

# Taddington and Priestcliffe School

## Inspection report

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<b>Unique Reference Number</b>	112892
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338042
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Terry Elston

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jill Skidmore
<b>Headteacher</b>	Sue Kelcey
<b>Date of previous school inspection</b>	4 March 2007
<b>School address</b>	School Lane Taddington Buxton
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<b>Email address</b>	school@taddingtonpriestcliffe.derbyshire.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They visited eight lessons, and held meetings with parents, governors, staff and pupils. They observed the school's work, and looked at attendance figures, the tracking of pupils' progress, the monitoring of teaching and learning, the school improvement plan and 29 parental questionnaires.

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

- how well the teaching and curriculum promote good progress in writing
- the effectiveness with which staff use data on pupils' progress to raise standards
- the extent to which the school promotes community cohesion.

## Information about the school

This very small school admits pupils from Taddington and surrounding villages. The proportion of pupils eligible for free school meals is lower than in most schools. Nearly all come from White British backgrounds, and none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to most schools. Pupils are taught in mixed age classes. The proportion of pupils entering the school at other than the usual times is higher than normally found. The school has recently gained the ECO and Artsmark Gold and Eco Green Flag awards and achieved Healthy Schools status. A private voluntary organisation runs an after-school club in the school buildings. This provision will be inspected and reported on separately.

**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

This is a good school held in high regard by the local community. Comments from parents such as, 'fantastic environment' and, 'wholly committed staff' are commonplace. Pupils make good progress, and their standards by the time they leave are above average in English, mathematics and science. Pupils love school, work hard and are rightly proud of their good achievements. They really like being part of a small school where they know everyone so well. They feel safe because adults take such excellent care of them. They enjoy taking responsibility for their community, and do it extremely well. For example, the school council has helped make very good improvements to their school, ranging from developing the outside play facilities to enhancing the amount of custard provided at lunchtime. They respond exceptionally well to the many opportunities given to reflect deeply on issues such as the hardships faced by soldiers in the First World War, and poverty in developing countries.

Pupils are right to feel that their teachers do a good job. They appreciate the way that they make learning enjoyable and, as one said, 'give you really good help when you are stuck.' Teachers generally plan work at the right level for the wide range of ages and abilities in the class, but sometimes the tasks for the more able pupils at Key Stage 2 are not sufficiently demanding to make the most of their talents. One pupil put it in a nutshell when writing, 'I wish sometimes we could have more challenging work in lessons.' Teaching assistants play an important role in lessons as they work effectively with small groups and support individual pupils who need extra help.

Teachers have developed a good, interesting curriculum that has a strong focus on basic literacy and numeracy skills while providing many opportunities for pupils to enhance their talents in art and design, performing arts and music. There is an excellent range of popular clubs at lunchtime and after school to enhance the curriculum.

The good leadership and management, and the leaders' commitment to tackling discrimination of any kind, are keys to the school's success. The headteacher juggles the duties of teacher and leader well, and has helped create a very strong sense of teamwork among staff and pupils. The school motto, 'We care about each other', is very apt, and pupils' highly developed spiritual, moral, social and cultural development is testament to the excellent ethos of the school. The systems for self-evaluation are based securely on detailed analyses of the performance of all groups of pupils. These have helped put in effective measures to significantly raise standards in writing over the last year. Nevertheless, the leaders recognise the need to make these procedures more rigorous, particularly in terms of the monitoring of teaching and the setting of more challenging and measurable targets in the school's improvement plan. The school has made good improvements since the last inspection and is well set to improve further.

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

- Ensure that more able pupils in Key Stage 2 achieve as well as they can by setting them more demanding work that makes the best of their skills.
  - Sharpen the self-evaluation systems by:
  - giving teachers clearer guidance on how to improve their work
  - ensuring that the targets in the school improvement plan relate specifically to identified weaknesses, and that progress towards these targets can be measured.

## Outcomes for individuals and groups of pupils

2

In lessons, pupils concentrate really well, enjoy their work and make good progress. They face challenges with determination, and work diligently on their own or in groups to solve problems. They enter Year 1 with well-developed skills, and continue to do well up to Year 2 when their test results are consistently well above average in all subjects. At Key Stage 2, pupils continue to flourish, and standards are above average in English, mathematics and science by the end of Year 6. Speaking and listening skills are excellent. National test results vary from year to year because of the very small numbers taking the tests, and the significant number of pupils who transfer from other schools. While these pupils make good progress, they do not always attain as well as those who started in the Reception.

Pupils with special educational needs and/or disabilities make good progress. They grow in confidence and relish giving answers in whole class sessions. More able pupils achieve satisfactorily, but at Key Stage 2 they do not always attain the high standards of which they are capable.

Pupils' outstanding personal development is a strength of the school and an important reason for their good academic progress. Their impeccable behaviour gives them every opportunity to learn in class, and makes playtimes a thoroughly enjoyable time for all. Pupils are well prepared for the future by developing good basic literacy and numeracy skills, managing small budgets and learning to work in teams in class and on residential visits. They have an outstanding awareness of the need to take care of their bodies and avoid substances that endanger their lives. They are full of praise for the healthy school lunches, and nearly all stay for a cooked meal. They feel very safe and are adamant that no-one gets bullied. Attendance is good, and pupils make a point of arriving on time.

