

Hulland CofE Primary School

Inspection report

Unique Reference Number	112831
Local Authority	Derbyshire
Inspection number	338027
Inspection dates	6–7 May 2010
Reporting inspector	Jim Griffin

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Mr David Lewis
Headteacher	Mrs Wendy Underwood
Date of previous school inspection	9 January 2007
School address	Firs Avenue Hulland Ashbourne
Telephone number	01335 370243
Fax number	01335 370243
Email address	info@hulland.derbyshire.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Three of the four teachers present were observed, covering six lessons or parts of lessons. One lesson was jointly observed with the headteacher. The inspectors held discussions with governors, the headteacher and other staff, a group of older pupils and with the school improvement partner. They looked at a range of school documentation, including data showing the progress made by pupils and samples of their work. Questionnaires returned by 41 parents, 40 pupils and 10 members of staff were analysed.

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

- the progress of current year groups and the extent to which the previous, slower progress in mathematics has been addressed
- the evidence of how pupils' positive personal qualities, including their attitudes to learning impact on their progress
- the consistency in the quality of teaching and learning
- the impact of the monitoring work of senior staff on developing consistency in the quality of teaching and learning.

Information about the school

Hulland is a smaller than average sized primary school. Pupils are taught in mixed-age classes. Nearly all pupils are of White British heritage, with a few pupils from minority ethnic backgrounds. Nearly all pupils live in local villages. The percentage of pupils entitled to free school meals is close to the levels typically found. The proportion of pupils with special educational needs and/or disabilities is broadly average.

The headteacher and two other teachers have changed since the previous inspection. The headteacher teaches for half the week. The school has the Activemark award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hulland is a good and improving school that strives to be even better. In this welcoming school, pupils feel safe and valued because staff know them well and provide good levels of care. Relationships throughout the school are good. The large majority of pupils are polite, have positive attitudes towards their learning and greatly enjoy coming to school. This is reflected in very high attendance levels. They are keen to contribute to the school community and take their responsibilities seriously. This, together with the lively learning environment staff have created, contributes to a positive school atmosphere. Most pupils develop into confident and considerate individuals. Parents are positive about what the school provides and achieves and pupil numbers are rising.

Children make satisfactory progress in Reception. Pupils make good progress between Years 1 and 6 and their attainment is above average, in English, mathematics and science, by the end of Year 6. Children's progress in the Early Years Foundation Stage is not as good as in Key Stages 1 and 2, because there are limited opportunities for them to choose their own activities and not all adults contribute sufficiently to children's learning. However, improvement to the quality of teaching has been pivotal to raising pupils' attainment and progress. A systematic approach to improving writing is proving successful. Staff ensure that relevance and links between different areas of the curriculum are well planned. This makes pupils' learning more meaningful and enjoyable. For example, the whole school was engaged in electing their 'prime minister', based on the choice of five political parties created in the Years 5 and 6 class. Each party developed their own policies and voted for a party leader. Each party's policies were explained in assembly to the rest of the school, who then voted for their 'prime minister'. This work helped the older pupils to hone and polish their persuasive writing, speaking and listening skills, experience the disappointment associated with not being selected as party leaders and the need to, work together afterwards. Everybody got a very real and practical sense of how a democratic system elects its leaders at a time when the general election dominated the national news.

The school is well led by the headteacher. Her drive and calm, determination, well supported by the governing body, is giving clear direction to the school's good improvement, since the previous inspection. Staff are encouraged to contribute and develop, and nearly all are rising to this challenge. Strong teamwork is evident and morale is high. The governing body works effectively to ensure the school meets its statutory responsibilities, although the school's promotion of community cohesion does not yet focus enough on diversity within a national context. The good track record of improvement, accurate self-evaluation based on effective monitoring of teaching and learning, and increasingly effective teamwork indicate the school is well able to sustain

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

improvement into the future. Leaders are ambitious to be an outstanding school rather than a good one. An effective, annual development plan is in place but there is no long term strategic plan, focused on pupils' outcomes and resource management, to provide a more strategic approach to the school's laudable ambition.

