



Chinley Primary School

Inspection Report

Unique Reference Number 112527
Local Authority DERBYSHIRE
Inspection number 289313
Inspection dates 8–9 January 2007
Reporting inspector Sue Hall

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

Type of school	Primary	School address	Buxton Road
School category	Foundation		Chinley, Chinley
Age range of pupils	4–11		High Peak, Derbyshire SK23 6DR
Gender of pupils	Mixed	Telephone number	01663 750367
Number on roll (school)	227	Fax number	01663 750367
Appropriate authority	The governing body	Chair	Mr M Farrar
		Headteacher	Mrs E J Openshaw
Date of previous school inspection	12 December 2001		

Age group 4–11	Inspection dates 8–9 January 2007	Inspection number 289313
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly larger than average sized primary school in the Peak District of Derbyshire. The area is socially advantaged with a small number of pupils eligible for free school meals. The large majority of pupils are of White British heritage and none speaks English as an additional language. The proportion with learning difficulties and/or disabilities is below the national average, although this is higher in some Key Stage 2 classes where there is an above average level of mobility. The school has achieved Anti-bullying, Healthy Schools, Race Awareness and Basic Skills Quality awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is popular and oversubscribed and parents are generally very pleased with the quality of education offered. One notes, 'The school promotes kindness and consideration especially from older children to the younger children and we feel the school puts a lot of time and effort into a child's overall happiness as well as striving for good academic results.' The school provides good value for money and has good capacity to improve. Inspection judgements match those of the school's self-evaluation, which is accurate and searching and indicates senior staff recognise the strengths and areas for development well.

Pupils enter the school with skills that are above the average for their age. They often have good speaking skills and are confident, happy and keen to learn. They make at least satisfactory progress in the Foundation Stage and usually exceed the targets expected of them. In Years 1 to 6 pupils overall make good progress and attain standards that are significantly above average. In reading, writing and science, standards are well above average and the achievement of pupils of all abilities is good. This helps pupils prepare well for their future economic well-being. However, standards in mathematics are not as good as in other subjects because fewer pupils achieve the higher levels by the end of Year 6.

Pupils' personal development is good and they are very proud of their school's achievements, such as the race equality award they recently contributed to. One pupil said he was proud of, 'the happiness in the school'. Their enjoyment in school is excellent. Pupils behave very well and their contribution to the community is outstanding. They enjoy the range of sporting activities and know how to lead a healthy lifestyle.

The quality of teaching and learning is good. Planning is firmly based on the effective use of information about pupils' progress. Teachers organise activities that offer a good level of challenge to pupils of different abilities. The curriculum is good and there are strengths in the ways staff enrich learning through a variety of projects and visits. The care and guidance of pupils is good. Staff know the pupils well and quickly recognise where help may be needed, with the support for those with learning difficulties and/or disabilities being a strong feature.

The leadership and management of the school are good. The headteacher provides a very good lead. She is very ably supported by the deputy, who is also highly effective in her role as special educational needs coordinator. The school has recently trialled a new process for producing the school improvement plan in the light of the national initiative 'Every Child Matters.' While the current plan is satisfactory, the criteria for measuring the success of initiatives could be improved. Governance is satisfactory, but governors are often dependent on staff for information including in parts of the school improvement planning process.

What the school should do to improve further

- Improve the progress made in mathematics so that pupils achieve as well in this subject as others.
- Ensure that school improvement planning identifies how the success of initiatives, including the development of the role of governors, is measured.

Achievement and standards

Grade: 2

Pupils enter the Nursery with skills that are above average for their age. Many have good communication skills. They are often confident, have good personal and social skills and settle well. They make at least satisfactory progress in the Foundation Stage and when they leave the Reception class standards usually exceed the targets for their age in all areas of learning. The assessment issues identified in the last inspection have been addressed fully.

At the age of 7, standards in reading, writing and mathematics are above average. Because the school has a good reputation in the area several pupils transfer to Chinley during Key Stage 2, often with identified learning difficulties. With well planned support many of these pupils make very good progress. By the age of 11, standards are significantly above average, especially in reading, writing and science, where a good proportion of pupils attain the higher levels in national tests. In mathematics, most pupils attain at least the average standard, but fewer achieve at the higher levels than in other subjects. The school has put into place new initiatives across the age range to develop mental mathematics skills and the confidence and ability to solve problems, but these are at too early a stage to have made a significant impact on standards. Overall, pupils achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good because the school successfully promotes positive attitudes to others and to learning. Pupils give an enormous list of things they really like doing, including sports, art and information and communication technology (ICT) activities. Many make an excellent contribution to school life. Older pupils support younger ones and the elderly of the community and promote charitable causes particularly effectively. Several are involved in projects with a local school for children who find learning particularly difficult. The school council works well to improve the school for all. Some pupils very thoughtfully ensure that the school does not waste energy. Pupils' spiritual, moral, social and cultural development is good. Pupils use time for reflection well. They have a good knowledge of their own and other cultures and are respectful of them. Pupils act safely and carefully around school and adopt healthy lifestyles. For example, nearly all pupils, including those from Reception to Year 2, keenly join in physical exercise sessions. Attendance is satisfactory. The

