

# Scarcliffe Primary School

## Inspection report

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<b>Unique Reference Number</b>	112615
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	310948
<b>Inspection date</b>	13 November 2007
<b>Reporting inspector</b>	John Foster

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Wilkinson
<b>Headteacher</b>	Mrs Ann Ironmonger
<b>Date of previous school inspection</b>	11 February 2002
<b>School address</b>	Langwith Road Scarcliffe Bolsover Chesterfield Derbyshire S44 6TH
<b>Telephone number</b>	01246823324
<b>Fax number</b>	01246823324

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## Introduction

The inspection was carried out by one Additional Inspector. The following issues were investigated:

- how effective teaching and learning are in ensuring that pupils achieve well;
- the effectiveness of the monitoring and evaluating of performance by leaders and managers in improving pupils' achievement and raising standards;
- the quality of care, guidance and support given to pupils and its effect on their personal development.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments of its provision, as given in its self-evaluation form, were not justified. These have been included in the report where appropriate.

## Description of the school

This smaller than average school serves the village of Scarcliffe and the surrounding area. Though variable year by year, children's attainment when they start in reception is slightly below average. Almost all pupils are of White British origin, with English as their first language. The percentage of pupils eligible for free school meals is significantly below average. The percentage of pupils with learning difficulties is broadly average. The percentage of pupils requiring a statement of special educational needs is about average. The school has recently gained the Healthy Schools Award.

## 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 with some outstanding features. It provides good value for money. The school's evaluation of its performance closely matches this judgement. Leadership and management are good and this is reflected in the good progress the school has made since the previous inspection. This is particularly the case during the past two years since the appointment of the present headteacher and, with the current leadership, the school has good capacity to improve further. The headteacher has a clear vision for improving the school and is supported well by the assistant headteacher, the staff and the governing body. The subject co-ordinators monitor their subjects well. The governors, who are led well by the experienced chair, have undertaken appropriate training and monitor the school's work effectively. While there is not a formal programme of governor visits, governors visit the school whenever possible, to see it at work. Most parents firmly support the school and what it does for their children. Typical of the positive parental comments was one who wrote, 'This is a wonderful school. The staff are marvellous'.

This positive parental view reflects very well the quality of care given to the pupils. While the school judged this area of its provision to be good, evidence clearly shows it to be outstanding. Pupils say that they feel safe in school and that, if they have a problem, there is always an adult with whom they can discuss it. The teachers talk to their pupils about their work and between them they agree targets for improvement. The pupils say that these are clear and that when they believe that they have achieved their targets, the staff make careful checks to ascertain whether they are ready to move on to the next step of their learning. The school has identified as a priority for development giving pupils greater independence in their learning. This is a positive move in promoting pupils' personal development. The school's procedures for ensuring the pupils' safety are firmly established and implemented.

The quality of teaching and learning is good. Carefully planned work for a wide range of abilities ensures that all pupils are given challenging work, enabling them to make good progress in lessons and over time. While the small cohorts mean that data has to be treated with caution, the results for the 2007 Year 6 group of pupils indicated that they made satisfactory progress based on their learning at Year 2. The school's records show, however, that during the past two years, most pupils have made above average progress. From a starting point in reception, when their attainment was broadly that expected for their age, they attained above average standards by the end of Year 6. The current Year 6 pupils are achieving well and reaching above average standards. Year 2 pupils' standards are above average.

Pupils' personal development is good overall, with some outstanding features. Their spiritual, moral, social and cultural development is good overall, with particular strengths in their moral and social development. Pupils show a strong sense of right and wrong and they support each other well within the school. The relationships are excellent and the older children look after the younger ones very well. It is evident, from talking to the pupils that they enjoy school enormously. As a member of the school council said, 'The teachers make learning fun for us'. As a result, they respond well and their behaviour in lessons is exemplary. This excellent behaviour is also evident in the playground where all children play very well together. Pupils make an outstanding contribution to the community. The school council has had a positive effect on the school. They are very well organised, with elected members from each year group. The council has then elected its own officers who maintain their own funds, agenda and meeting minutes. This involvement in community affairs extends to the village through such activities

as the harvest festival and Christmas celebrations which are held in church. Pupils know about healthy lifestyles and the school prepares them well for their future.

The school's curriculum is good and is enhanced well by a range of visits, visitors and other activities. These include, for the pupils in Key Stage 2, residential visits. Because pupils are not given enough opportunities to make links between subjects, the school has identified a need to improve its curriculum by ensuring in its planning, that these links are made effectively. This would then enable pupils to use the skills they have learned across a range of subjects. While this development has started, it is not yet fully in place and, as such, has yet to have an impact on achievement and standards.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The small cohorts starting school each year means that the children's attainment at the age of four is widely variable. At the previous inspection their attainment on entry was identified as broadly average. In the intervening period evidence shows that overall this is now slightly below average. The children are taught well and, as a result, they make good progress, so that by the end of their reception year, most reach the expected learning goals. However, this varies considerably year by year.

Children are encouraged to talk about what they are doing and helped to develop their speaking and listening skills well. They are confident and happily talked to the inspector about their feelings, saying that they enjoy coming to school. Their physical control is good when, for example, they paint or stick rice onto patterns in celebration of the Hindu festival of Divali. In their outdoor play, the children take turns fairly and operate a sand clock to ensure that they all get a fair share of time at each activity.

## **What the school should do to improve further**

- Continue to develop the curriculum to ensure that good links between subjects help to improve pupils' learning.
- Support and encourage pupils to become independent learners and give them a greater say in their learning.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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**

14 November 2007

Dear Children

Inspection of Scarcliffe Primary School, Scarcliffe, Bolsover S44 6TH

As you know, I came into your school recently to see how you were getting on with your work. This letter is to thank you for the warm welcome, the help you gave me to complete my work and to let you know what I found out about your school.

You are fortunate to attend such a good school, where the care and guidance you receive from the staff are excellent. You are taught well throughout the school and this helps you to make good progress. It was a pleasure to talk to your school council who confirmed my view that you enjoy school enormously. They were, rightfully, proud when they told me about all the good things you do in the school and the village. What you do for the school community and beyond is outstanding. I was very impressed by your excellent behaviour both in class and in the playground. Mrs Ironmonger and the staff work hard to ensure that you have challenging targets and you, in turn, work hard to try to achieve them.

To make your school even better, I have asked the headteacher, staff and governors to:

- help you to make greater progress by linking together all the subjects you are taught;
- help you to gain more independence and enable you to have a greater say in what you learn in your lessons.

With all good wishes for the future.

Yours sincerely

John D Foster

Lead Inspector