



The Henry Prince CofE (C) First School

Inspection Report

Unique Reference Number 124263
LEA Staffordshire
Inspection number 281675
Inspection dates 12 July 2006 to 12 July 2006
Reporting inspector Lois Furness AI

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

Type of school	First	School address	Mayfield
School category	Voluntary controlled		Ashbourne
Age range of pupils	3 to 9		Derbyshire DE6 2LB
Gender of pupils	Mixed	Telephone number	01335 342613
Number on roll	59	Fax number	01335 342613
Appropriate authority	The governing body	Chair of governors	Mr Chris Terry
Date of previous inspection	31 January 2000	Headteacher	Mrs Anne Brown

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school draws most of its pupils from the village of Mayfield and its outlying villages of Ellastone, Wootton and Stanton. Each of the three classes includes pupils from two year groups. Almost all pupils are of White British heritage. The percentage of pupils with learning difficulties is broadly average. On entry to the Nursery most children have the knowledge and skills expected for their age. Since the school was last inspected, there has been a change of headteacher and of some teaching staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory but improving school. The leadership has an accurate understanding of the strengths and areas needing improvement, and the school's evaluation of satisfactory effectiveness is correct. In order to improve, the headteacher has introduced systems to make better use of assessment information and more thorough ways of monitoring and evaluation, including of teaching. These actions, although satisfactory, have not yet fully influenced standards and achievement, and evaluation is not sharply focused on the influence of teaching on pupils' learning. Teaching and learning are satisfactory and there are strengths in relationships and in the use of teaching assistants. However, the pace of learning is sometimes too slow and activities planned do not meet the full range of needs within the class, particularly in writing. Pupils do not know sufficiently well how to make their work better. Tracking systems show some pupils of all abilities not making as much progress as they should in reading, writing and mathematics. However, because of effective action, this is improving and standards mainly match those expected for the pupils' age by Years 2 and 4 in reading and mathematics. Standards in writing are below those expected. Achievement is now satisfactory. There are some real strengths, however. Pupils' personal development is particularly good. Pupils behave well, attend regularly and are keen to learn. They participate enthusiastically in the activities provided both in and out of school hours. Pupils are well cared for and have a good understanding of how to lead safe and healthy lifestyles. The school is a happy place to be. Quality and standards in the Foundation Stage are satisfactory and children quickly settle into school routines. Improvement since the last inspection is satisfactory and the headteacher has built a team which is becoming increasingly effective in helping the school to improve. As a result of the current quality of teamwork, the school is securely placed to improve further. Overall, the school provides satisfactory value for money.

What the school should do to improve further

- Increase the pace of learning and ensure that work in lessons is consistently meeting the needs of different ability groups, especially in writing.
- Continue to develop the use of assessment information to identify and rectify any underachievement and to involve pupils more in their learning.
- Further develop monitoring and evaluation procedures by focusing on the influence of teaching on pupils' learning and progress.

Achievement and standards

Grade: 3

Achievement is satisfactory. Children achieve satisfactorily in the Foundation Stage and by the time they enter Year 1 the majority attain the levels expected for their age. By the end of Year 2, pupils attain broadly average standards in reading and mathematics but below-average standards in writing. Few pupils attained the higher level (Level 3) in the 2005 end-of-key-stage assessments in all three subjects. However,

there has been improvement this year and more pupils attained Level 3 in reading and mathematics. Writing standards have also improved, although they are still weaker than in the other two subjects. In 2005, boys attained higher standards than girls but this was an issue related to this group of pupils and is not evident in other year groups. By the end of Year 4, the majority of pupils attain standards expected for their age in reading, mathematics and science. Writing is slightly below the level expected. A useful tracking system has been introduced this year and it is evident that in the past, pupils' progress has not been carefully checked against agreed targets. A minority of pupils of different abilities have underachieved in reading, writing and mathematics. Effective action has been taken to rectify these weaknesses so that achievement is now satisfactory in Years 1 to 4. Pupils with learning difficulties and disabilities make the same progress as their peers and their achievement is satisfactory. As pupils are not set challenging individual targets, the school's focus on improving pupils' achievement is not as rigorous as it could be.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils have positive attitudes. They enjoy coming to school, as shown by their good attendance and behaviour. Children in the Foundation Stage are confident and lively and are developing good personal skills. Spiritual, moral, social and cultural development is good, with the strongest elements being moral and social development. The pupils know right from wrong and are polite, friendly and respectful towards adults. They are sensitive to the needs of others and willingly help others. However, at times, pupils unnecessarily choose to seek adult support, rather than working independently. Pupils eat healthily and take regular exercise. The sports afternoon held during the inspection showed how eagerly pupils take the opportunity to take part in physical activity. Pupils contribute well to the local community by involvement in village and church events. Through the active school council, pupils make good contributions to school improvement, for example, in improving the school surroundings and thinking about ways of raising funds. Pupils' basic skills in literacy, numeracy and information and communication technology (ICT) prepare them satisfactorily for their life in the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Specific strengths within lessons include teachers' enthusiasm, very good relationships and effective management of pupils. These strengths encourage pupils to want to do their best. Lessons run smoothly and pupils are very eager to ask and answer questions. Teaching assistants ensure that pupils with learning difficulties and disabilities are included well in all activities. In some lessons, however, teachers do not expect enough of pupils and the pace of learning is too slow. Teachers do not use effective strategies to enable all pupils to

