



Cromford CofE Primary School

Inspection Report

Unique Reference Number 112840
Local Authority DERBYSHIRE
Inspection number 289433
Inspection dates 15–16 January 2007
Reporting inspector Alison Cogher

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

Type of school	Primary	School address	North Street
School category	Voluntary controlled		Cromford, Cromford
Age range of pupils	4–11		Matlock, Derbyshire DE4 3RG
Gender of pupils	Mixed	Telephone number	01629 822248
Number on roll (school)	65	Fax number	01629 823737
Appropriate authority	The governing body	Chair	Mr David Marshall
		Headteacher	Miss Rachel Baker
Date of previous school inspection	10 July 2002		

Age group	Inspection dates	Inspection number
4–11	15–16 January 2007	289433

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small school in the village of Cromford near Matlock in Derbyshire. The proportion of pupils with learning difficulties or disabilities is broadly average, as is the proportion of pupils with a statement of special educational need. All but a very few pupils come from a White British background and all speak English as their first language. A small proportion of pupils are entitled to free school meals. The school has achieved an Activemark in recognition of its delivery of the National School Sport Strategy.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Cromford is a satisfactory and improving school. It is a happy and welcoming establishment that has the support and confidence of its parents and pupils. The headteacher has successfully guided the school through a period of upheaval, involving staff changes and a falling school roll. Inspection findings agree with the school's evaluation that its overall effectiveness and capacity to improve are satisfactory. The headteacher's vision for the school's future is based on her good understanding of what the school does well and what needs to be improved. There is a shared commitment to school improvement amongst the new staff team and governors. However, subject leaders are new to their roles and rely too heavily on the headteacher to identify strengths and areas for improvement in their subjects. Consequently they are unable to contribute as effectively as they might to checking the quality of the school's work. The school has made satisfactory improvement since the last inspection and provides satisfactory value for money.

The good leadership of the headteacher has ensured that the provision made for pupils in the Foundation Stage has improved and is now satisfactory. Provision made for pupils with learning difficulties or disabilities is good.

The school has created a nurturing environment in which pupils feel safe and secure. Parents value highly this aspect of the school. The quality of care, guidance and support pupils receive is good and based securely on respectful and trusting relationships that ensure every pupil is valued as an individual. Consequently, pupils enjoy coming to school, behave well, adopt healthy lifestyles and almost all work hard in lessons. This good level of care does much to support pupils' personal development and well-being which ensures they feel confident about moving on to the next stage of their education and into the world of work.

Procedures to accurately check the progress being made by pupils are in the early stages of implementation. Teachers are not making the best use of this information to guide their planning; to challenge pupils to achieve the best they can or to inform them of what they need to do next to improve.

Teaching and learning are satisfactory. Pupils start school with standards that are generally in line with those expected. However, standards vary from year to year and reflect the overall abilities of the small numbers of pupils admitted. Pupils make satisfactory progress from their individual starting points. In 2006 standards in Year 2 were above average in reading and mathematics and below average in writing. In Year 6 standards were below average in English, mathematics and science. Pupils' achievement is satisfactory because teaching does not always take enough account of the wide age and ability range in each class. Consequently, some pupils find their work too hard whilst others find it too easy. Teachers have good subject knowledge and manage pupils well. Good use is made of visits and visitors, and lessons encompass a variety of activities including the effective use of information and communication technology (ICT) to support pupils' learning. Teachers make some links between subjects, although there is no whole school approach to this aspect of planning. As a

result, opportunities for pupils to use the knowledge and skills learned in one subject to support their learning in another are missed.

What the school should do to improve further

- Ensure assessment information is used to guide the planning of lessons so all pupils are challenged to achieve as well as they can particularly in English and mathematics.
- Increase the involvement of subject leaders in monitoring and evaluating standards and the quality of teaching in their subjects.
- Increase the links made between subjects and provide pupils with more opportunities to practise what they have learned in a range of contexts.

Achievement and standards

Grade: 3

Typically pupils start in Reception with standards that are broadly in line with those expected for their age, although they vary from year to year and reflect the different abilities of the small number of pupils involved. Pupils settle happily into the routines of the classroom and school and make satisfactory progress. Most pupils reach the expected goals by the end of their reception year. School based assessment information and pupils' work shows that pupils have not always made the progress they are capable of. Recent improvements in teaching are ensuring that almost all pupils are now making broadly satisfactory progress as they move through the school. However, pupils' progress particularly in English and mathematics is not consistent and so their overall achievement is satisfactory. Pupils with a learning difficulties or disabilities make good progress and achieve well in relation to their individual targets because of the good provision made for them.

