

The Henry Prince CofE (C) First School

Inspection report

Unique Reference Number	124263
Local Authority	Staffordshire
Inspection number	359620
Inspection dates	14–15 June 2011
Reporting inspector	Roy Bowers HMI

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

Type of school	First
School category	Voluntary aided
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Chris Kinman
Headteacher	Jacqueline Naylor
Date of previous school inspection	19 May 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. Eight lessons were observed in Key Stages 1 and 2 and a number of activities observed in the Early Years Foundation Stage. All teachers were seen teaching on at least three occasions. The inspector held meetings with the headteacher, representatives of the governing body, parents and carers, a group of pupils, the nursery nurse and a representative of the local authority. The inspector observed the school's work and looked at its plans for improvement, assessment information, lesson plans, monitoring information, policies, questionnaires from staff and pupils and 19 questionnaires from parents and carers.

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

- How effectively teachers communicate clear learning intentions to pupils and provide challenge for all groups of pupils by using assessment information to build upon pupils' prior knowledge, skills and understanding.
- How effectively teachers are improving the achievement of pupils in writing by providing opportunities for them to practise their skills and to undertake extended pieces of writing in lessons other than literacy.
- How effectively the school is now demonstrating at least satisfactory capacity to improve without local authority support, especially through rigorous monitoring of the quality of teaching and learning.

Information about the school

The school is smaller than the average-sized first school. Nearly all pupils are of White British heritage. A very small minority of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special educational needs is also well below the national average. The school has gained the Activemark and Healthy Schools status.

When the school was inspected in May 2009, it was judged to require special measures because it was not providing a satisfactory standard of education and was not demonstrating the capacity to improve. Following the inspection there were a number of staff changes, including the appointment of an acting headteacher who became the substantive headteacher in April 2010.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is a satisfactory school which cares for the pupils well. They feel safe and happy because they are nurtured in a welcoming and friendly atmosphere. Since the last inspection, the school has made several improvements. Inadequate teaching has been eradicated and the quality of pupils' learning in lessons is now consistently satisfactory or better. Assessment of pupils' attainment is now more accurate and is used well by the headteacher to track pupils' progress and ensure that extra support is provided for those pupils who are falling behind.

Pupils' progress is accelerating. All groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress in Key Stages 1 and 2, and by the time they reach the end of Year 4, pupils' attainment overall is close to average. Significant improvements have been made in the Early Years Foundation Stage. Close attention to the needs of individual children and a good balance between child-initiated and teacher-led focused activities helps ensure that most children achieve well.

In lessons, when the work given to pupils is challenging and exciting, pupils try their best and work hard. The small number of pupils in classes helps teachers provide support for those who find the work difficult. Work is usually matched well to the needs of most pupils, but is often too easy for the more-able pupils and does not build well enough on their prior knowledge, skills and understanding.

The curriculum places strong emphasis on pupils adopting healthy life-styles. Consequently, most pupils have a good understanding of how a balanced diet can help maintain and improve health. Since the last inspection, an increased emphasis on teachers creating opportunities for pupils to practise their writing skills in lessons other than literacy is having a positive impact on raising achievement. However, there are still too few opportunities for pupils to develop their skills through extended pieces of writing based upon meaningful experiences or topics which excite their imagination. Over recent years, little attention has been given to the curriculum in subjects other than English and mathematics. Consequently, not all subjects provide well-organised and imaginative opportunities to improve upon pupils' knowledge, skills and understanding.

The headteacher is now taking the major role in leading strategic decision making, monitoring and evaluating all aspects of the school and implementing new initiatives. The school has many rigorous self-evaluation systems, including detailed tracking of pupils' progress and monitoring the quality of teaching and learning through checking on pupils' work in books. These enable the headteacher and governing body to have an accurate overview of the school's strengths and weaknesses. However, the headteacher's

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monitoring of the quality of teaching and learning through observing lessons is not regular or systematic. Improvements to all aspects of the school, especially in the Early Years Foundation Stage, and a sound system implemented by the headteacher for monitoring and evaluating outcomes and provision, show that the school has satisfactory capacity to improve without local authority support.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the achievement of the more-able pupils by ensuring that their work is challenging and based upon their prior knowledge, skills and understanding.
- Raise pupils' achievement in writing by providing them with regular opportunities for extended pieces of writing based upon meaningful experiences and topics which excite their imagination.
- Ensure that the curriculum in all subjects provides well-organised and imaginative opportunities to improve upon pupils' knowledge, skills and understanding.
- Ensure that the headteacher regularly and systematically monitors and evaluates the quality of teaching and learning.