express their ideas or to develop independence. Assessment information is not used enough to inform what goes on in lessons. This means that work set is not always closely enough matched to the needs of pupils with different levels of ability.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is appropriately matched to the interests and ages of the pupils. The curriculum for children in the Foundation Stage satisfies the required areas of learning. Provision for pupils' personal development and aspects of being healthy and staying safe are good. There is a clear focus on developing literacy, numeracy and ICT skills and the school is now developing opportunities for pupils to use these skills across a range of subjects. However, there is still more work to be done in that respect. A good number of pupils involve themselves in the wide range of extra-curricular activities, such as cookery, gardening, computers and sporting activities. In addition, there are many visits and visitors to the school. Pupils now benefit from residential visits, which one pupil described as 'memorable.' An enterprising twinning arrangement with an urban school to enable contact with pupils of different ethnic backgrounds is already proving successful in its second year.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall, although there is good attention to pupils' personal welfare. The warm family atmosphere and approachability of staff result in pupils being sure that they have an adult to whom they can turn should the need arise. Those who are vulnerable or who have learning difficulties or disabilities are given the necessary support. External agencies are well used to support the school when matters of concern arise. Child protection arrangements are very secure. Good care is taken to ensure that pupils work and play in a safe environment. The quality of guidance to help pupils make progress with their school work is not as strong as the personal care. A useful tracking and target-setting system is now in place and assessments made are becoming more accurate. However, academic guidance through, for example, marking is not securely established. This means that opportunities for pupils to be clear about what they need to do next to improve their work are sometimes missed.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher has gained the confidence of governors, parents and staff and this means that there is a real sense of teamwork in the school ensuring effective day-by-day management. The governors are becoming more involved in the life of the school and fulfill their statutory duties. They are supportive and are developing their role of 'critical friend.' Pupils and parents are included well in the school's process of self-evaluation. Parents have confidence

in the school and parents' questionnaires were overwhelmingly supportive. 'A great environment for all children to learn and grow in,' was one of many similar comments. Successful improvements that have taken place since the appointment of the headteacher demonstrate that the school has the necessary capacity to improve further. Self-evaluation procedures are satisfactory and provide an accurate picture of how well pupils achieve and where improvements are needed. However, the monitoring of teaching does not sufficiently focus on the impact on pupils' learning. There is also a legacy of inefficient assessment and tracking of pupils' progress, which has affected achievement in the past. Although improved tracking procedures are beginning to rectify this, current developments are at an early stage and further improvement is necessary. Subject leaders are enthusiastic and committed and are starting to influence provision in the subjects for which they are responsible.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children As you know, we visited your school recently. Although we were only there for a short time, we enjoyed our stay and would like to thank you for all the help you gave us. We would like to tell you what we found out about your school. What we think your school does well

You told us you enjoy school and certainly your sports afternoon looked to be lots of fun.

You behave well and in lessons you were very keen to ask and answer questions.

You take seriously the importance of eating healthily and taking physical exercise.

The teachers and staff take good care of you while you are in school. You trust your teachers and know there is someone to talk to if you are worried.

Your headteacher knows what must be done to make your school even better. What we have asked the school to do to improve

We have asked your teachers to make sure that you are all learning as much as you can and that activities make you all think hard, especially in writing.

Also, we have asked your headteacher to check regularly that no one slips behind and that teachers give you lots of help about how you can improve your work.

Finally, we have asked that when your headteacher and subject leaders are checking lessons and looking at your work, they check carefully that learning is as good as it should be. We are glad you enjoy your school and hope you will continue to work hard. Very best wishes Mrs L Furness (Lead Inspector)