Personal development and well-being

Grade: 2

Almost all pupils behave well in lessons and while at play. Pupils say they enjoy school because their teachers care about them and make learning fun. This positive attitude is reflected in the good attendance of almost all pupils. They develop a good sense of their school and local community through their involvement in local events and the school council. Pupils' understanding of the wider and world community is promoted well through the school's links with an inner city school in Nottingham.

Pupils know how to keep themselves and each other safe. They are confident that should they need support an adult in school would help them. Pupils have a good understanding of how to lead a healthy lifestyle and enjoy eating fruit and vegetables at break time. They appreciate the sporting opportunities they have because of the school's good links with the local secondary school.

Pupils' spiritual, moral, social and cultural development is good. The school's procedures to promote good behaviour and the clear promotion of tolerance and respect for all

help pupils to develop good social skills and a clear sense of right and wrong. Although pupils' personal skills are good, their academic skills are not as well developed and this limits to satisfactory their overall preparation for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

All teachers have good subject knowledge and are ably supported by skilled teaching assistants who make a strong contribution to the progress of pupils with learning difficulties or disabilities. Good relationships between teachers, teaching assistants and pupils help pupils to respond well. Pupils know their ideas and views are valued so they contribute confidently in lessons. Pupils are managed well and activities are well organised. Resources are generally used well to motivate pupils to learn. Pupils work hard to achieve goals they are set but take little responsibility for their own learning as they are not clear about what they need to do to improve their work.

Teachers assess pupils' learning and know them well. However, they do not use this information well enough when planning lessons and specific activities to ensure pupils of different abilities build consistently on what they already know. Consequently although pupils enjoy their lessons the progress they make is variable and so they do not always achieve as much as they could.

Curriculum and other activities

Grade: 3

The curriculum is organised to ensure that pupils in mixed year group classes experience all the required elements of the Foundation Stage and National Curriculum. Teachers are beginning to identify links between subjects, although there is no whole school approach to this practice. Consequently, opportunities to give the learning relevance as pupils practise skills learned in one subject by applying them in another are often missed. Pupils' learning is supported by a good range of visits, visitors and links to other schools. This is particularly true for pupils' involvement in sport, which contributes well to their enthusiasm for being active and their overall personal development.

Care, guidance and support

Grade: 2

Staff know their pupils well and ensure they receive good quality care and support. The school's productive links with outside agencies ensure that pupils who require specific help because of their learning difficulties or disabilities receive good support so they are able to achieve well and engage in all aspects of school life. Procedures to safeguard pupils are in place and consistently implemented by staff. Respectful relationships throughout the school create a positive environment in which pupils feel safe and are able to enjoy their time at school. This contributes significantly to their good personal development. Pupils' academic development is checked regularly and

teachers use this information to set targets for improvement, although these are generally not challenging enough to ensure pupils make better than satisfactory progress.

Leadership and management

Grade: 3

The recently appointed headteacher provides strong leadership and has made a good start to securing improvements to the school's work. Systems to check the quality of the school's work are in the early stages of implementation and have relied heavily on the judgements made by the headteacher. Priorities for school improvement have been accurately identified. In this small school all staff have a role to play in the leadership and management of its work. Staff work co-operatively and their team commitment to improvement is strong. However, subject leaders do not have all the skills necessary to enable them to contribute fully to the school improvement process. Governance is satisfactory. Governors are very supportive of the school and are developing the skills to enable them to hold the school to account, and to make a greater contribution to school improvement. Pupils' and parents' views are important to the school and are sought and responded to regularly as the school strives to provide a better quality of education for all pupils.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
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	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	2
How well learners enjoy their education	2
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	2
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?	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?	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

16 January 2007

Dear Pupils

Cromford C of E Primary School, North Street, Cromford, Matlock, Derbyshire, DE4 3RG

Thank you very much for making me feel so welcome when I visited your school. I really enjoyed being in your lessons and talking to you about your school and your work. I was pleased to hear that you enjoy coming to school. Most of you behave well and work hard in your lessons. You told me that you feel safe at school and that you like your teachers and the other adults who work there. Your parents think the school is helping you to enjoy learning and that it takes good care of you. I agree with all these positive things about your school.

Miss Baker and all the other grown-ups at school care about you a lot. They are working hard to help you feel safe and happy and they know that there are some things that need improving.

I have asked Miss Baker, the teachers and governors to work on making your school better by:

- helping you to improve what you know and can do in English and mathematics
- making sure your teachers plan lessons and activities that challenge you all to learn well and to make sure you know what you have to do to make your work better
- making sure teachers help Miss Baker more to find out what the school is good at and what needs to be made better
- making sure that teachers link subjects together so you have more chances to practise what you have learned.

Thank you very much for helping me with the inspection of your school. Enjoy your time at Cromford and all the very best for the future.

Alison Cogher

Lead inspector