

Crich Church of England Infant School

Inspection report

Unique Reference Number	112867
Local Authority	Derbyshire
Inspection number	338035
Inspection dates	25–26 February 2010
Reporting inspector	Jackie Barnes

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Mark Judd
Headteacher	Julie Kirk
Date of previous school inspection	17 October 2006
School address	Bowns Hill Crich DE4 5DG
Telephone number	01773 852165
Fax number	01773 852165
Email address	headteacher@crich-inf.derbyshire.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by an additional inspector. The inspector saw 5 teaching staff while visiting 9 lessons, spending approximately a third of inspection time observing learning. Meetings were held with the chair of governors, headteacher, staff, pupils, the local authority partner and a parent. The inspector observed the school's work and looked at documentation including the school's self-evaluation and improvement plan, the assessment and tracking system, arrangements for safeguarding, pupils' work and the 24 parental questionnaires.

Many aspects of the school's activities were reviewed during the inspection. The following aspects received particular attention:

- the attainment and progress of pupils of all ages and abilities
- the use made of assessment information to plan teaching and learning
- the effectiveness of the school's leadership team in dealing with changes and promoting improvement.

Information about the school

This is a small school serving mainly the local village community. Almost all pupils are from White British backgrounds. The proportion with special educational needs and/or disabilities is below the national average. The percentage of pupils entitled to free school meals has risen significantly and is now close to average. A new headteacher has been appointed since the last inspection and teaches for a third of the school week. The school has two classes, one for the Reception Year and another for a combined Year 1 and Year 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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school is a welcoming place where pupils feel safe, make friends and care for each other. The comment that, 'The school and its staff are a credit to the community', is typical of the positive support of parents, and they particularly value the good support provided for vulnerable pupils. The strong leadership of the headteacher over the last two years, together with good support from the governing body, has enabled the school to deal effectively with significant challenges such as an unavoidably high turnover of staff. A systematic approach and clear vision has resulted in extensive improvements in the school's environment for teaching and learning, including creating stimulating outdoor areas, developing the skills of staff, and establishing basic systems such as those for assessing and tracking pupils' achievement. These improvements are beginning to have an impact on pupils' progress and attainment but not yet consistently for all pupils.

From their varied starting points when they enter school in the Reception Year, most pupils make satisfactory progress. By the end of Year 2, attainment is broadly average overall. In each year group, a few pupils across the ability range are not yet making as much progress as they should. This is mainly because the school's systems for assessment, setting targets and planning learning are not yet sufficiently well co-ordinated. As a result, the level of challenge in lessons is not always well matched to each pupil's needs and this slows their progress. Many are capable of taking an active part in their own learning, which is evident on the occasions when they can recognise what they need to do next in order to achieve their targets. This involvement is more evident when pupils are being taught in small groups.

Pupils are well cared for by staff, and have good guidance and example in developing their personal skills. They are well behaved, enthusiastic and keen to learn. They clearly enjoy school. Parents confirm this with comments such as, 'The school is a very safe, happy, fun environment for my child to learn'. They make a good contribution to the school community, responding well when given responsibilities, and willingly helping each other in lessons and in play. Most pupils attend well, with very few having support from the school to reduce their unacceptably high level of absence. They know how to keep safe and healthy, with good take up of the sports and other physical activities that are included in the school's broad curriculum. Their involvement in the wider local community has been considerably extended in recent years, including joint activities with other schools and village events.

Teaching builds well on the pupils' enthusiasm. Relationships are strong, which successfully encourages pupils to contribute their ideas in lessons with confidence. The teaching team have high expectations for the achievement of all pupils, although these

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are not fully realised at present. This is mainly because assessment is not yet used effectively enough. As a result, occasionally pupils find their work too hard or too easy. The learning environment in the Reception Year has improved, but does not always excite and support the children sufficiently.

The staffing and leadership position is now more stable. Staff morale is high, skills are developing well and there is an enthusiasm for further improvement. The senior leadership, including governors, have a good record of accurately identifying key aspects for development and taking effective action. The school has good capacity for further sustained improvement.

What does the school need to do to improve further?

