

# Parwich Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 112604              |
| <b>Local Authority</b>         | Derbyshire          |
| <b>Inspection number</b>       | 337971              |
| <b>Inspection dates</b>        | 10–11 December 2009 |
| <b>Reporting inspector</b>     | Angela Kirk         |

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

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|--|---------------------------------------|
| <b>Type of school</b>                      | Primary                               |
| <b>School category</b>                     | Community                             |
| <b>Age range of pupils</b>                 | 4–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 45                                    |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Lynne Goldsworthy                     |
| <b>Headteacher</b>                         | Caroline Rodgers                      |
| <b>Date of previous school inspection</b>  | 0 May 2007                            |
| <b>School address</b>                      | Parwich<br>Ashbourne<br>Derbyshire    |
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at an analysis of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures and samples of pupils' work. They also analysed 20 questionnaires returned from parents and carers as well as responses from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress of pupils in all subjects, especially the more able and those learning English as an additional language
- the extent to which teachers ensure that work of the appropriate level is given to pupils of different ages and abilities in the mixed-age classes
- the impact of governors on the work of the school and in holding the staff to account
- the extent that actions from the school development plan have been successful in raising standards
- the provision and teaching for pupils in the Early Years Foundation Stage.

## Information about the school

Parwich is a very small village primary school. A very small minority of pupils are from a minority ethnic background or speak English as an additional language. Pupils are taught in two mixed-age classes. An average number of pupils have special educational needs and/or disabilities, with most of those pupils' needs relating to language difficulties. There has been a complete change in the teaching staff since the previous inspection, including a new headteacher appointed in April 2008. The school has gained the International Award, the Artsmark and the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Parwich is a satisfactory school, which is rapidly improving. It makes good provision for pupils' personal development and ensures that they are well cared for, kept safe and secure. Pupils' behaviour is good and they are friendly and welcoming. Parents are supportive of the school; typical comments include, 'My children are very happy and communication with parents is excellent.'

Children in Reception settle in quickly due to supportive induction arrangements. They make satisfactory progress and join Year 1 with skills broadly similar to those nationally. In recent years, there has been some underachievement leading to lower standards. This has now been halted and, by the time pupils leave the school they have made satisfactory progress, reaching average standards. There are no significant differences in the progress made relating to pupils' gender or ethnic background. Pupils with special educational needs and/or disabilities make similar progress to their peers.

Most of the teaching observed during the inspection was satisfactory. Positive relationships and good behaviour were evident in all lessons. A scrutiny of pupils' work shows that, except in mathematics, teachers do not usually plan work which is sufficiently adapted to the age and ability of the pupils. All pupils have targets which are clearly displayed and have been shared with their parents. However, teachers do not link pupils' targets to their marking so the next steps needed for their learning are not reinforced. Insufficient pride is taken by older pupils in their handwriting and in the layout of their work. As a consequence, it is often poorly presented. The school's curriculum is broad and supported by a range of enrichment activities. Information and communication technology (ICT) is a strength of the school, but the time allocated for some subjects are not well balanced. For example, in the autumn term there is a very large amount of history studied and little science. There is an insufficient focus on ensuring that pupils develop their skills by steadily building on what they have learnt before.

The school benefits from the good leadership of the headteacher and a strong governing body who monitor the work of the school carefully and have identified the key areas for improvement. They are dedicated and understand the role that they play in moving the school forward. This effective leadership and management is having a positive impact on the work of the school. Self-evaluation is accurate and the school's priorities reflect this. Consequently, the school demonstrates a good capacity for sustained improvement.

## What does the school need to do to improve further?

- Improve the quality of teaching so that at least 80 per cent is good by the end of

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July 2010 by

- ensuring that tasks accurately match pupils' ages and ability
- integrating pupils' targets into lessons more effectively, including a link to teachers' marking
- introducing a new policy for presentation and handwriting in order to raise the expectations of teachers and to ensure that all pupils take a pride in their work.
- Raise standards to above average by the end of July 2010 by ensuring that more able pupils are suitably challenged.
- Reorganise the curriculum by the end of April 2010, especially in Years 3 to 6, to provide a better balance of subjects over time, especially in science, and to ensure that there is a progression of skills throughout.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The small numbers of pupils mean that results vary significantly from year to year. In recent years many pupils have made inadequate progress, resulting in a fall in standards. However, weaknesses are now being addressed and pupils are beginning to catch up again. Pupils make satisfactory progress in lessons and attain average standards at the end of Year 6. Achievement is satisfactory, but more able pupils are still not attaining high enough standards.