Outcomes for individuals and groups of pupils

3

Pupils comment on how much the school has improved over the past two years and say that they now thoroughly enjoy coming to school, and parents and carers agree. Pupils' attendance has risen significantly and is now high. Around school and in most lessons, pupils are polite and thoughtful towards others, and play and work happily together. In a few lessons observed, pupils became restless and inattentive, and started to distract other pupils. When this occurred, the teacher had talked for too long, the tasks were not sufficiently challenging or the pupils were unclear what they were expected to achieve. Pupils say that bullying is very rare and are confident that teachers will listen to their concerns and resolve any difficulties which may arise. Pupils have a clear understanding of how to avoid dangers on the busy local roads and are aware of the potential hazards of the internet.

Children enter the Early Years Foundation Stage with skills that are typical for their age. Improved teaching and an effective curriculum ensure that children get off to a good start and achieve well. As they move through Key Stages 1 and 2, all groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress. In the lessons observed, some of the more-able pupils in Key Stages 1 and 2 did not achieve as well as they could, mainly because the work they were given was not significantly different to the work of other pupils.

Regular lessons with an emphasis on correct letter formation and a structured approach to teaching letters and sounds are having a positive impact on improving pupils' achievement in writing. Most pupils now form their letters correctly and write at a level which is expected for their age, but few exceed it.

Pupils trained as young leaders and buddies develop their social skills well through encouraging the younger pupils to play happily and actively together. In lessons, pupils

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work confidently with each other, sharing ideas and writing positive comments on each other's work.

Lack of first-hand exciting and thought-provoking experiences in the curriculum, a small amount of inappropriate behaviour in lessons and pupils' satisfactory understanding of cultures throughout the world mean that pupils' spiritual, moral, social and cultural development is only satisfactory.

These are the grades for pupils' outcomes

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

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?

The calm and supportive manner in which teachers manage the pupils and organise their tasks is a consistent and dominant feature of teaching in all classes. In most lessons, teachers ensure that pupils have a sound understanding of the intentions of the lessons. However, in some lessons, teachers inform pupils of the activities they are to undertake but do not make clear enough what the pupils will learn and, consequently, pupils' learning is less effective. In some lessons there is too much talking by the teachers, which results in a few pupils losing concentration and sometimes distracting others from their learning. Some marking precisely identifies how well pupils have achieved and what they need to improve and, in some lessons, pupils have a sound understanding of how to meet their targets for improvement. However, there is lack of consistency in both these aspects and targets are often too broad to give pupils a clear understanding of what to improve.

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The curriculum is enriched well by a number of after-school clubs, visits to places of interest and visitors to the school. Strong links with the church help promote pupils' responsibilities in the local community. The headteacher rightly sees developing the curriculum as one of the priorities for the school and has plans ensure that pupils' knowledge, skills and understanding are developed progressively in all subjects.

Parents and carers appreciate the school's good care and support for their children. The school draws well on the expertise of external agencies to work collaboratively on programmes for those with more complex needs and, when required, supports well the families of the potentially vulnerable pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

With strong support from the local authority, the headteacher and governing body have focused unequivocally on tackling the areas for improvement identified at the last inspection. Teachers and support staff share this commitment and strive for improvement. The school's commitment to promoting equality and tackling discrimination is shown through its strong care and support for those pupils who are potentially the most vulnerable and its detailed tracking of the progress of individual pupils.

Since her appointment, the headteacher has successfully worked hard with the local authority to improve her skills of monitoring and evaluating all aspects of the school's work. However, largely due to her teaching commitment, she does not regularly and systematically monitor the quality of teaching and learning through lesson observations. Consequently, she does not give teachers enough regular and detailed advice on how to improve pupils' learning in lessons.