- Enable all pupils to make the best progress they can, giving particular attention to:
 - ensuring each pupil in every year group has suitably ambitious targets for improvement and knows what to do to reach them
 - developing the school's tracking system further to include rigorous interim checks in pupils' progress
 - including pupils more frequently in developing their own learning.
- Provide consistently good teaching, giving particular attention to:
 - accurately assessing the needs of individual pupils
 - planning the learning expected in lessons more precisely for pupils of different ages and abilities
 - matching teaching and tasks more frequently to pupils' varied needs, making wider use of the support of teaching assistants and a broad variety of teaching strategies.
 - Engage staff with responsibility for leading subjects more directly in promoting improvements in teaching and learning, giving particular attention to:
 - taking more account of data from the assessment and tracking system when planning pupils' progress
 - developing further the learning environment in the Reception year, especially for the more able pupils.
- About 40% of schools whose overall 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**

When they start school in the Reception Year the children's attainment overall is in line with expectations for their age. Almost all make satisfactory progress, including those with special educational needs and/or disabilities, with a few pupils across the ability range making good progress. In lessons, pupils are keen to do well and are enthusiastic.

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They work well in small groups and are usually attentive when listening to their teacher. They know how to discuss with their group or partner to try to solve a problem, but are well capable of working independently. They willingly contribute their ideas when asked, and are ready to volunteer for activities. Their books reveal that occasionally work is unfinished. Sometimes this is because a pupil did not have enough time in the lesson, rather than not being able to do the work. Where planning of pupils' learning is related to the needs of individuals, such as for those with special educational needs and/or disabilities or in developing reading skills, pupils usually achieve as well as they can. Where expectations of progress are more general, such as for a class or year group, a minority of pupils across the year groups do not make sufficient progress and their attainment could be higher. This is partly because the school has not yet fully implemented some of the recent initiatives in assessment and tracking, including linking planning for progress in lessons directly with emerging assessment data for individual pupils.

Pupils' enjoyment of school is clearly evident, and laughter is a regular feature. They are sure that they are safe in school and that any of the staff will help them if needed. Most pupils have successfully developed personal skills, such as perseverance and an ability to work with others. Their good behaviour helps to ensure calm lessons and attentiveness, although a few pupils lose concentration when they are sedentary for too long. Their spiritual, moral and social development is good. Cultural development is enhanced by their increasing involvement in the local community, and by activities in music, dance and drama. They are less confident about the multicultural nature of British society.

These are the grades for pupils' outcomes

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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teaching staff, with the exception of the headteacher, are part-time, so each class has at least two teachers during the course of the week. Although changes in staffing have caused some lack of continuity since the last inspection, the present arrangements are more stable and supported increasingly by improved systems for planning, assessment, the transfer of information between teachers and shared expectations of aspects such as pupils' behaviour and the value of pupils engagement in their learning. There remains some variability in the implementation of these initiatives, almost entirely in the use of assessment to plan pupils' learning, which inhibits a minority of pupils making sufficient progress. In other respects teachers have secure subject knowledge, resources are used effectively in lessons to capture pupils' interest and maintain their interest in learning. The pace of most lessons is brisk and pupils understand what they are expected to do. When staff are working with individual pupils or small groups, the quality of teaching is usually good as it is well matched to the pupils' needs and abilities with a clear expectation of what they are to learn.

The curriculum provides a broad range of opportunities suitable for Key Stage 1 pupils, and for the wide range of abilities in school. Reading, writing and mathematics are well integrated into the school day, with specific lessons and often opportunities to practise skills in other subjects, although these are rarely specifically planned for individual pupils. The curriculum is enhanced by visits and visitors, which pupils particularly enjoy, and by clubs which have an enthusiastic membership especially for sport. Arrangements for receiving children from pre-school groups, and for moving on to the junior school have been successfully improved over the last two years. The changes have been recognised by parents and are indicative of the good care taken by the school to ensure pupils' well being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