Pupils say that they learn a lot in their lessons and that they enjoy school. They are well behaved and older pupils behave well even when they are not directly supervised. Cooperation is good and pupils are courteous. A large number of them undertake a variety of responsibilities in school and are keen to take an active part in all aspects of school and village life. Pupils know how to keep healthy and speak proudly of the vegetables they have grown in their school garden, helped by the local horticultural society, which have been used in the preparation of their school dinners. Pupils say they feel safe, there is no bullying and they are confident that adults will deal with any problems. Satisfactory preparation is evident for developing workplace skills, for example, pupils recently set up a French cafe serving food and drink to parents in order to practise their French language. Pupils' spiritual development is satisfactory and they are beginning to extend their understanding and knowledge of other faiths and cultures.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

### How effective is the provision?

Teachers have good subject knowledge. They check pupils' understanding through the use of probing questions which are usually pitched at the right level for different aged pupils. However, teachers do not always plan tasks that are matched well to pupils' different ages and abilities, especially to challenge and extend the more able.

Teachers make lessons interesting and fun. For example, in a numeracy lesson older pupils in the Year 3 to 6 class enjoyed being challenged to use all four operations to solve number problems. Teachers usually make good use of teaching assistants to support pupils. This was illustrated well in the Reception, Year 1 and 2 class, where more able pupils were helped to write a descriptive passage focussing on using exciting adjectives and a range of sentence connectives. Pupils are given good opportunities to take part in group work and are encouraged to assess their own and each other's work. For example, pupils in the Years 3 to 6 class researched Christmas customs in different countries and then presented their work to their peers, who recorded the strengths and an area for improvement for their presentation.

The curriculum is broad and ICT is used well across all subjects especially in Years 3 to 6. For example, computers are used for research projects and pupils have used a variety of skills to write a presentation, each choosing a different country. There is good take up of extra-curricular provision. However, the curriculum in Years 3 to 6 lacks balance, particularly in science. There is not an effective progression of skills in all subjects to ensure that older pupils build on what they have already learnt.

All staff make a good contribution to ensuring that pupils are well cared for and, as a result, pupils feel very safe at school. The school is proactive in providing extra support

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for pupils and when appropriate, adapting practice to maximise progress. There is targeted support for pupils with special educational needs and/or disabilities and for those pupils learning English as an additional language. Pupils are well supported in their move to secondary school with visits to their new school and visits from secondary teachers.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

Self-evaluation is very accurate due to the knowledge and understanding of the headteacher and governing body. They have successfully managed to halt the fall in standards and address the key areas for improvement. Staff are enthusiastic and showing increasing confidence in their roles. Monitoring, especially of pupil outcomes by the headteacher and governors is to a good standard. The headteacher has the skills necessary to support teachers to develop their own monitoring skills and contribute to further improvements. Equal opportunities are promoted and school data show that all groups make similar progress.

Governors have a good knowledge of the school, supported not only by informal visits but also by formal and targeted monitoring. They have a thorough understanding of their role and responsibilities and, as a result of their recent monitoring, they now recognise which aspects of the school development plan require a sharper focus. Significant improvements have been made to relationships with parents and carers who now feel that their views are listened to and value the school's open-door policy to help solve any problems.

The school works well with the local community. Satisfactory links with schools in England and abroad help to improve community cohesion but planned visits to and from these schools have not yet taken place. All requirements for safeguarding pupils' health, safety and well-being are in place and meet statutory requirements. Appropriate checks have been made on all adults who work within the school and the governors have recently put systems in place to ensure that all policies are regularly reviewed and updated.

