

# Scarcliffe Primary School

## Inspection report

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<b>Unique Reference Number</b>	112615
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	363796
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Alison Cogher

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Dodds
<b>Headteacher</b>	Ann Ironmonger
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	Fox Hill Scarcliffe, Chesterfield S44 6TH
<b>Telephone number</b>	01246 823324
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed three teachers and a higher level teaching assistant. Meetings were held with the headteacher and deputy headteacher, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupil progress tracking data, curriculum planning information and pupils' work, together with evidence of the school's self-evaluation process. They also analysed questionnaires from staff, pupils and 51 parents and carers.

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

- What is the impact on pupils' learning of the links made between subjects and opportunities for problem solving?
- To what extent are pupils able to learn from others whose backgrounds are different from their own?

## Information about the school

This is a smaller than average-sized school and serves the village and surrounding area. Almost all pupils are of White British heritage. A below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is average. The school holds the Derbyshire Personalised Learning Award and has National Healthy 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

Scarcliffe Primary is an outstanding school. 'The school is a shining example of how a school should be,' and 'an excellent school that has exceeded my expectations both in teaching and care of my child,' were typical of views of the very large majority of parents and carers who returned the questionnaire. Since the last inspection, the school has strengthened its focus on providing a high quality education that takes account of pupils' individual needs and interests. The excellent curriculum provides many opportunities for pupils to use their literacy, numeracy and information and communication technology skills in other subjects and to solve real-life problems. This approach makes a very positive contribution to pupils' progress and their enjoyment of learning. Within the exceptionally positive and caring environment created by the headteacher and her staff, the vast majority of pupils develop a 'can do attitude' to their learning.

The school's excellent learning culture and very strong inclusive ethos enables all pupils, including those with special educational needs and/or disabilities, to make exceptional progress in English and mathematics. Caution is needed when making generalisations because of the small numbers involved each year, but school-based assessment data and pupils' current work show that as in past years, attainment is significantly above average by the time they leave the school in Year 6. Pupils' overall achievement is outstanding. Attendance rates are high, and pupils' report that they enjoy school, feel very safe, and that the behaviour of the vast majority of pupils is extremely good. Pupils have a very good understanding of the importance of diet and exercise in a healthy lifestyle. They show very well-developed levels of maturity, have a secure grasp of right and wrong and make a significant contribution to the school community through their willingness to take on responsibilities. Their appreciation of human diversity is supported very well by the school's links to other schools within the local area, and further afield nationally and globally. Pupils' high attainment and outstanding personal development prepare them extremely well for their future economic well-being.

Meticulous procedures for assessing pupils' learning enable teachers to measure their progress very accurately and to identify exactly what they need to learn next. Excellent use of this information to plan lessons that take account of pupils' individual needs exemplify the high quality teaching found throughout the school. Teachers' excellent subject knowledge ensures that pupils of all abilities, including those with specific learning needs are supported to do their very best. Skilled teaching assistants work very closely with teachers to provide finely targeted support for individual pupils and groups. Pupils are motivated in lessons and work very hard. They take pride in their work, are extremely productive and respond positively to the advice and guidance they receive during lessons and through the marking of their work. Resources, including the school's outdoor areas and many additional enrichment experiences, support pupils' learning very well.

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The headteacher has succeeded in establishing a widely-shared commitment to continuous improvement. There is a strong culture of self-evaluation and staff and members of the governing body work extremely effectively as a team. They are highly reflective and keen to adopt new ideas for the benefit of pupils. This ensures the school is sharply and accurately focused on securing improved outcomes for pupils. Consequently, the capacity to improve further is outstanding. Partnerships with other schools and organisations are excellent and contribute markedly to the learning opportunities provided for pupils. The school employs a wide range of procedures to keep parents and carers informed and ensure they have the information they need to support their child at home. To strengthen this aspect even more, the school is establishing a 'learning platform'. Although it is in the early stages of being implemented, this electronic facility is already providing parents, carers and pupils with even greater access to day-to-day information about the running of the school, and a wide variety of curriculum information for each class.

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

- Press on with the planned development of the 'learning platform' to enhance communication with parents and carers, and to provide them with more information to help them support their children's learning at home.

