

South Darley CofE Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 112842 |
| Local Authority | Derbyshire |
| Inspection number | 357205 |
| Inspection dates | 17–18 February 2011 |
| Reporting inspector | Kenneth Thomas |

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 | 44 |
| Appropriate authority | The governing body |
| Chair | Emma Crapper |
| Headteacher | Meryl Hall |
| Date of previous school inspection | 12 September 2007 |
| School address | Cross Green Matlock DE4 2JT |
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Introduction

This inspection was carried out by one additional inspector. The inspector observed three teachers, and saw seven lessons and two assemblies. Discussions were held with staff, members of the governing body and pupils. The inspector looked at pupils' books and viewed a wide range of documentation including: school policies; curriculum planning; self-evaluation information; improvement planning; safeguarding and welfare arrangements; and records of pupils' progress. Questionnaires returned by 34 parents and carers, 30 pupils and seven members of staff were analysed.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What factors have contributed to the rise in standards since the last inspection?
- How well do teachers use assessment information to plan learning tasks that challenge and extend pupils of all abilities?
- How well are pupils' basic skills promoted in all subjects?
- What has been the impact of action to increase the effectiveness of school leadership and management?

Information about the school

This is a very small primary school. Virtually all pupils are of White British background. The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion with special educational needs and/or disabilities. The school has received national recognition for its work in several areas and holds the Activemark award for physical education, Healthy Schools Status and the Bronze Eco-Schools status.

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?

1

The school's capacity for sustained improvement

1

Main findings

This much improved school provides an outstanding quality of education for its pupils. The very large majority of parents and carers agree. Among many glowing comments received from parents and carers about the school, one said: 'It is a fabulous school with a dedicated and professional team. My children are extremely happy.' Pupils' enjoyment of school is seen in their excellent rates of attendance. Because all staff are highly committed to pupils' well-being and personal development, pupils feel safe and secure. There are outstanding strengths in the school's partnerships with parents and carers and with partner institutions in supporting pupils' learning and progress. A further strength is the excellent promotion of healthy lifestyles, evidenced in the school's achievement of Healthy Schools Status and the Activemark award. Pupils participate in regular physical exercise and fully understand the importance of diet to health.

Highly effective leadership has enabled the school to demonstrate significant improvement since its last inspection. Pupils' progress in the past was satisfactory, leading to broadly average standards; however, the clear focus of the headteacher on raising standards has proved to be highly successful. Good progress is made in the Early Years Foundation Stage where children settle happily, adapt quickly to the daily routines and enjoy the range of activities on offer. Pupils' attainment in other years has risen sharply and the prevailing pattern is now one of above average standards at the end of Year 2 and high standards at the end of Year 6. This represents excellent progress and achievement by pupils of all ethnic backgrounds. There is now a greater proportion of good and some outstanding teaching, together with a curriculum that meets pupils' learning needs exceptionally well. This includes the teaching of pupils in mixed-aged classes in which work is tailored well to pupils' differing needs. However, in some lessons the best use is not made of pupils' capacity for independent learning because introductory and other teacher-led activities are too long and lack pace. Nevertheless, younger pupils benefit greatly from learning alongside their older peers, who in turn show great maturity and sensitivity in their care and support for the younger ones.

Behaviour is outstanding and pupils have excellent attitudes to learning. Their spiritual, moral and social development is very strong and much in evidence in the daily life of the school. The school has involved pupils very successfully in the local and wider communities; their knowledge of those from other cultures or with different beliefs is good. Even so, staff are seeking more ways of further raising pupils' awareness of the diverse nature of the United Kingdom today. This is typical of the way in which all are striving for further improvement.

Governance has improved and is now good. Members of the governing body have a greater understanding of the implications of performance information and are great supporters of all aspects of the school's work. However, several governors are relatively

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new and are growing into their role. The determination of the headteacher to move the school forward is shared amongst staff and the governing body. This, together with accurate school self-evaluation and the many improvements seen since the last inspection, gives the school excellent capacity for continued improvement.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that introductory and other teacher-led activities are not too long and that full advantage is taken of pupils' capacity for independent learning.