*These are the grades for leadership and management*

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|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

### Early Years Foundation Stage

Children generally start in Reception with skills, knowledge and abilities that are typical for their age, although there are significant differences between individual pupils and therefore year groups. They are taught in the same class as those in Year 1 and 2, but all the children are very friendly and all play and work together well. Induction is good and children are helped to swiftly settle in because staff quickly make sure they get to know the children well. Children make satisfactory progress and most achieve national expectations in all areas of learning by the time they enter Year 1. Children have good access to the outdoor area, which is used at appropriate times in a free-flow situation; the new covered area and recently purchased outdoor clothing enabling its use to be continued all year. Planning includes a good balance of adult-led and child-initiated learning. However, there are too few practical learning experiences for the Reception children due to the mixed-age class and the teacher does not always use the available adult support to best effect. Often child-initiated activities are not sufficiently well planned for and, as a result, children do not learn as much as they could from their experiences.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:<br>Outcomes for children in the Early Years Foundation Stage  | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |



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## Views of parents and carers

Most parents made positive comments and believe the school to be well led and managed. All of them felt that their children enjoyed school and that they were safe. They all agreed the school helped them support their children, helped them to keep healthy and that behaviour was well managed. Parents' views are exemplified by comments such as, 'All staff are approachable and the school is extremely helpful' and, 'Overall we are delighted with the school, the management and the teaching.' Very few negative comments were received. These included criticisms that too much time is spent rehearsing for plays, concerts and assemblies and a concern about too many parents being involved in the school. Inspectors felt that the support in school from parents was an asset. It was not possible for inspectors to ascertain exact amounts of time previously spent undertaking rehearsals, but through discussions with staff, governors and pupils, time spent appears to be similar to other schools.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parwich Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 12             | 60 | 8     | 40 | 0        | 0  | 0                 | 0 |
| The school keeps my child safe  | 17             | 85 | 3     | 15 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress   | 10             | 50 | 8     | 40 | 2        | 10 | 0                 | 0 |
| My child is making enough progress at this school   | 10             | 50 | 7     | 35 | 3        | 15 | 0                 | 0 |
| The teaching is good at this school   | 11             | 55 | 8     | 40 | 1        | 5  | 0                 | 0 |
| The school helps me to support my child's learning  | 11             | 55 | 9     | 45 | 0        | 0  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 11             | 55 | 9     | 45 | 0        | 0  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 7              | 35 | 10    | 50 | 0        | 0  | 0                 | 0 |
| The school meets my child's particular needs  | 9              | 45 | 9     | 45 | 1        | 5  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 11             | 55 | 9     | 45 | 0        | 0  | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 11             | 55 | 7     | 35 | 0        | 0  | 0                 | 0 |
| The school is led and managed effectively   | 9              | 45 | 10    | 50 | 1        | 5  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 11             | 55 | 8     | 40 | 1        | 5  | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 December 2009

Dear Pupils

Inspection of Parwich Primary School, Ashbourne, DE6 1QJ

Thank you for making us so welcome when we visited your school. We enjoyed learning about your school, watching your lessons, looking at your work and talking to you. We found that Parwich is a satisfactory school. The youngest children settle in well and learn through a wide variety of interesting activities. You are kind and considerate and work well in groups. You make satisfactory progress and reach average standards by the time you finish in Year 6. It was clear to us how much you enjoy school and you told us that you feel safe, get on well together and that the staff care and look after you very well.

We have asked your school to do three things to help it improve further.

Improve teaching by ensuring that tasks accurately match your ability and by linking marking to your targets. We have also asked teachers to help you to improve your handwriting and the presentation of your work, by setting out rules and expecting very high standards.

Raise standards by ensuring that those of you who often find work easy are given more challenging work.

Improve the balance in the curriculum, so that for example, science is taught more often, but in smaller blocks. Make sure that the skills that you learn become more advanced as you get older.

Remember, you can help to make your school even better by continuing to work hard. Do not forget to make a real effort to lay your work out neatly and use your best handwriting in all of your work.

Yours sincerely

Angela Kirk

Lead inspector

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