What does the school need to do to improve further?

- Make the school an outstanding one, by:
 - developing and implementing a long term plan that sets even more ambitious targets in relation to pupils' academic and personal outcomes.
 - developing a more strategic view on the contribution of all staff within the team
 - predicting in detail the potential of each year group and identifying what needs to be done to maximise their progress year by year
 - closely monitoring the success of the plan
- Improve the effectiveness of the Early Years Foundation Stage, by:
 - ensuring there is a higher level of child initiated activities.
 - developing the contribution to children's learning, made by adults other than the class teacher.
- Improve the school's promotion of community cohesion by providing more opportunities for pupils to gain an understanding of cultural diversity within the national context.

Outcomes for individuals and groups of pupils

2

Pupils' attainment in English, mathematics and science has improved strongly in recent years. It is now above average by the end of Year 6. The progress made by all groups of pupils is good, including those with special educational needs and/or disabilities and those from minority ethnic backgrounds. In lessons pupils were seen making good progress and achieving well. For example, in the Years 3 and 4 class there was a real 'learning buzz' during the 'morning work' session, when pupils practiced their independent learning skills doing guided reading, handwriting, problem solving and tables practice. Work in pupils' books show that attainment and progress in writing are being boosted by the good opportunities for extended writing, such as when pupils did brief biographies on their favourite author or celebrity.

Pupils are keen to learn, behave well and work hard, which makes a positive contribution to their good achievement. Pupils are knowledgeable about how to stay safe and healthy. They are proud of their school and the opportunities it provides for them. Pupils make a good contribution to school life through the school council and other responsibilities, and take part in a range of local events.

Pupils' attendance is well above average and they develop a good work ethic which prepares them well for the next stage in their education. Pupils are punctual, enthusiastic and work well in pairs and groups. Their spiritual, moral, social and cultural

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

development is good, although first hand experiences of life in British, diverse, cultural society are limited. The school has plans to address this matter.

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils say that lessons are enjoyable and interesting and this is confirmed by inspection findings. Lessons are well planned. The regular use of 'talking partners' contributes to pupils' subject understanding as they explain their thinking to others and gain insights from the views of their friends. Teachers check pupils' understanding by using focused questions and the review towards the end of lessons is well used to reinforce and deepen learning. Marking of pupils' written work is good, especially in writing. Comments from staff are based on a good balance between praise and suggestions on how to improve work.

In recent years, the curriculum has become more meaningful and enjoyable for pupils. Their involvement in decision making in choosing topics to learn is at the heart of this approach. Visits, visitors and the emphasis on pupils' learning by investigation are other typically good features. These experiences are well used to inspire better writing. All

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

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

pupils in Key Stage 2 learn French. A discussion with older pupils established that while most liked their English and mathematics lessons, investigation and practical work were liked most by individuals. There is a good range of after school clubs, covering a wide range of sports as well as musical instruments, such as the guitar, cello and violin. These are well attended by pupils and contribute positively to their learning and enjoyment.

The school's good care and support for all pupils, is reflected in its track record of successfully integrating pupils with disabilities and those with significant behaviour difficulties at the time when they joined the school. The school is highly effective in promoting attendance, based on providing an enjoyable curriculum and recognising and rewarding high attendance. As a result, pupils make good progress, not only in their academic learning, but also in their personal development, attitudes, confidence and relationships. Older pupils say they know staff will always listen to them 'because they want what's best for us'.

These are the grades for the quality of provision

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

How effective are leadership and management?

The clear focus of the headteacher in developing the school is at the heart of the its success. Regular discussions give individual staff a clear focus and ownership of improving pupils' progress. The management of teaching and learning is good, as it is based on regular, accurate lesson observations with a sharp focus on the progress pupils are making.