Outcomes for individuals and groups of pupils

1

Children enter the school with skills and understanding that are generally consistent with those expected for their age. All groups of pupils achieve high outcomes. Although year groups of pupils are small and data needs to be viewed with caution, the rising trend in the Year 6 test results over recent years reflects the effectiveness of successful action taken to tackle weaknesses identified in the last inspection. Classroom observations and the work seen in pupils' books show that most of the current Year 6 are already working at or beyond the levels expected of 11-year-olds in English, mathematics and science. Pupils enjoy their lessons and their excellent behaviour makes a significant contribution to their high achievement. They respond well to interesting and challenging activities, and demonstrate the ability to work effectively both independently and collaboratively. This was exemplified in an infant topic lesson where pupils worked in pairs to classify two- and three-dimensional shapes and took pleasure in explaining their classifications to others in the class. Those pupils who require additional support to help them learn do exceptionally well. This is because they receive excellent support from teachers and from teaching assistants. Higher attaining pupils and those who have special talents also do very well because they are presented with work that captures their interest and challenges them very well.

Pupils say that they fully trust the adults in the school and know that someone will help them if the need arises. They demonstrate a good awareness of how to avoid risks, for example, on the internet or during their journeys to and from school. Pupils contribute well to the school community and speak enthusiastically of their responsibilities, including being on the school council or acting as monitors. Excellent relationships are a feature of all aspects of school life. Examples of this include the way that all pupils socialise at lunchtimes. High attendance and the excellent progress being made in the acquisition of basic skills ensure that pupils are exceptionally well prepared for the next stage in their education.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

All lessons are characterised by a purposeful and productive atmosphere for learning. In the very best lessons, pupils make rapid progress because assessment information is used well to guide the planning of learning tasks and pupils are expected to work independently, stretching themselves and others as they talk things through. Challenging questioning is used to assess pupils' understanding and extend their thinking. This was seen in a Years 5 and 6 numeracy lesson, for example, where pupils clearly enjoyed the challenge of carrying out rapid mental calculations using the four rules of number. However, in some lessons, teachers take too much time introducing learning, which restricts the time that pupils have to work independently. Pupils with special educational needs and/or disabilities make excellent progress because of very effective support based on a detailed understanding of their needs.

The curriculum provides pupils with an excellent range of learning experiences. A topic-based curriculum has been successfully introduced to make more meaningful links between subjects, while maintaining an emphasis on literacy and numeracy. It provides pupils with a wealth of opportunities for pupils to create, to explore and to investigate. This is seen, for example, in the current infant project on castles, which has been brought to life by carefully planned visits to Tamworth Castle and Chatsworth House. Pupils benefit from a well-attended range of extra-curricular activities. These contribute much to pupils' enjoyment, as do trips out of school, including residential visits. The quality of care,

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guidance and support is a major strength and there are many striking examples of the way the school helps pupils to overcome significant barriers to their learning. Excellent attention is given to supporting children whose circumstances make them vulnerable to promote their well-being.

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 | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The school is led and managed exceptionally well. The very clear direction provided for the school is strongly driven by the headteacher's ambitious vision for the future, which is shared by all staff. At the heart of all initiatives is a determination to further improve teaching and learning. Targets are constantly reviewed to ensure that they are both realistic and challenging and, consequently, pupils make excellent progress. Teaching and learning have improved because of well-planned professional development. Excellent links with external agencies support the individual needs of pupils from a range of backgrounds. This is an essential element of the school's effectiveness in combating discrimination. It also ensures the promotion of equality of opportunity so there are no significant gaps in attainment between any groups of pupils. All are fully included in everything the school has to offer.

