

# Darley Churchtown CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112839
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338029
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	David Edwards

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Williams
<b>Headteacher</b>	Nigel Carr
<b>Date of previous school inspection</b>	3 October 2006
<b>School address</b>	Church Road Darley Dale Matlock
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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at learning and five lessons and four teachers were observed. Time was spent scrutinising school policies, analysing pupils' work, checking pupil progress data and talking to pupils about their work. The team also analysed the school improvement plan, governors' minutes and spoke with parents, pupils, staff and governors. Forty-three parents' questionnaires and pupils' questionnaires were also considered.

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

- how well the curriculum meets the needs of all pupils
- the effectiveness of leaders and managers in using assessment information and monitoring evidence to ensure pupils make the best possible progress
- whether writing attainment is rising swiftly enough
- how well pupils understand cultures other than their own.

## Information about the school

In this much smaller than average primary school almost all pupils are White-British. The proportion of pupils with special educational needs and/or disabilities is above the national average, as is the proportion of pupils who have a statement of special educational needs. The numbers of pupils eligible for free school meals is slightly below that which is typically found in other primary schools. Early Years Foundation Stage provision is provided for children in the Reception class. There is a before and after school club, but this is managed by an independent committee. It was inspected at the same time as the school, but the outcome of this inspection is being reported separately. The school has achieved National Healthy School status, Basic Skills Quality Mark, PE Active Mark, Green Flag National Eco Schools Award and was recently awarded the Financial Management Standard in Schools 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

Darley Churchtown is a good and improving school. The leadership has been very effective in driving up the quality of teaching and learning, so much so, that last year's leavers attained the highest levels ever in English and mathematics at the end of Year 6. In English, mathematics and science, attainment was significantly above the national average. At the end of Year 2, attainment improved to be in line with national averages in mathematics and reading. Writing improved significantly and was above the national average. This reflects the successful efforts of the school to raise attainment in this subject. This improvement is evident throughout the school.

The upward shift in pupils' attainment has been gained without changing the fundamental strength of the school, much appreciated by parents and pupils, which is its 'family' ethos where everyone is respected as an equal. All pupils are very well nurtured, encouraged and supported to become well-rounded young people who are prepared well for the future. The school is a safe and happy place. Pupils enjoy school, and the views of their parents strongly affirm this. The very effective relationships between staff and pupils, and the school's strong visible Christian focus, helps pupils to learn what is right and wrong. They also learn to deal with difficult choices, including those to do with healthy choices and staying safe. Pupils' knowledge of how to keep safe is outstanding. By fully accepting their role as learners, pupils make a significant contribution to their improving attainment. In lessons, their good attitudes are clearly shown by their good behaviour, the efforts they make to do their best, and the enjoyment they show when they celebrate their successes and those of their friends.

The good curriculum is improving to enhance pupils' enjoyment of learning. This is achieved by making meaningful links between subjects and by giving pupils opportunity to use their skills in different situations. The good quality teaching is well planned. Time and resources are used effectively and activities are generally well-matched to pupils' needs. However, some teachers do not use assessment information carefully enough when planning lessons to build on prior learning. There are some good examples of the way teachers use marking to inform pupils of how well they are doing and to set next steps in learning, but this is not consistent throughout the school.

Staff are quick to identify and act upon the needs of pupils. The small number of pupils and generous staffing allows the school to be outstanding in the way that pupils are cared for and supported. Outstanding links with outside agencies ensures that the needs of all pupils are fully met. This is particularly true where the needs of pupils with special educational needs and/or disabilities are concerned.

The governors and leadership team know the school well, through accurate

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self-evaluation. They have identified the need to improve pupils' writing skills by developing a more consistent approach to planning. This is having a real impact on pupils' attainment in writing and their progress. This, alongside the substantial impact of leaders in raising achievement in reading, mathematics and science across the school shows the capacity for further improvement to be good.

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

- Improve the quality and consistent use of marking across the school by:
  - reviewing the marking policy to reflect the greater rigour necessary to help pupils to become more independent learners.
  - ensuring marking involves pupils in assessing the quality of their work and that of others, so that they become more involved in the learning process.
- Ensure all teachers have an accurate understanding of the attainment and progress of pupils by
  - providing training so all staff know how to level work accurately in English and mathematics
  - develop staff expertise in using and interpreting all available assessment information so they use it effectively to set targets for improvement.