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The headteacher has been in post for just over two years and has provided the drive and clear vision to ensure the school did not lose momentum during the substantial changes in staffing, while leading initiatives to improve provision. The governing body has also undergone a number of changes and developments, and is now working effectively with a committee structure and a wide range of expertise among its increasingly active members. The school's self-evaluation results in suitable priorities for development. As the school is small, all staff have leadership responsibilities and have been developing the necessary skills as new initiatives are implemented. Pupils' personal development is successfully led and managed as a co-operative arrangement between all staff, which is particularly effective when staff are not in school full time. The development of the school's tracking system has enabled a basic strategic view of pupils' performance to be established, and has identified opportunities for further use of data. The commitment to school improvement is strong, with sufficient expertise now available to undertake further improvement. Due care is taken to ensure pupils are safe, with comprehensive safeguarding procedures which are conscientiously reviewed. The school community includes pupils with wide range of attainment and abilities, and from different economic and social backgrounds. Staff keep a constant watch to ensure there is no discriminatory behaviour in gender and ability groupings, access to the curriculum and rewards, or in the pupils' behaviour towards each other. Analysis of assessment data is also checked for unexplained differences between groups. Work on community cohesion has been extended from the good practice in the school community to the wider locality including other schools in the vicinity. The school now has a coherent approach to leadership and management together with useful systems to support further sustained development.

These are the grades for leadership and management

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

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Early Years Foundation Stage

There have been considerable improvements in the provision since the last inspection. Children are now organised into a separate class, currently with 13 children and two teachers over the course of each week. They are housed in a suitably furnished room with clearly designated activity areas, and a newly developed covered area for outdoor activities. Adults work well together to support and extend children's learning experiences. Tasks build well on child initiated activities and interests, for example, pursuing their interest in dinosaurs to plan learning in mathematics. However, the opportunities to excite children's interest and encourage independent investigation are too limited.

A small but significant group of children receive extra support, for example in language and communication, or in developing their social skills. Most make satisfactory progress overall with occasional bursts of exceptional progress, especially in the early stages of writing. The level of challenge for the most able pupils is sometimes too low for them to make their best progress, especially in literacy. Observations and assessments carried out by adults are used to guide the next stage of learning, although sometimes not with a sufficiently accelerated pace. Links with parents and carers are well established. Leadership and management of the Early Years Foundation Stage are at an early stage of development. A welcoming and supportive environment for children has been successfully created, with some successes in developing literacy and numeracy skills. However, there is more work to do in establishing a good learning environment across the full range of learning experiences.

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' questionnaires show strong support for the school, particularly for the safety of their children. Most parents who responded say their children enjoy school, and the children say the same. Inspectors' findings confirm these views. There was no particular trend in the few less positive comments and all were offered constructively. A very small number of parents felt behaviour was not always handled well, but this was not evident during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crich CofE Infant 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	83	4	17	0	0	0	0
The school keeps my child safe	19	79	5	21	0	0	0	0
The school informs me about my child's progress	14	58	10	42	0	0	0	0
My child is making enough progress at this school	15	63	9	38	0	0	0	0
The teaching is good at this school	15	63	9	38	0	0	0	0
The school helps me to support my child's learning	16	67	7	29	0	0	0	0
The school helps my child to have a healthy lifestyle	16	67	8	33	0	0	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)	11	46	7	29	0	0	0	0
The school meets my child's particular needs	16	67	7	29	0	0	0	0
The school deals effectively with unacceptable behaviour	9	38	14	58	0	0	0	0
The school takes account of my suggestions and concerns	10	42	12	50	0	0	0	0
The school is led and managed effectively	17	71	7	29	0	0	0	0
Overall, I am happy with my child's experience at this school	20	83	4	17	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



1 March 2010

Dear Pupils

Inspection of Crich CofE Infant School, Matlock DE4 5DG

Thank you for making me so welcome when I inspected your school recently. You helped me to see how much you enjoyed school and how well behaved you were. About a fifth of you attended school every day last term. Well done. You are keen to learn, and that helps your teachers to make your lessons interesting. You work well with each other, and are willing to help if someone else is struggling. You know how to have fun, and I enjoyed hearing you laughing when you were involved in an exciting game. Many of you have responsibilities and you are very conscientious about making sure you do them well. You know how to stay safe and healthy.

Your teachers prepare your lessons carefully and encourage you to share your ideas in lessons. Most of you make satisfactory progress in your work, and sometimes your progress is good.

Your headteacher and governors work hard to make sure you have a satisfactory education and to make improvements in the school. I could see that some of you can do even better in your work, so I have asked your headteacher and governors to make sure that:

- you each make the best progress you can and that you know what to do to reach your targets
- you always have good teaching and activities that are just the right level for you to do your best work
- there are regular checks on how well you are doing, and that the headteacher and governors know if they need to give you more help.

You can help by keeping up your good behaviour and eagerness to learn.

Yours sincerely

Jackie Barnes

Lead inspector

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