The headteacher provides the governing body with useful information about all aspects of the school, including pupils' achievement in all classes. Since the last inspection, members of the governing body have increased their skills and are now able to use this information to ask relevant questions and to challenge the school thoughtfully. The governing body is suitably involved in strategic planning for the future and ensures that safeguarding procedures meet requirements.

Since being placed into special measures, the school has worked hard to regain the confidence of the local community. Parents and carers speak very highly of the school and appreciate the links it has with the community through activities such as local well-dressing and church activities. The school is further developing links with communities in

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the wider area, supporting community cohesion and enhancing pupils' understanding of multi-cultural Britain and global issues.

These are the grades for leadership and management

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

Early Years Foundation Stage

Consistent classroom routines and a safe, nurturing environment enable children to settle quickly and happily into school life. Relationships between adults and children are strong and the children show trust and confidence in those around them. Staff promote close relationships with parents and carers through effective induction programmes and regular communication. Children develop good personal and social skills through the many opportunities to work with each other and share resources.

Since the last inspection children's achievement has improved significantly. Currently, all groups of children are making good progress in all areas of learning and are on course to exceed the expected levels by the time they enter into Year 1. Staff know pupils exceptionally well and match the activities effectively to the needs of each individual. Pupils with special educational needs and/or disabilities are provided for effectively through close individual attention, effective liaison with outside agencies and, often, support for families.

The teacher and nursery nurse work exceptionally well together and plan indoor and outdoor activities which promote learning through play, and other activities which focus sharply on improving pupils' basic literacy and numeracy skills. However, the outdoor area is small and does not provide enough opportunities to excite pupils' imagination and motivate them to learn. Leadership is good. Children's progress is monitored well and additional support provided when required.

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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 Stage	2

Views of parents and carers

The proportion of questionnaire responses received from parents and carers was about the same as that received in most other primary school inspections. Most of the parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were happy with their child's experiences at school and felt that the school is well led and managed. The main concerns expressed by a few parents and carers were that they felt that their children were not making enough progress at school and their needs were not being met. The inspection found that nearly all aspects of the school are better than at the time when the school was placed into special measures. All groups of pupils are now making satisfactory progress and the needs of the most vulnerable pupils are met well. However, although the school is judged to be providing a satisfactory standard of education, the inspection has identified ways that the school can improve further so that all pupils make even better progress and attain even higher. Responses from parents and carers to Ofsted's questionnaire Ofsted invited all the registered parents and carers of pupils registered at The Henry Prince CofE (C) First 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Total	% Total
My child enjoys school	15	79	4	21	0	0
The school keeps my child safe	15	79	4	21	0	0
The school informs me about my child's progress	10	53	8	42	1	5
My child is making enough progress at this school	6	32	10	53	1	5
The teaching is good at this school	5	26	13	68	1	5
The school helps me to support my child's learning	5	26	12	63	1	5
The school helps my child to have a healthy lifestyle	15	79	4	21	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)	9	47	10	53	0	0
The school meets my child's particular needs	9	47	7	37	3	16
The school deals effectively with unacceptable behaviour	9	47	8	42	0	1
The school takes account of my suggestions and concerns	7	37	11	58	1	5
The school is led and managed effectively	9	47	9	47	0	1
Overall, I am happy with my child's experience at this school	12	63	6	32	1	5

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%.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
My school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 June 2011

Dear Pupils

Inspection of The Henry Prince CofE (C) First School, Ashbourne, DE6 2LB

I really enjoyed spending two days in your school and seeing your lessons. You all made me feel very welcome by the friendly way in which you talked to me about your work and told me what you thought about the school. I am writing to tell you about the report I have written.

I have said that your school is no longer in special measures because it has improved so much. The standard of your work has got higher and you are making better progress. I was very impressed with the way all the staff care for you, especially those of you who have had difficulties to overcome in your life. You have a good understanding of how to lead healthy lifestyles and you told me that you feel very safe at school. I was very pleased to see that you all attend school regularly. Well done!

I have said that the school is now satisfactory. To help it become a good school, it needs to make sure that:

- those of you who are already doing well are given harder work to do
- you do longer pieces of writing about those things that interest you
- you do more exciting things and make better progress in all your subjects
- the headteacher keeps a careful check on how well you learn in lessons.

You can help by continuing to work hard, especially in your writing.

Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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