**Outcomes for individuals and groups of pupils****2**

Pupils enter Year 1 with attainment below average. Despite the variations in attainment, caused by the significant fluctuation in pupil numbers, the overall picture of attainment from their starting point to the time they leave the school at the end of Year 6 is good. The substantial improvement in reading, writing and mathematics in particular, persuasively shown by the Year 6 leavers in 2009, is replicated lower down the school. The inspector was able to recognise this good progress in lessons. Pupils themselves contribute to their good progress through their good attitudes to work and good behaviour. They try hard to do their best work and have fully accepted the routines and expectations for learning. Inspection evidence shows that all groups of pupils are making good progress in their learning throughout the school.

In a very safe 'family' environment, pupils develop their personal and social skills well. The thoughtful and caring way they support each other and their good behaviour, reflects the genuine respect and friendship for each other. Pupils are given many opportunities to exercise responsibility. The good work of the school council and the playground buddies are example of this. As one pupil said, 'The playground buddies help us to sort out problems when we have any'. Pupils have an outstanding knowledge of how to stay safe, both in school and in everyday life. They understand the need to eat healthily and to take exercise regularly. Many take part in the wide range of sporting activities available in the clubs on offer after school. Sport is a strength of the school and this is reflected in the pupils' success in sporting competitions. Pupils gain considerably in their learning and personal development from their many links with the

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local community, for example, when they sing carols at a local home for the elderly and infirm. A further example is when grandparents are invited to come into school to share their experiences. Pupils also gain from being with, and talking to, the many people from the village and around who act as volunteers when they help in the classroom. Above average attendance, the many opportunities created in school to encourage teamwork, the good basic skills of pupils, including information communication technology and opportunities to develop the skills of business enterprise, means pupils are well prepared for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils' improved progress is the result of teachers' and teaching assistants more successfully meeting their wide range of learning needs in the mixed-age classes. Teachers generally plan work effectively so most lessons, although not all, are matched closely to learning targets which challenge pupils of different abilities. Lessons begin with clear learning objectives which help pupils to understand what it is they are expected to learn. Work is modelled well using a variety of resources and new

<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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technology, such as interactive whiteboards, which helps to motivate and engage pupils in their learning. Teachers also use multi-sensory teaching to meet the specific needs of individual pupils. Day-to-day assessments of pupils' progress and attainment are generally accurate, but on some occasions teachers do not use all available assessment information carefully enough to plan work that exactly matches pupils' needs. Older pupils in Years 5 and 6 are knowledgeable about their targets and often have a clear view of how to make their work even better.

The good curriculum and the very good range of additional school activities, such as the introduction of a modern foreign language, 'Let's Get Cooking' initiative, tennis coaching, and the weekly brass tuition for all Years 5 and 6 pupils are making an effective contribution to pupils' learning. These opportunities are enhanced by the wide range of well-attended after school clubs, which include aerobics, cheerleading, line dancing, hockey and football.

Staff know pupils very well and they are always on hand to help them when they are having difficulties with their learning or when they are troubled. Parents are welcomed to take full part in this 'family' and many do, to the advantage of their children. Through weekly newsletters, the termly parents' evenings, the written reports and the 'open door' policy, parents have every opportunity to recognise how well their children are doing and to link with the school in developing them as learners and young people. Transition arrangements to the secondary school are good and ensure a smooth passage from primary to secondary education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior leaders and governors are highly successful in driving improvement to meet challenging targets for pupils. They rigorously monitor the schools' work, especially teaching and learning, carrying out a through analysis of outcomes to develop well-focused plans. Self-evaluation is fair, honest and accurate in identifying strengths and weaknesses and acting upon them to improve pupils' education. For example, local authority expertise is used well to improve the teaching of communication, language and literacy skills in the Early Years Foundation Stage. This is having a positive impact on children's attainment in reading and writing. Expectations for learning are high, as is staff morale. Both are helping governors and leaders to realise their ambitions. The governing body take great pride in their responsibilities and fulfil their duties with

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considerable expertise. They have a good understanding of the school's strengths and are involved in evaluating the quality of provision and planning for improvement. They are meticulous in ensuring that arrangements to safeguard pupils are fully in place.

