

# Bakewell CofE Infant School

Bath Street, Bakewell, DE45 1BX

**Inspection dates** 12–13 December 2012

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Outstanding | 1        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils do well in reading, writing and mathematics. They do best of all in writing.
- Teaching is good. The very best teaching consistently makes sure work set is exactly right for pupils of different abilities.
- The teaching of letters and sounds is a strength.
- The school is a happy place where pupils feel safe and thrive. Behaviour is excellent and attendance is above average.
- Leaders promote pupils' spiritual, moral, social and cultural development exceptionally well.
- Leaders link staff training to the school's needs well, and this is leading to improvements in pupils' achievement and the quality of teaching.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to use their mathematics skills in other subjects.
- The systems used to check how well pupils are doing do not focus enough on ensuring outstanding achievement.
- The ways in which leaders check and improve the quality of teaching are not leading to enough teaching becoming outstanding.

## Information about this inspection

- The inspector observed eight lessons or parts of lessons, of which four were joint observations carried out with the headteacher. Five members of staff were seen teaching.
- Meetings were held with pupils, members of the governing body, a representative of the local authority, school leaders and staff.
- The inspector spoke to pupils during lessons about their work, looked at their books and listened to pupils read, and attended one assembly.
- The inspector took account of 12 responses to the online questionnaire (Parent View) and spoke to parents and carers during the inspection.
- The inspector analysed responses from 14 questionnaires completed by staff.
- The inspector observed the school's work, looked at progress and attendance data, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized infant school.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is average.
- Pupils are taught in three classes, one of which is mixed-age.
- Since the last inspection, the school has experienced some staffing changes.

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

- Increase the proportion of outstanding teaching by ensuring teachers:
  - provide more opportunities for pupils to use their mathematics skills in other subjects
  - make sure work is always just hard enough so that pupils of different abilities can all get on confidently.
- Strengthen leadership and management by ensuring leaders:
  - place more emphasis on whether the achievement of enough pupils is outstanding when checking their progress
  - share the outstanding teaching practice that exists in the school so that more teaching matches the quality of the very best
  - provide more detailed feedback to staff, when observing lessons, so they know exactly what to do to make more of their teaching outstanding.

## Inspection judgements

### The achievement of pupils is good

- When they start in the Reception class, children's abilities are in line with those expected for their age. They do well in all areas and especially in developing early reading and writing skills. During the inspection, Reception class children wrote letters to Santa and Year 2 chose winter words for their poems. By the time they enter Year 1, they are well prepared for the next stage of their learning.
- By the end of Year 2, standards are above average. In writing, standards are even higher. Pupils approach different kinds of writing tasks with confidence. They talk about their writing before they start so they are clear about their ideas.
- Pupils enjoy books and read regularly. They become confident readers because they get a good grounding in how to link letters and sounds to tackle new words. They use information books and computers to find out facts and understand plots and characters well.
- In mathematics, pupils develop good number skills and often use them to solve problems. However, they do not get chance to use their mathematics skills as much as they use reading and writing. This is because leaders do not plan carefully enough to ensure mathematics is included in topics and other subjects.
- Disabled pupils and those who have special educational needs or have statements make good progress. Staff go the extra mile to ensure the support is right for each individual. As a result, pupils' confidence grows and they successfully make small steps towards their learning goals.
- The small number of pupils known to be eligible for free school meals make good progress. The school spends additional income it receives on extra classroom help and resources. This is helping teachers to raise achievement and ensure these pupils make equal progress to their classmates.

### The quality of teaching is good

- Relationships are very good. Staff enthusiastically support pupils' efforts and celebrate their successes. By providing lots of opportunities for speaking, listening and working together, teachers are able to develop pupils' social and thinking skills very well.
- Teachers make sure pupils are clear about what they are learning. They check understanding before pupils start work and at the end of lessons and help to put right any misconceptions. They make good use of targets and marking in books so pupils know what they are working towards.
- The best learning happens when work is precisely matched to pupils' abilities. For example, in a mathematics lesson, outstanding teaching provided interesting ways to learn about ordinal numbers. Pupils made outstanding progress because the work was neither too easy nor too hard but ideally matched to ability. However, this kind of highly effective practice is not shared enough with other teachers to ensure that teaching in all classes is as good as it is in the best.
- In the Reception class, staff develop children's curiosity and imagination well by providing stimulating things for them to do. Outdoor spaces are used effectively to extend learning. For example, in one lesson, children excitedly explored what happens to water when it freezes and

some created ice art.

- The teaching of letters and sounds is highly effective. Pupils regularly learn in small groups where work is well matched to their ability. Staff ensure pupils get regular opportunities to read. The regular use of home and school reading records enables parents and carers to be involved in their children's learning.
- Teaching assistants play a valuable role in helping disabled pupils and those who have special educational needs to make good progress. Resources and teaching methods are carefully chosen to help tackle pupils' specific difficulties and build their skills successfully.

