

Cromford CofE Primary School

Inspection report

Unique Reference Number	112840
Local Authority	Derbyshire
Inspection number	338030
Inspection dates	5–6 July 2010
Reporting inspector	John Paddick

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 of pupils on the school roll	41
Appropriate authority	The governing body
Chair	Mrs Maggie Martin
Headteacher	Mr Nigel Carr (acting)
Date of previous school inspection	15 January 2007
School address	North Street Cromford Matlock
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Introduction

This inspection was carried out by one additional inspector. He visited seven lessons and scrutinised a wide variety of examples of pupils' written work, particularly in English and mathematics. All three of the school's classroom teachers were observed at least once. The inspector held meetings with governors, the headteacher, classroom assistants, teachers and a group of pupils. He scrutinised the school's child protection and safeguarding documentation, governors' minutes, the school development plan and records of pupils' progress. He analysed 22 questionnaires from parents and carers, 24 from pupils in Years 3 to 6 and 11 from staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the progress being made by girls and more-able pupils
- marking and the use of assessment data to inform lesson planning
- the range of opportunities for pupils to use and apply their basic skills
- the effectiveness of governors and middle managers in monitoring and evaluating the school's work.

Information about the school

The school serves the village of Cromford and the surrounding area to the south of Matlock. It is much smaller than average. The first language of all the pupils is English and most are from White British backgrounds. A below-average proportion of pupils are known to be eligible for free school meals. The percentage of pupils who have special educational needs and/or disabilities is broadly average, although an above-average proportion have a statement of special educational needs. An acting headteacher is in charge of the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Cromford Church of England Primary School provides its pupils with a satisfactory and improving quality of education. There are several good features. An example is the good quality of care, guidance and support for pupils, which is justifiably praised by parents and carers. Another is the positive way in which the pupils respond to the school's strong ethos. The school's self-evaluation procedures are effective in identifying good features and areas that need to be improved. Planning for improvement is satisfactory, but roles and responsibilities within the monitoring and evaluation process are not sufficiently clear and do not yet involve leaders at all levels. Since the previous inspection the school has introduced an effective tracking system to monitor pupils' progress and has provided much more challenge for more-able pupils. Governors have been successful in appointing a substantive headteacher from September 2010 and the local authority has promised continued support as long as is necessary. Given the rising standards and the accuracy of self-evaluation, the school has satisfactory capacity for sustained further improvement.

Following a poor set of Year 6 national test results in 2008, the local authority provided the school with effective support, mainly through the allocation of two acting headteachers. They have been successful in raising standards throughout the school and particularly in Year 6. Most of the girls and boys in all year groups are now making at least satisfactory progress. Pupils with special educational needs and/or disabilities make good and sometimes spectacular progress because of the high quality of individual support that they receive. Current standards in English, mathematics and science are broadly average. Attainment in reading and mathematics is generally higher than in writing and science, because the work set in science does not include enough opportunities for pupils to plan, carry out, evaluate and record investigations.

Pupils are very positive about their school. They attend well and display good attitudes to learning. They say that they feel safe and that the adults who work with them really care about them. They enjoy their lessons and think that the school is improving. The acting headteachers have worked effectively with teachers and their assistants to improve classroom practice, but the quality is sometimes no better than satisfactory when the pace drops, and teachers do not always guide pupils clearly on how to improve their work. Relationships in the classroom are uniformly good so a good learning atmosphere pervades the school. Teachers ensure that pupils develop their basic skills in computing and mathematics adequately, but provide insufficient opportunities to apply them across a range of contexts, topics and other subjects.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Ensure that the quality of teaching and learning is consistently at least good by:
 - maintaining a good pace throughout all lessons
 - providing high quality guidance during lessons and through marking.
 - Raise standards in English, mathematics and science by:
 - planning for pupils to use their skills in computing and mathematics in other subjects, contexts and topic work
 - ensuring that pupils have more opportunity to plan, conduct, evaluate and record scientific investigations.
 - Improve the quality of development planning by:
 - involving all managers and governors in the process
 - ensuring that monitoring and review procedures are clear.
- About 40% of the schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Across the school, attainment is broadly average and improving. Each year group is very small so it is not statistically valid to compare the performance of one year group with another. Nevertheless it is clear that national test results for boys and girls in Year 6 have been improving strongly from the weak point in 2008 when they were well below average. Current work in Year 6 is above average overall and this represents satisfactory achievement for a group whose attainment was above average at the end of Year 2. Their reading, writing and mathematics are all above average. Their work in science is closer to average because they have only limited opportunities for practical work. Satisfactory learning and progress in other year groups mean that most pupils are reaching at least the nationally expected standards for their age, and this reflects well on the particularly good progress often made by pupils with special educational needs and/or disabilities.