The school works extremely well to meet the needs of pupils through outstanding links with outside agencies. Specialist teaching support and specially designed resources and equipment for pupils with special educational needs and/or disabilities are helping pupils to be fully included in all aspects of their education and learning. Links with parents are effective in keeping them well informed about their children's progress. The school has successfully ensured equality of opportunity is a right for all pupils. This is evident in the good progress made by all groups of pupils. Good use of resources, including teaching assistants, helps pupils to attain well, and represents good value for money. The school is an extremely cohesive community which links well with the local community and beyond to provide meaningful learning experiences for pupils. The newly forged links with a school in Gambia are extending pupils' understanding of the life and cultures of other people around the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

Children enter the Reception class with skills and abilities that are below that generally expected for children of their age, particularly in communication, language and literacy and personal and social development. Staff work well to ensure that children settle quickly. Behaviour is good and children demonstrate real enjoyment in their learning. They make good progress in each of the areas of learning; though they still



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leave with attainment that is still slightly below age-related expectations in communication, language and literacy, personal development and knowledge and understanding of the world. All staff offer the children good teaching and learning experiences to accelerate their progress. A good example of this is the improvement in writing of both boys and girls. The Early Years Foundation Stage is a happy place where children settle quickly and thrive in the very secure and well-ordered environment. Children have access to a wide range of activities which meet their needs in most areas of learning. There is a good balance between indoor and outdoor learning, but the school has recognised the need to improve the quality of the creative learning experiences that it offers children and has plans to address this. This key stage is well managed. Staff regularly share information about individual children to ensure that children are cared for effectively. Use of assessment to match activities to childrens' needs is good, as shown by the good progress that all groups of learners make.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

All parents who completed the inspection questionnaire, and those who spoke with the inspectors, were full of praise for the school. They are especially pleased with the good quality teaching and the good progress their children make; that their children feel safe at school and enjoy being there; pupils' good behaviour and the way they are kept informed about their children's education. Evidence from the inspection fully supported these views.

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

Ofsted invited all the registered parents and carers of children registered at Darley Churchtown 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 84 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	74	11	26	0	0	0	0
The school keeps my child safe	32	74	11	26	0	0	0	0
The school informs me about my child's progress	31	72	11	26	0	0	0	0
My child is making enough progress at this school	34	79	8	19	1	2	0	0
The teaching is good at this school	32	74	11	26	0	0	0	0
The school helps me to support my child's learning	28	65	15	35	0	0	0	0
The school helps my child to have a healthy lifestyle	35	83	6	14	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)	29	67	13	30	0	0	0	0
The school meets my child's particular needs	34	79	9	21	0	0	0	0
The school deals effectively with unacceptable behaviour	27	63	15	35	0	0	0	0
The school takes account of my suggestions and concerns	27	63	25	35	1	2	0	0
The school is led and managed effectively	30	70	13	30	0	0	0	0
Overall, I am happy with my child's experience at this school	35	81	8	19	0	0	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.**



12 February 2010

Dear Pupils

Inspection of Darley Churchtown CofE Primary School, Matlock, DE4 2GL

Thank you all for making us so very welcome and for answering all our questions when we visited your school recently. We think that yours is a good school, and all the help you receive from the teachers and teaching assistants enables you to do well. We are particularly impressed by the support provided for those of you who sometimes find learning hard. You really impressed us with your knowledge of how to keep yourself safe at all times, and we were pleased to hear that you feel safe in school.

You will be pleased to learn that you and your parents and carers are very happy with the quality of education you receive, and that you enjoy all the additional activities and educational visits the school provides. We are also impressed with the way you get involved with your local community and by the way that you are linking with pupils who come from Gambia and those whose heritage and culture is different to your own. Equally impressive is your attainment which is better than in the majority of other schools.

We know the headteacher and governors are always striving to make your school even better. With this mind we are asking them to do two things. We want them to make sure the quality of marking of your work is consistently good across the school, so you always know exactly what you are doing well and to inform you how you can improve your work further. We also want them to ensure all teachers are fully involved in using all of the available information that tells them how well do are doing throughout your time in school. This will help them to plan the next steps of your learning more precisely.

You can help with these improvements by continuing to work hard and do your best. We would like to wish you all the very best for the future. We are sure you will do well.

Yours sincerely,

David Edwards

Lead Inspector

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