school works effectively to encourage pupils to come to school but attendance is affected by those who take holidays in term times.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching and learning enables pupils to make effective progress in developing the skills that equip them well for later life. Teachers have good relationships with pupils and explain things well. Staff plan carefully to ensure that activities offer challenge that is well matched to pupils' different abilities, including those who are gifted and talented and those with learning difficulties. The targets that staff set for improvement and the way in which these are shared with pupils and parents are effective in identifying what needs to be done to achieve even more. Teaching assistants are used well to support groups of pupils. However, occasionally in the Foundation Stage and in lower Key Stage 2 staff miss opportunities to enable pupils to discuss their ideas or record their findings independently. Very occasionally staff do not organise activities or equipment well enough to ensure practical learning activities achieve all that is intended.

Curriculum and other activities

Grade: 2

Learning activities are well planned and contribute to good progress being made by pupils. Stimulating projects that link subjects and themed days add to pupils' enjoyment and help them to develop skills in many subjects including literacy and ICT. The planning for mathematics has not until recently included sufficient emphasis on mental skills and problem solving. The curriculum for the Foundation Stage is at least satisfactory but at times could provide more challenge for some of the pupils. School life is enriched very effectively by a wide range of educational visits and by visitors into the school. Activities specially planned for gifted and talented pupils are very effective in developing their confidence, self-esteem and skills. Stimulating, high quality displays celebrate pupils' achievements well. Pupils are prepared effectively for the next stage of education.

Care, guidance and support

Grade: 2

The school offers good care, guidance and support to its pupils, which is evident in the ways staff manage pupils. Teachers, teaching assistants and lunchtime supervisors have effective methods of praising pupils for good behaviour and support for others. The pupils' personal needs are well looked after. Legal requirements for safeguarding pupils' welfare are met. A shortcoming in risk assessment was reported to the governors. Pupils' personal and academic progress is reviewed regularly. Their progress in reading, writing and numeracy is tracked effectively from the Nursery to Year 6. This is helping

to promote even better achievement. However, the marking of pupils' work, particularly in mathematics, is sometimes too brief, giving little indication to pupils as to how to improve. Pupils' transition into the Nursery and into other classes as well as from Year 6 to secondary schools is handled well.

Leadership and management

Grade: 2

The experienced headteacher is rightly well regarded by staff, parents and governors. She provides a very good steer to school development. Parents are pleased with the quality of education offered although some are concerned by what they see as large class numbers. The enthusiastic deputy provides very effective support and helps ensure everyone continues to question what they do and consider what can be improved further. Senior staff are skilled in ensuring equality of opportunity is provided for all. The school has recently changed the format for school improvement planning. While the process of wide consultation has undoubtedly been effective in involving all staff the final plan is lengthy and does not clarify well enough the main priorities for improvement from the wealth of detail. While governors are very supportive of the school and recognise its many strengths they are often reliant on staff for information. They are not well enough informed at first hand about some areas of the work of the school to be in a strong position to develop their roles as 'critical friends' in the school improvement process.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

10 January 2007

Dear Pupils

Chinley Primary School, Buxton Road, Chinley, High Peak, Derbyshire, SK23 6DR

Thank you very much for looking after us when we visited your school recently. We really enjoyed speaking to you in lessons, at lunchtime, in the playground and at the meeting with the school council. We think there are lots of things that are good about your school.

These are the things that we found are best.

- You really enjoy your time and the range of activities at Chinley.
- The headteacher and deputy lead the school very well.
- There are many interesting ways that you can work with others in and outside school and develop an understanding of your community.
- You make good progress in school because teaching is good.

These are areas that we think could be improved.

- More of you could do even better in mathematics.
- The way staff plan to improve things could be clearer and the governors could be more involved in the work of the school.

Thank you again for being so helpful and friendly towards us. Remember that you can do a lot to help your school improve even more by making sure you continue to try really hard.

Yours sincerely

Sue Hall

Lead Inspector