Pupils enjoy coming to school and cooperate well with all of the adults who work with them. They behave well and display a clear understanding of what constitutes healthy living. They participate widely in sport but their understanding of healthy eating does not always result in them making the best of food choices. Pupils willingly take on responsibility, and through the school council have an influence on aspects of school life. Spiritual, moral, social and cultural development is good. Pupils are keen to understand the world around them and show a mature interest in people from other countries and cultures.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are planned well so that they provide work at the correct level for all pupils in the mixed-age classes. Clear lesson objectives are routinely shared with pupils so they understand what is expected of them. Explanations are usually clear and in many cases teachers and classroom assistants go out of their way to make learning fun. In the best lessons, a good pace and a well sequenced range of activities ensure that pupils make good progress. In some lessons, however, the pace of learning slows when teachers try to explain too much at once or set tasks without giving pupils enough guidance. This results in pupils not being fully confident with their work. Good assessment systems mean that teachers know exactly how much progress pupils are making. Marking of pupils' work is of variable quality. Frequently it clearly indicates to pupils how to improve but occasionally it lacks sufficient detail to be as helpful as it might be.

The curriculum provides clear routes for pupils of all ability levels to master basic skills. However, it does not plan sufficiently well for pupils to apply these skills or for sufficient practical work in science. Good care, guidance and support contribute strongly to pupils' education. Pupils are all known extremely well individually and they and their parents recognise that all the adults who work in the school really care about them. Good links with outside agencies are particularly effective in providing bespoke learning packages for pupils with special educational needs and/or disabilities. All pupils are confident that help will be forthcoming whenever they might need it.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	3
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher provides the school with good leadership. He has been successful in building upon the improvements initiated by the previous acting headteacher. His strong focus on the quality of teaching and the monitoring of pupils' progress has ensured that standards have continued to rise. Governors understand the school's strong features and have a good idea about what needs to be improved. They receive accurate information from the acting headteacher about how the school is doing. However, neither the governors nor middle managers have been sufficiently involved in monitoring and evaluating the school's work, because their role in development planning is unclear. Subject leaders are not sufficiently involved in the monitoring of lessons. Staff morale is good, even though some difficult personnel decisions have been necessary to balance the budget with such small numbers of pupils on roll.

The school promotes equal opportunities well. There is no discrimination of any description and pupils go out of their way to socialise with those who are more vulnerable. Requirements for safeguarding pupils are met well. Child protection and risk assessment procedures are robust. Good levels of adult supervision mean that pupils are kept safe at all times of the school day. Satisfactory promotion of community cohesion enables pupils to take some responsibility in school and in the locality. The school promotes pupils' understanding of different cultures well but there are no direct links with people in other countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in Reception have many of their lessons in a mixed-age class with pupils in Years 1 and 2. Frequently they are taught on their own so they can cover all learning and development requirements of the Early Years Foundation Stage. Children make satisfactory progress in all areas of learning, reaching broadly average standards by the time they move into Year 1.

Staff provide a good balance of adult-led activities and those chosen by children. Some of the adult-led activities fully engage the interest of the children and develop listening and language skills well. In other activities, such as guided play, the pace of learning is sometimes slower because the adults do not always take full advantage of opportunities to develop children's language skills. The organisation of Reception activities is good but development planning is not carried out in enough detail to be fully effective.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers justifiably have positive views about the school. They are very happy about a range of aspects of its work, especially in relation to the good quality of care, guidance and support. Some parents and carers, who have moved their children to Cromford after unsatisfactory experiences elsewhere, have been delighted with their decision on a change of school. The inspector received many positive written comments about the school's work and extremely few negative ones.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cromford CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 22 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	64	6	27	1	5	0	0
The school keeps my child safe	16	73	4	18	1	5	0	0
The school informs me about my child's progress	13	59	8	36	1	5	0	0
My child is making enough progress at this school	14	64	8	36	0	0	0	0
The teaching is good at this school	12	55	10	45	0	0	0	0
The school helps me to support my child's learning	10	45	10	45	2	9	0	0
The school helps my child to have a healthy lifestyle	12	55	9	41	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	59	8	36	1	5	0	0
The school meets my child's particular needs	12	55	10	45	0	0	0	0
The school deals effectively with unacceptable behaviour	14	64	6	27	0	0	0	0
The school takes account of my suggestions and concerns	12	55	8	36	2	9	0	0
The school is led and managed effectively	7	32	12	55	1	5	1	5
Overall, I am happy with my child's experience at this school	17	77	4	18	1	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 July 2010

Dear Pupils

Inspection of Cromford CofE Primary School, Matlock, DE4 3RG

Thank you for the welcome you gave me when I came to inspect your school recently. A particular thank you goes to those of you who filled in the questionnaires or met with me at lunchtime. I was particularly impressed by your behaviour and the fact that you enjoy your education.

I found that Cromford Church of England Primary provides you with a satisfactory and improving quality of education. Your two acting headteachers have done a good job in ensuring that lessons have improved and that your progress is being checked much better than it had been previously. I have noted the way that your teachers and their assistants really care for you and want you to do well.

The school could still improve further and I have asked the governors, acting headteacher and staff to make some changes to enable you to make more progress. These are to:

- ensure that all lessons are at least good, so that you reach higher standards in English, mathematics and science
- provide you with more opportunity to apply your mathematical and computer skills in other subjects and topic work
- organise more investigation lessons in science
- produce a plan to ensure that these things actually happen.

You can do your bit to help by continuing to behave well and work hard.

With very best wishes for the future.

Yours sincerely

John Paddick

Lead inspector

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