### **The behaviour and safety of pupils are outstanding**

- Pupils say they are happy at school, a view strongly supported by parents and carers. Pupils enthuse about their learning and are very keen to get on with their work. Attendance is above average: very few pupils are persistently absent or late.
- Pupils are keen to learn new things and share their ideas. They think about their learning and how to improve. They know about people from different backgrounds and places and are interested in faiths different to their own. Pupils take part in performances and represent their school in local competitions.
- Behaviour is exemplary. Movement around the school site is calm and very orderly with no time wasted because staff make their very high expectations clear. Pupils have a very strong sense of right and wrong because the school promotes moral development very well.
- From the time children start school, staff encourage pupils to show good manners and kindness towards others. Pupils respect each others' views and listen very carefully to adults and their classmates. In assemblies, they maintain high standards of behaviour and listen very politely to visitors.
- Pupils have very mature attitudes towards those who find behaving well more difficult and recognise that some may take longer to conform to the school's rules. They talk sensibly about bullying and how to deal with it. Bullying incidents are very rare and thoroughly recorded.
- Pupils very willingly take on roles and jobs to help their teachers and younger children. They strive to do really well and want very much to be 'Star of the Week' because they are proud of their achievements.
- The safety of pupils is a priority and promoted by all staff. Pupils say they feel safe and parents and carers unreservedly agree. Pupils know who to speak to if they have a problem and have a very good understanding of how to stay safe.

### **The leadership and management are good**

- The headteacher has created a strong teaching team and has made sure that the good quality of teaching has been maintained since the last inspection. Good improvements have been made in developing leadership roles and all staff are committed to moving the school forward.
  - Training given to staff helps to develop their teaching skills and improve the school. Targets for
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staff to work towards are reviewed regularly and closely linked to areas that the school has identified for improvement.

- Leaders are committed to equality of opportunity. They use additional funding well to speed up the progress of any pupils in danger of falling behind. Work in groups is well organised for those in the mixed-age class to ensure there is equal access to activities for all pupils of the same age and that it properly reflects pupils' sometimes very different abilities.
  - There is already some outstanding teaching but the systems used by leaders to check the quality of teaching and guide staff on how to teach better do not focus sharply enough on raising it to the point where it is consistently outstanding.
  - Local authority support has been used successfully to develop leaders' expertise in identifying areas for improvement and judging how well the school is doing. As a result, leaders have a realistic picture of the quality teaching. However, although leaders make extensive use of data and evidence from pupils' books to identify underachievement, they do not use this data well enough to identify the scope for more pupils to make outstanding achievement.
  - Leaders ensure that the school provides a good range of subjects and experiences for pupils, well supported by trips and visitors. In the Reception class, a good balance between adult-led tasks and those children choose for themselves, helps children to become independent and use their initiative.
  - Very strong links with the church, the local community and other groups helps the school to develop pupils' spiritual and cultural understanding extremely well. The school takes great care of pupils, develops them both intellectually and emotionally, and ensures their real sense of belonging and very good moral development are reflected in their outstanding behaviour.
  - **The governance of the school:**
    - Governors are strengthening their skills in holding the school to account and checking its work. As a result, they have a clear view of how well the school is doing relative to other schools and recognise what needs to improve. Governors are highly supportive of staff and value their hard work. They have a good understanding of the quality of teaching. They understand how teachers' pay should be linked to their impact on pupils' progress and are fully involved in decisions about staff development. Governors keep careful control over how money is spent. They authorise the spending of the pupil premium income and know what effect this and other funding has on pupils' achievement because they discuss progress regularly with the headteacher. Governors are suitably trained and keen to hone their skills further through more professional development. They ensure that safeguarding arrangements meet requirements.
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## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

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|--|--|
| <b>Unique reference number</b>             | 112797                                   |
| <b>Local authority</b>                     | Derbyshire                               |
| <b>Inspection number</b>                   | 395709                                   |
| <b>Type of school</b>                      | Infant                                   |
| <b>School category</b>                     | Voluntary controlled                     |
| <b>Age range of pupils</b>                 | 4–7                                      |
| <b>Gender of pupils</b>                    | Mixed                                    |
| <b>Number of pupils on the school roll</b> | 70                                       |
| <b>Appropriate authority</b>               | The governing body                       |
| <b>Chair</b>                               | Kath Naylor                              |
| <b>Headteacher</b>                         | Patricia Outram                          |
| <b>Date of previous school inspection</b>  | 19 November 2007                         |
| <b>Telephone number</b>                    | 01629 812322                             |
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