children receive. Comments such as 'Children are helped to flourish and are given a well-rounded education' were typical of those received. Pupils are proud members of their school and local community and are very enthusiastic about the wide range of experiences provided for them.

Staff work effectively to provide pupils with a variety of learning experiences, and many opportunities to have fun and to take on responsibilities. As a result pupils' enjoyment of school is high and this is reflected in their good attendance and hard work in lessons. The school's friendly and supportive environment enables pupils to feel very safe and secure. Their outstanding personal development reflects their exceptionally well-developed social skills, and the appreciation and respect they have for each other and their world. Through their links with the local community, with a school in a markedly different location in Britain and a school in The Gambia pupils develop a good awareness of the different cultures, lifestyles and needs of others. Their very thorough understanding of how to lead a healthy lifestyle is reflected in their considered choice of food at lunchtime and their enthusiastic engagement in physical activities.

Pupils of all ages and abilities achieve well to reach standards that are typically above average and at times high, by the end of Year 2 and Year 6. School assessment data and pupils' work indicate that pupils have made better progress this year compared to previous years. Effective teaching is characterised by activities that are well matched to pupils' age and ability and the use of a range of resources that capture pupils' interest. Teachers know their pupils well and use assessment information effectively to guide their planning. However, they do not consistently share this information with pupils through the marking of their work, or by giving them clear guidance about the targets they have been set and what they need to do to make their work better. The good curriculum, including links made between subjects, the use of information and communication technology (ICT) and the excellent range of enrichment activities give pupils' learning a purpose. The breadth of learning activities which pupils experience and the excellent pastoral care, support and guidance they receive make a very significant contribution to pupils' overall exceptional personal development.

Leadership and management are good overall. The headteacher and staff work well as a team and have successfully secured a number of improvements. These include changes that have increased the effectiveness of teaching and have resulted in improved pupil progress this year. Governors provide robust support for the school and have the skills to carry out their roles well.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children settle quickly and happily at school and experience a positive start to their education. Overall, effective leadership and management ensure that children are well cared for and that links with parents and other providers are productive and supportive. Children generally start with levels of knowledge and skills typical for their age, although some aspects of communication, language and literacy, notably writing and speech articulation are often less well developed. Children make good progress and nearly all reach or exceed the expected goals by the end of their Reception year. Adults provide effective support for children, particularly in their learning of early literacy and numeracy skills. Accurate assessments show that most

children develop good levels of skill and confidence in these areas. Children's personal development is good and is nurtured effectively by staff. Relationships are very positive and children work and play together harmoniously. They share, make choices and concentrate for extended periods of time. Activities are generally well matched to children's ages and abilities, although some have predictable outcomes and do not encourage children to be independent, or to use their imagination and be creative. The outdoor area is underused to extend and enrich children's learning. In particular, the planning of opportunities for children to investigate and explore using all their senses is limited.

### **What the school should do to improve further**

- Improve the quality and consistency of marking and introduce procedures to ensure that pupils receive clear guidance on how to improve their work.
- Increase the opportunities for children in the Early Years Foundation Stage to use their imagination and to develop their creativity and independence both indoors and outdoors.

## **Achievement and standards**

### **Grade: 2**

In Years 1 to 6, pupils achieve well and most make good progress to reach challenging targets. In 2008 standards in Year 2 were high in reading and above average in writing and mathematics. However, no pupils reached the higher Level 3 in writing in national assessments. Action taken by the school has secured improvement this year with a marked rise in the overall standard of writing. Standards in Year 6 in 2008 showed an improvement on the previous year. They were above average in English and mathematics, and high in science, although pupils had typically made broadly satisfactory progress from Year 2. The school's focus on improving pupil progress has been successful and current school-based assessment data, confirmed by inspection findings, show that pupils' progress has accelerated. Indications are that standards and pupils' overall achievement will have improved this year. There is no significant difference between the achievement of boys and girls of similar ability. Pupils with learning difficulties and/or disabilities, and those with specific educational needs make equally good progress to achieve well because of the good support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils' overall spiritual, moral, social and cultural development is outstanding as a result of the excellent pastoral care and guidance they receive and the first-rate personal development curriculum. Pupils have an extremely good understanding of how to lead a healthy lifestyle and are very well prepared to keep themselves safe. Their good attendance and enthusiastic engagement in lessons reflects their complete enjoyment of school. Outstanding relationships based on mutual trust and respect support pupils' good behaviour. Pupils demonstrate a very mature approach to discussion and debate, and value and accept each other's views and ideas. Pupils relish the opportunities they have to take on responsibilities and they contribute hugely to their school community. These opportunities include training to be playground buddies and mini leaders. Members of the ECO council are very active in ensuring that all pupils learn about and appreciate issues related to the environment. Selling produce from the school garden provides very good support for pupils' understanding of real life economics. Pupils make an exceptional contribution to their local community, particularly at events linked to the Chatsworth Estate. Their understanding of the diversity of British society and the global community is

developing well through their links with schools in Sheffield and The Gambia. Pupils' good command of basic literacy and numeracy skills together with their exceptional ability to work cooperatively ensures they are extremely well prepared for the next stage of their lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching is supporting pupils' accelerating progress. Some inconsistencies do exist but a whole school approach is developing well. Improved use of assessment information has been key to increasing pupil progress. Teachers make good use of this information to guide the planning of lessons so that they are well matched to pupils' abilities. This takes pupils' learning forwards at a good rate. Pupils are motivated to learn by the wide range of resources and teaching strategies used on a daily basis. Challenging targets are set for pupils, although teachers do not share these fully with pupils. Effective pupil management and excellent relationships ensure that lessons are purposeful and move at a good pace. Teachers have good subject knowledge and skilfully extend pupils' learning through focused questioning. Pupils' responses are always valued, which supports their self-esteem and overall enjoyment of learning. Teaching assistants work in close partnership with teachers and make a significant contribution to pupils' learning.