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

**1**

Children typically start school with skills that are broadly as expected for their age although the small numbers of children involved result in some variation from year to year. Aspects of communication, language and literacy, particularly writing and knowledge and use of letter sounds, are often below the levels expected. Teachers' very thorough tracking of pupils' progress ensures that adjustments can be made quickly to the type and level of support or challenge pupils receive. This ensures that individuals and groups of pupils make the best possible progress in lessons and over time.

Pupils respond with enthusiasm but also with a great deal of maturity in lessons. They are honest and accept that they have different likes and dislikes both at school and in their home lives. They are polite and listen to each other and to adults with respect. For example, pupils in Years 5 and 6 worked very sensibly in small groups to agree the actions and musical accompaniment for a piece of performance poetry. Pupils report that they feel listened to and value highly the opportunities they are given to be directly involved in supporting school improvement. School councillors take their responsibilities very seriously and regularly canvass the views and ideas of other pupils. For example, during an assembly run by the school council, all pupils were asked to vote for how they wished to spend money that pupils had raised at the school's 'country fair'. The options voted on were derived from a survey conducted by the school council and this process provided all pupils with experience of the democratic procedures which guide British society. Pupils work with their teachers and each other to raise questions to guide their investigations when working on topics and this stimulates many to complete independent research.

Pupils are encouraged to develop enterprise skills and financial awareness through a variety of real life experiences. These include making and selling products at school events where they grasp the principles of profit and loss and the management of their own money by using a bank account.

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

*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Relationships between pupils and adults are extremely supportive. Teachers make excellent use of questioning during and at the end of lessons to check pupils' understanding and progress. Any misunderstandings or gaps in learning are tackled quickly so the pace of pupils' learning does not slow. Activities that appeal to pupils secure high levels of engagement, excellent learning across a number of subject areas and a determination to complete the tasks set as well as possible. For example, a project on cars developed around the interest of a single pupil in the Year 3 and 4 class captured the imagination of all pupils. They researched the history of cars then created vehicle characters and wrote stories about their adventures. Teachers value the contributions made by pupils. As a result, pupils develop the self-esteem and confidence to attempt work that they find a real challenge. They are very well supported in their efforts and develop very positive attitudes as a result.

The curriculum has been reviewed and refined to ensure it has relevance for pupils and links between subjects and problem solving are firmly embedded as strategies for learning. It is carefully modified as necessary to ensure tasks meet pupils' needs precisely. A broad range of stimulating resources and enrichment activities that include a wide variety of sports extends pupils' experiences very well. The teaching of French throughout the school provides pupils with first-hand experience of a language other than English.

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Links with schools located in contrasting communities including those in other countries support pupils' understanding and appreciation of ethnic and cultural diversity extremely well.

The school's very close working with a range of agencies ensures that those pupils in need of additional help are assisted exceptionally well. The school is very inclusive and all pupils are encouraged and supported as individuals to make the most of the opportunities it has to offer.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The success of the school is primarily due to the efforts of an extremely cohesive team of staff and the governing body. Guided very effectively by the headteacher they share a vision for success and a determination to ensure that every pupil is supported to achieve as well as they can. They value the contribution made by pupils and parents and carers to school improvement work and seek their views and ideas. The school actively responds to the information it receives. For example, the school council interviewed members of the governing body and prepared a briefing paper for parents and carers. This followed on from a survey in which parents and carers had indicated they were unsure about who the governors were, and what their roles and responsibilities are. Staff and the governing body work diligently to realise the goals they have set for school improvement. Members of the governing body are extremely well informed. They are involved in gathering first-hand evidence to inform school self-evaluation and are very well placed to challenge the school and hold it to account for its work.

