

Kirk Langley CofE Primary School

Inspection report

Unique Reference Number	112833
Local Authority	DERBYSHIRE
Inspection number	289429
Inspection date	26 March 2007
Reporting inspector	Martin Newell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	43
Appropriate authority	The governing body
Chair	Mr Peter Holmes
Headteacher	Mr Alan Mitchell
Date of previous school inspection	24 June 2002
School address	Moor Lane Kirk Langley Ashbourne Derbyshire DE6 4LQ
Telephone number	01332 824264
Fax number	01332 824264

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a much smaller than average primary school. The proportion of pupils eligible for free school meals is below the national average. The percentage of pupils with learning difficulties or disabilities and of pupils with a statement of special educational need is similar to that found in schools nationally. Almost all pupils are from White British backgrounds and no pupil is at an early stage of acquiring English. The school has had considerable staff changes in the current academic year but the situation is now more stable.

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 school which provides satisfactory value for money and generally has an accurate picture of its own effectiveness and a satisfactory capacity for further improvement.

Pupils' progress, achievement and standards when they leave the school are satisfactory, given their attainment levels when they start and their performance at the end of Year 2. However, there is evidence of under-achievement over time for the higher attaining pupils in mathematics. Standards in the Foundation Stage and in Years 1 and 2 are currently a little above average. The good teaching and constantly improving provision for these pupils and for the younger pupils in the juniors is leading to more accelerated progress and achievement. This is because the teaching captures the interest and imagination of the pupils and sets high expectations of work and behaviour. Such qualities are not always consistent across the school, however so that teaching overall is satisfactory. Assessment, marking, tracking and target-setting have improved but there is still work to be done to ensure that the information gained is used to best effect to tackle any under-achievement and to improve the rate of pupil progress.

Pupils' personal development is satisfactory. Although many pupils are courteous and well-behaved, a minority are not. Attendance is close to the national average. Pupils talk reasonably knowledgeably about how to keep fit, safe and healthy and they are right in their belief that more opportunities could be provided for them to take on more tasks and have a greater voice in the life of the school. Key basic skills and qualities to equip pupils for their future lives are developed satisfactorily. The curriculum is satisfactory with an appropriate array of enrichment opportunities. Care, guidance and support are satisfactory, with scope for improving the academic guidance for pupils. The vast majority of parents speak well of the school and are particularly appreciative of the caring ethos of the school and the approachability of all staff.

Leadership and management of the school, including governance, are satisfactory. Improvement since the last inspection has been satisfactory. The headteacher has a clear grasp of the school's strengths and weaknesses but identified weaknesses in, for example, teaching or assessment, have not always been tackled with sufficient pace or rigour. The headteacher recognises that further improvements are needed if the school is to build on the present satisfactory foundations and achieve lasting success. There is a growing sense of cohesion amongst staff and governors and a determination to make the school a better place.

What the school should do to improve further

- Raise standards in mathematics by ensuring that the higher attaining pupils achieve well.
- Ensure that leadership and management of the school rigorously pursues good progress for all pupils and tackles identified weaknesses swiftly and robustly.
- Ensure that information from assessment, tracking and data analysis is used effectively to have the best possible impact on pupil achievement.
- Improve the behaviour of a small minority of pupils to better match the model of good behaviour set by others.

Achievement and standards

Grade: 3

Only a small number of pupils are assessed each year. Attainment on entry to the school, although variable, is generally at the expected level. Staff turbulence and weaknesses in aspects of teaching and assessment over time have seen elements of under-achievement for the more able pupils in mathematics. National data and the school's data indicate, however, that progress from Year 2 to Year 6 has been broadly satisfactory overall for pupils, including those with learning difficulties or disabilities. Targets have been met. The teaching in school at the present time paints a more positive picture, with good teaching in the Foundation Stage and Years 1 and 2 giving good progress. Standards by the end of Year 2 are a little above average. Good teaching is becoming the norm for younger pupils in Key Stage 2, which is leading to more accelerated progress. Standards for the current Year 6 pupils are average and represent satisfactory progress from their attainment on entry to the school and from Year 2, although standards in mathematics at the higher level lag a little behind English and science. Leadership of the school does not yet raise the bar high enough so that good, rather than satisfactory progress and achievement are the aim and norm.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. There are many pupils in school who are well behaved, enthusiastic learners and are keen to do well. However, a small number of boys in Years 3-6 behave less well and this is tackled better by some teachers than others. Pupils are adamant that bullying is not an issue and that they get on well together. Attendance is close to the national average. Most pupils are reflective and have an appropriate understanding of the impact of their actions on others. Pupils' awareness of their own and differing cultures is satisfactory. Pupils relish the opportunities provided for them to take on responsibilities around the school and to make decisions through the school council but rightly feel that more responsibility should be invested in them and that the school council should meet more often. Pupils have a sound grasp of what is needed to live healthily and to manage risk in their lives. Pupils work together well in running a number of fund-raising activities and, although this adds to developing future life skills, pupils' key literacy, numeracy and computer skills are only satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good aspects, although room for further improvement remains. Some lessons are meeting the needs of pupils well and setting high expectations of their behaviour and of the quantity and quality of work they produce. The learning environments in these classrooms are providing good prompts to support pupils' progress, and teaching goes the extra mile to make learning fun and interesting. At other times teaching, although satisfactory, lacks a sense of vibrancy and does not always pick up on low level inappropriate behaviour. Across the school teaching assistants play an important and telling role in supporting and enhancing pupils' learning. Teaching in some classes is increasingly ensuring that marking of pupils' work is used to give clear pointers for improvement and to