### **Curriculum and other activities**

#### **Grade: 2**

The school has focused on ensuring that pupils experience a curriculum that enables them to achieve well in English and mathematics. Pupils are provided with an effective mix of focused sessions that promote learning in these subjects and opportunities to use what they have learned in other contexts. Links between subjects, including the use of ICT, are developing well and help to make learning interesting and relevant for pupils.

Some aspects of the curriculum such as the school's provision for pupils' personal, social and health education are exceptionally good. The variety and number of additional learning experiences which pupils access through working with the Chatsworth Estate, visiting experts, visits, and after-school clubs also make an extensive contribution to pupils' overall learning and personal development. These opportunities include a good range of creative and sporting activities, and links to the local secondary school provide very valuable support, notably for pupils' musical development. Their work as an ECO school and links with a school in The Gambia ensure that pupils are gaining a valuable insight into environmental and global issues.

### **Care, guidance and support**

#### **Grade: 2**

Pastoral care, support and guidance are exceptionally good and underpin pupils' outstanding personal development. Extremely respectful and trusting relationships ensure that pupils develop a strong sense of belonging and self-worth. They have the confidence to 'have a go' with their learning, knowing that their efforts will be valued and that they will receive support if they need it. Academic guidance is good and improving. Based on accurate teacher assessment pupils' progress is tracked effectively. Challenging targets are set for pupils, although these are not always shared with or understood by pupils. Teachers' marking is inconsistent across

the school and, while it is generally supportive, it often provides pupils with too little guidance about how to improve their work.

Statutory requirements for safeguarding pupils are met and the school works well with outside agencies to support pupils and their families. Sensitively managed provision for pupils who have a learning difficulties and/or disabilities is effective and ensures that these pupils are well supported towards their individual targets.

## **Leadership and management**

### **Grade: 2**

The headteacher has established a clear vision for the improvement of the school. This is tightly focused on ensuring that all pupils achieve as well as they can and develop the personal skills that will enable them to live and work in harmony with others. Procedures to monitor and evaluate the school's work are appropriate and the information gathered is accurate, and used well to inform school improvement practice. Teamwork in the school is strong and staff and governors work well together towards shared goals. In this small school all staff carry multiple curriculum responsibilities. They work collaboratively to share their knowledge and expertise and to implement changes. This approach has been effective in speeding up the rate of improvement in, for example, bringing about increased pupil progress and addressing the issues highlighted at the last inspection. This success demonstrates the school's good capacity to improve further. Governors are effective in their role and make good use of their personal skills to support the school and hold it to account. The inclusion of all pupils is effectively supported by well-established partnerships with local schools, organisations and agencies. At a school and local level the school's promotion of community cohesion is first rate. Links to a city school in Sheffield and to a school in The Gambia are developing well and are providing pupils with increasing opportunities to understand and appreciate the diversity of British society and the wider world.

**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](http://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
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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 <sup>1</sup> 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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
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	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

10 June 2009

Dear Pupils

Inspection of Pilsley CofE Primary School, Pilsley Village, DE45 1UF

Thank you very much for making my visit to your school such a good experience. Your help in the inspection of your school was much appreciated. I thoroughly enjoyed talking to such polite, friendly and happy pupils and was delighted to hear how much you enjoy school. You are right to be proud of your school because it is a good school and some things about it are excellent.

The youngest children in Reception are helped to feel confident and quickly learn to enjoy school. However, they do not get to use their outdoor area as much as they could and the activities planned for them do not always help them to be independent or to use their imagination and be creative. I have asked the school to try and make this better.

Your personal development is exceptionally good and I was impressed with the way you get along together so well and with the way you work hard. You certainly know what to do to keep fit and healthy and how to keep yourselves safe. I was also very impressed with the excellent way you contribute to your school and local community. Your knowledge of how to care for the environment is good. You are developing a thorough understanding of how the lives of people who live in other parts of Britain and the world are very different from life in Pilsley.

Your headteacher, staff and governors run the school well and are working hard to ensure you are helped to do the best you can. Your teachers are good and they help you to make good progress and achieve well. They make sure that you have lots of interesting things to do in lessons, and the opportunity to be involved in many other activities too. You receive excellent care and you told me that an adult is always there to help you if you need it. A close check is kept on how well you are doing but you are not always told you what you need to do to improve your work. To help you with this I have asked your teachers to improve the way they mark your work and to provide you with more guidance about how to make your work better.

Thank you again for your help. It was a pleasure to meet you and I hope you will continue to work hard and enjoy each others company at Pilsley.

Yours faithfully

Alison Cogher

Lead inspector