Members of the governing body have worked well with staff to ensure that safeguarding procedures are of high quality and all staff are well trained in these matters. As a result, the school has the full confidence of parents and carers. While the governing body provides the school with considerable support, its understanding of the school's main strengths, and of where improvement is needed, is more dependent on headteacher's reports than their own monitoring and evaluation. Staff work exceptionally well with outside agencies, families and carers to help pupils achieve well. The school's promotion of community cohesion within a local context is strong. Through links with schools in Zambia and France, together with the school's ecological activities, pupils gain increased understanding of the interdependent nature of the global community. Pupils' understanding of what life is like for others in different social contexts in the United Kingdom is less well-developed and plans are well-advanced to strengthen this aspect of pupils' personal development.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| 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 | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

Children in the Reception age group are taught alongside their older peers in a class containing pupils from Years 1 and 2. They settle quickly on entering school because of the well-organised induction arrangements and excellent liaison with parents, carers and the pre-school group that many children have attended. All adults are vigilant in meeting the needs of children and welfare requirements are fully met. As a result, children feel safe, enjoy their learning and make good progress. By the time they join Year 1, most are attaining standards that are above those expected for their age in all areas of their learning. Children are able to talk about what they are doing in detail and their early writing and recording skills are evolving well. This is because they receive good teaching and effective support from other adults. There has been considerable improvement in the outdoor learning environment since the last inspection and use of the new covered outdoor area to extend pupils' indoor learning is developing well. Children's progress is carefully monitored. Records of their achievements are kept in their early learning journals, which are available to be shared with parents and carers at all times.

These are the grades for the Early Years Foundation Stage

| | |
|---|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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 | 2 |

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| | |
|-------|--|
| Stage | |
|-------|--|

Views of parents and carers

Virtually all of the parents and carers with children at the school returned the questionnaire. The very large majority of those who did and those who spoke to inspectors are very pleased with the school. Inspection findings are consistent with respondents' views that pupils enjoy school, feel safe, have good teaching, that the school helps their children to lead healthy lifestyles and that their children's needs are met. A few parents and carers would like more information on their children's progress and support in helping their children at home. The inspector followed up these concerns and found that staff work hard to involve parents and carers in their children's education, and that regular information is provided on the progress their children are making.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Darley 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 inspector received 34 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 18 | 53 | 15 | 44 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 23 | 68 | 11 | 32 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 18 | 53 | 11 | 32 | 4 | 12 | 0 | 0 |
| My child is making enough progress at this school | 14 | 41 | 15 | 44 | 4 | 12 | 0 | 0 |
| The teaching is good at this school | 18 | 53 | 12 | 35 | 3 | 9 | 0 | 0 |
| The school helps me to support my child's learning | 15 | 44 | 13 | 38 | 5 | 15 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 16 | 47 | 13 | 38 | 3 | 9 | 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) | 17 | 50 | 11 | 32 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 19 | 56 | 11 | 32 | 3 | 9 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 11 | 32 | 18 | 53 | 3 | 9 | 0 | 0 |
| The school takes account of my suggestions and concerns | 9 | 26 | 17 | 50 | 4 | 12 | 0 | 0 |
| The school is led and managed effectively | 16 | 47 | 13 | 38 | 5 | 15 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 22 | 65 | 6 | 18 | 3 | 9 | 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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



21 February 2011

Dear Pupils

Inspection of South Darley CofE Primary School, Matlock, DE4 2JT

Thank you for the help you gave me with the recent inspection of your school and for the friendly way I was received. I spoke with many of you and you were really helpful. I particularly liked the way you showed how much you appreciated the success of others in the achievement assembly.

Many of you told me that you believe you attend an excellent school. I agree and think that many features of your school are outstanding. You receive an excellent education and reach high standards at the end of Year 6. You enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. Your excellent behaviour is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. One of the things I really liked about your lessons was how responsible you are and the way in which you are able to get on with your work independently. I have asked your teachers to provide more opportunities for you to do this. Your teachers spend a lot of time marking your work and give you good advice on how to improve. You can make sure that you continue to make such good progress and do as well as you possibly can, by trying hard to follow the advice you are given.

Adults at school look after you exceptionally well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. I believe that everyone at South Darley can work together to continue the improvement seen in the school over recent years and that you will all want to play your part by carrying on working really hard in all of your lessons.

Yours sincerely

Dr Kenneth Thomas

Lead Inspector

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