The school is extremely successful in ensuring that all groups of pupils including those with special educational needs and/or disabilities make similar progress. This demonstrates that it is very effective in promoting equality of opportunity for all pupils. The school is a highly cohesive community and links with the local area together with very strong national and international links ensure pupils' gain a secure appreciation of the diversity of cultures and religious beliefs. Safeguarding procedures are exemplary and include procedures for monitoring the effectiveness of actions taken. Staff and members of the governing body are very well trained and vigilant in the keeping of records. Attention to detail is reflected in pupils' and parents' confidence in the school in this area.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Excellent leadership secures extremely effective and cohesive teamwork and very productive relationships with parents and carers and pre-school providers. This ensures children feel safe and secure and settle quickly into school. Children achieve very well. Their success is a consequence of extremely detailed planning based on very accurate assessment information and a knowledge and appreciation of children's individual interests and experiences. Relationships are very caring and supportive. Consequently, children develop into confident individuals who play happily together. They make excellent progress and by the end of their Reception year, most exceed the goals expected. Children who attain particularly well are supported to access National Curriculum expectations in a way that also takes account of their personal maturity. Excellent use is made of both the indoor and outdoor spaces where activities engage children in learning through investigation and exploration. These are suitably open-ended to ensure that they are accessible to pupils of all capabilities whilst also providing a suitable level of challenge. For example, in the seaside role-play shop some children acted out visiting the shop to buy items. Other children took this further and practised counting money in multiples of two pence which reflected work completed in a previous adult-led activity. The focused teaching of early literacy and numeracy skills ensures children develop the confidence to engage in independent activities. For example, after an adult-led session on rhyming words, children searched in the sand tray for word cards and matched those that rhymed whilst others wrote their own rhyming words to extend a list started by their teacher. Adults make excellent use of questioning and conversation to extend and enrich children's vocabulary and to develop their thinking skills.

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

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A higher proportion of parents and carers than usual returned the questionnaire. All those responding believe that the school keeps their children safe and that teaching is very good. A very large majority are happy with their children's experiences at school and feel their suggestions and concerns are taken account of. Inspection evidence confirms these positive views. 'I am more than happy with all aspects of Scarcliffe School,' and 'there is a very nice family feel to the school and both my children are progressing well and love it there,' reflect the positive comments received. A very small number of parents and carers expressed concerns about the way in which pupils views are canvassed. However, pupils spoken to talked confidently about how they were able to voice their opinions honestly through class discussion and via the school council, and so are able to contribute to both school improvement work and what they learn about in lessons.

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

Ofsted invited all the registered parents and carers of pupils registered at Scarcliffe 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	59	20	39	1	2	0	0
The school keeps my child safe	39	76	12	24	0	0	0	0
My school informs me about my child's progress	30	59	19	37	1	2	0	0
My child is making enough progress at this school	30	59	19	37	1	2	0	0
The teaching is good at this school	36	71	15	29	0	0	0	0
The school helps me to support my child's learning	32	63	18	35	0	0	0	0
The school helps my child to have a healthy lifestyle	34	67	15	29	1	2	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)	26	51	25	49	0	0	0	0
The school meets my child's particular needs	30	59	20	39	1	2	0	0
The school deals effectively with unacceptable behaviour	26	51	23	45	1	2	0	0
The school takes account of my suggestions and concerns	26	51	22	43	3	6	0	0
The school is led and managed effectively	26	51	20	39	3	6	2	4
Overall, I am happy with my child's experience at this school	31	61	17	33	2	4	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](http://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"><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 pupils' 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.**



15 July 2011

Dear Pupils

**Inspection of Scarcliffe Primary School, Chesterfield, S44 6TH**

Thank you for making us so welcome when we visited your school. You were extremely polite and friendly and we really appreciated the time you spent talking to us. We have decided that yours is an outstanding school. That means that your teachers and all those who work in, or are involved in running, the school support your learning extremely well. These are a few of the excellent things we found in your school:

You work very hard, make excellent progress and achieve extremely well.

Your teachers and other adults are very clear about what you need to do to improve and they know exactly how to help you to do your very best.

Your teachers plan lots of interesting things for you to do. They value and use the suggestions you make about what you would like to find out in topics.

You get lots of opportunities to take part in activities during and after school.

Your school is led by a very able headteacher who is supported extremely well by all the staff and the governing body. They do all they can to make sure you have really good learning experiences. You make a very good contribution to life at school because you behave really well and take your responsibilities seriously.

Your attendance at school is much higher than the national average so you lose very little learning time. Well done!

You told us how safe you feel at school and how you are confident that if you have a problem an adult will help you to solve it.

Even in an outstanding school, there is room for improvement. So, we have asked your headteacher to push ahead with the development of the 'learning platform' so you and your parents and carers can share your learning even more.

You can help your school by continuing to contribute your ideas about how it might be even better and by keeping up with your excellent attendance and hard work.

Yours sincerely

Alison Cogher

Lead inspector

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