The school's annual, development plan is directly focused on raising pupils' achievement and enjoyment of learning but there is no long term plan to guide longer term ambitions. Good short-term use is made of targets to support improvement. Governors are highly supportive of the school and play an effective role in monitoring and challenging its performance. There is a good partnership with parents and carers. This means that most feel well informed and effectively involved in their children's learning. There is no significant difference in the performance of different groups of pupils and leaders ensure that discrimination of any sort is not tolerated.

The school has put in place adequate arrangements for safeguarding the welfare of pupils and for making sure that those working with them are properly vetted. The work to promote community cohesion is satisfactory. While the school and its pupils have a good understanding of its local community context, not enough opportunities are

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

provided for pupils to gain a meaningful insight into what life is like for others from different religious and cultural backgrounds within British society.

These are the grades for leadership and management

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

Early Years Foundation Stage

Provision in the Early Years Foundation Stage has been an area for considerable support from the local authority to ensure that it fully embraces the principles central to the needs of this age group. Most children join Reception with knowledge and skills that are generally consistent with those expected for their age. They are happy and secure because of the emphasis placed by staff on their welfare and safety. By the time they leave Reception, almost all have reached the goals expected nationally, with a minority exceeding this level in all areas of their learning. Leadership and management is satisfactory and made more challenging by the fact that the class is shared with small Year 1 and 2 groups. In some lessons, adults other than the class teacher do not have sufficient guidance to enable them to contribute fully to children's learning. For example, currently most on-going assessments are done by the class teacher and this is not a situation that makes best use of other adults in the longer term. The classroom, both inside and outdoors, covers all areas of learning through a mixture of activities led by adults and those initiated by the children. The level of child-initiated activities is not yet high enough.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
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

Views of parents and carers

Parents' and carers' questionnaires show strong support for the school, particularly for the safety of their children and the extent to which children enjoy school. Inspectors' findings confirm these views. There was no particular pattern in the few less positive comments and all were offered constructively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hulland CofE 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	76	10	24	0	0	0	0
The school keeps my child safe	29	71	11	27	0	0	0	0
The school informs me about my child's progress	23	56	18	44	0	0	0	0
My child is making enough progress at this school	27	66	14	34	0	0	0	0
The teaching is good at this school	28	68	13	32	0	0	0	0
The school helps me to support my child's learning	26	63	14	34	1	2	0	0
The school helps my child to have a healthy lifestyle	19	46	20	49	2	5	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)	25	61	15	37	0	0	0	0
The school meets my child's particular needs	24	59	15	37	1	2	0	0
The school deals effectively with unacceptable behaviour	11	27	29	71	0	0	1	2
The school takes account of my suggestions and concerns	20	49	19	46	2	5	0	0
The school is led and managed effectively	23	56	16	39	1	2	0	0
Overall, I am happy with my child's experience at this school	28	68	10	24	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 May 2010

Dear Pupils

Inspection of Hulland CofE Primary School, Ashbourne, DE6 3FS

Thank you for the friendly welcome you gave me and my colleague when we visited your school. We enjoyed talking to you, visiting your classes and looking at your work. You helped us to get to know your school and this letter is to tell you what we found during the inspection. Your school is a good one. Here is a list of some of the things we liked most.

The staff look after you well and you feel safe in school. You make a good contribution to the school and the local community, and your attendance is excellent. You achieve well and make good progress because you are taught well. You enjoy and learn a lot from the interesting and exciting activities your teachers plan for you.

We were also impressed with the variety of after-school clubs provided for you. The headteacher and her staff manage the school well. The school and your parents work well together to make the school a better place for all of you.

The school wants to get even better and we try to help them with this. Here are three things that we want the school to concentrate on.

Improve on the good progress you are already making, so that it becomes outstanding right across the school.

In the Early Years Foundation Stage, make sure the children have more opportunities to choose what they do and that all adults make a full contribution to your learning.

Provide you with more opportunities to learn about the customs and beliefs of a wide range of people in the UK.

We are sure you will continue to work hard and help the school to go from strength to strength.

Yours sincerely

Jim Griffin

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.