make pupils more aware of their individual targets. However, this good practice is not given a high enough priority in all classes.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Pupils acquire literacy, numeracy and computer skills at a satisfactory rate, although numeracy skills for the higher attaining pupils are less well developed. Provision in the Foundation Stage continues to improve, in particular the use made of the outdoor accommodation. The school runs themed days on topics such as World Book Day and Divali and has a good history of providing choristers for Derby Cathedral. The headteacher has recently re-organised teaching groups so that pupils benefit more from the individual skills of teachers. Enrichment opportunities are satisfactory and, although pupils attend residential visits, visitors to the school are more limited. The school satisfactorily promotes pupils' awareness of how to keep safe and healthy and the importance of being part of the wider community.

Care, guidance and support

Grade: 3

The headteacher and support staff know the pupils well and demonstrate a good sense of care. Parents greatly appreciate this. Teachers new to the school are quickly and sensitively getting a good awareness of the differing needs of the pupils they teach. Pupils welcome the new procedures that are being put in place to promote and reward good behaviour. They say that they feel safe in school and that there is always an adult to talk to if they have any concerns or worries. Appropriate procedures are in place for safeguarding pupils. Established links with outside agencies and appropriate support mechanisms within the school ensure that help is available for pupils experiencing learning or emotional difficulties. Although procedures are in place for assessing pupils' academic development, the information gained is not always used rigorously enough to address underachievement. In addition, pupils are not actively enough involved in setting and reviewing their own targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory in terms of ensuring that the pupils make satisfactory progress but there is scope for improvement. The school's self-evaluation is honest and frank in its assessment of what is needed to move the school forward. Teaching and support staff show a determination and enthusiasm to play their part. The headteacher manages the day-to-day life of the school in an effective way and has led the school through a period of staffing instability. He has received significant and very good quality support from the Local Authority. His teaching commitment and recruitment drive for new staff have resulted in other school developments not being pushed through at a fast enough pace. More time has been formally allocated to monitoring teaching and learning and improving assessment. However, not enough emphasis has been placed on determining how information from these and other initiatives, such as teaching by ability groups and the new behaviour policy, are impacting on standards and the thrust for good progress. Governance is satisfactory. The chair and vice chair know the school's strengths and weaknesses well and are fervently committed to moving the school on. They recognise the role all governors need to play in supporting and monitoring the work of the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

27 March 2007

Dear Children

Inspection of Kirk Langley CE primary School, Moor Lane, Kirk Langley, Ashbourne, Derbyshire, DE6 4LQ.

You may remember that I visited your school not too long ago and this letter is to let you know what I found. Before I do, I would just like to say a big thank you for making me feel so welcome and to say how polite and friendly I found many of you to be. I had the chance to talk to you either in groups, in class or in the playground. It was good to hear that many of you enjoy school, that bullying is not a problem and that there is always someone to turn to if you have any concerns. I know that some of you say that you would like to take on more jobs around the school and for the School Council to meet more regularly - and I think that you are right!

During my visit I saw that staff are working hard to make learning fun and enjoyable and to try and help you achieve as well as you can. They are trying to give you pointers as to what you need to do to improve your work and to help you get a growing understanding of what is needed to follow healthy lifestyles and to keep fit and safe. There are a number of opportunities for you to take part in some trips, after school clubs and a residential visit. I know that some of you would like more visitors to school and I think that this would be a good idea.

There are some areas that I have asked Mr Mitchell, the staff and governors to try and improve to make learning even better for you. Standards for some pupils in mathematics could be better and I have asked the school to check more closely on how well you are doing so that you all make good progress. Most of you behave well in school but there are times when a small number of pupils are less well behaved and they let the side down a little.

Mr Mitchell, staff and governors want the school to get better and I am sure you will want to play your part by working hard and behaving well. It was a pleasure to meet you all and I wish you every success for the future.

Martin Newell

Lead inspector