*These are the grades for pupils' outcomes*

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<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>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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

In typical lessons, teachers make learning fun by giving pupils plenty of practical activities, using the interactive whiteboards effectively to illustrate the topic and giving them opportunities to discuss their work with each other. The pace of lessons is nearly always brisk, and there is a good balance between the teacher explaining work to the whole class and pupils working independently or in groups. Relationships are outstanding because teachers value all pupils' contributions and are quick to praise good work. The planning for different ages in the class is generally good, and most pupils have work to do that matches their abilities. Sometimes, mostly at Key Stage 2, the work for the more able pupils lacks the challenge necessary to stretch them, and they have too few opportunities to work independently and research topics for themselves. The teachers keep detailed assessment records of pupils' progress, and their helpful marking shows them clearly what they need to do to improve their work.

The curriculum is planned well, and an important reason why pupils enjoy their work so much. The broad themes, such as 'Ancient Greeks' and 'Habitats', give them good opportunities to develop skills in a wide range of subjects. The strong focus on the arts means that pupils learn to appreciate the work of famous painters and composers from an early age. It also accounts for the outstanding examples of pupils' paintings that adorn the walls, and the sound of expert violinists, drummers and ocarina players ringing through the school. A wide range of visits and visitors enrich the curriculum and help to make learning fun. The many extra-curricular clubs are very popular, and help pupils develop their skills in sporting and creative activities.

Parents say how much they appreciate the outstanding care support and guidance

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offered to their children by staff who know them so well. They speak highly of the 'family atmosphere' that makes their children feel secure and valued. Vulnerable pupils and those with emotional and learning difficulties benefit from sensitive support and flourish as a result.

*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?**

The headteacher leads very well, and has high expectations for the school. She is highly respected by pupils, staff and parents. The headteacher is supported well by other staff with leadership responsibilities who share her vision for the school's future. The good systems for tracking pupils' progress give the leaders a clear picture of how well different groups are doing, and which individuals need further support. The school improvement plan is extremely detailed, and includes nearly every aspect of the school's work. It does not, however, focus sufficiently on the identified weaknesses in pupils' standards, and nor does it have measurable ways of judging the effectiveness of its targets. The leaders observe lessons regularly, but their notes focus more on what happened in the lesson rather than how the learning could have been improved. The governing body is knowledgeable and fully supportive. Its members have an in-depth awareness of the school's strengths and weaknesses and are not afraid to hold the leaders to account.

The school runs smoothly, and safeguarding systems are robust. The leaders have forged strong links with parents, the community and other schools in the United Kingdom and abroad that add much to its effectiveness and the promotion of community cohesion. They are effective in ensuring that all pupils have every opportunity to succeed, and that the school is free from any form of discrimination.

*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	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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>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

The children start school with skills typical of their ages. They make good progress and leave the Reception with above average attainment in all areas. The exceptional care and support mean that they develop their personal and social skills particularly well, and behaviour is excellent.

Parents speak highly of the good teaching that makes children want to come to school every day. Adults are very good at making learning fun, which is why children do so well. The children enjoy being in the mixed age class, and benefit from working with older and more mature pupils. They sometimes struggle with whole class literacy and numeracy sessions, but once the brief introduction has finished they have work well-matched to their abilities. Staff observe and record children's progress carefully, and use this information well to plan the next steps in learning.

The curriculum is planned well to provide children with a good balance of work and play. However, the outdoor area is some distance from the classroom, and this makes the free flow of activities from outside to inside difficult.

The leadership and management of the early Years Foundation Stage are good. The staff work very closely as a team to enable children to develop a love of learning. They have a clear understanding of how to improve the provision in order to raise achievement.

*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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers



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Parents' views are very positive and they feel that the school gives children a good start to their education. They are particularly appreciative of the outstanding pastoral support that all staff give their children in this small school. They value the good teaching, but a few have concerns that budget restrictions are making classes too big. Parents feel welcome at school and well-informed about their children's progress. They appreciate the strong leadership and management. Apart from the comments about class sizes, parents' views reflect the inspection findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Taddington and Priestcliffe 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	59	12	41	0	0	0	0
The school keeps my child safe	18	62	11	38	0	0	0	0
The school informs me about my child's progress	16	55	12	41	1	3	0	0
My child is making enough progress at this school	14	48	15	52	0	0	0	0
The teaching is good at this school	20	69	9	31	0	0	0	0
The school helps me to support my child's learning	13	45	16	55	0	0	0	0
The school helps my child to have a healthy lifestyle	15	52	13	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)	15	52	12	41	0	0	0	0
The school meets my child's particular needs	13	45	14	48	0	0	0	0
The school deals effectively with unacceptable behaviour	12	41	16	55	0	0	0	0
The school takes account of my suggestions and concerns	9	31	17	59	1	3	0	0
The school is led and managed effectively	13	45	14	48	0	0	0	0
Overall, I am happy with my child's experience at this school	15	52	14	48	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.**



6 November 2009

Inspection of Taddington and Priestcliffe School, Taddington, SK17 9TW.

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. A highlight for me was your brilliant playing of musical instruments. Taddington really has got talent! You think yours is a good school, and you are right.

What we found out about your school.

You make good progress, and your work is of a higher standard than in most schools.

Your behaviour is excellent, and you help make the school a happy place.

Throughout the school, pupils really know how to live healthy lives and stay safe.

You think a lot about people in the world who are not as fortunate as you.

Your leaders run the school well and help it run smoothly.

The good range of activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music and sport.

Your teachers are doing a good job. They plan interesting work and help you when you find things difficult.

All staff at the school take excellent care of you and keep you safe.

What we would like your school to do now:

Help you older ones who find learning easy to reach the high standards of which you are capable. You can help by always doing your very best work in all lessons.

Make sure that the school leaders are clear about what they need to do to improve things, and give clearer advice to your teachers on how they could teach even better.

Good luck for the future.

Yours faithfully

Terry Elston

Lead inspector

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