

The Henry Prince CofE (C) First School

Main Road, Mayfield, Ashbourne, DE6 2LB

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress and reach above average levels of attainment in writing and mathematics and well above average levels in reading.
- Teaching is now good. Well-planned lessons capture and build on pupils' enthusiasm for learning
- All groups of pupils achieve well, including disabled pupils and those with special educational needs and also those whom the school receives the pupil premium funding.
- Pupils behave well in lessons, at break and as they move around the school. They take notice of what adults say and are polite and friendly.
- Effective action by the headteacher and governors has improved teaching and raised achievement since the last inspection.
- A rigorous system to analyse the progress of pupils is enabling the school to further speed up rates of learning, especially in reading.
- Staff, including teaching assistants and nursery nurse, work well as a team. They are enthusiastic and work hard to make their lessons as interesting as possible.

It is not yet an outstanding school because

- Teaching is not outstanding. Lessons are sometimes directed too much by the teacher and opportunities for pupils to speak about their learning are missed.
- Attainment in writing and especially for the more able is not as high as in reading and in mathematics.
- In a few lessons, especially in the classes for the older pupils, teachers' expectations are not always high enough of all pupils.
- Outdoor provision in Early Years Foundation Stage needs improving so that children have more opportunities to write.
- Teachers are not always insisting that work is always carefully presented in all subjects.

Information about this inspection

- The inspector observed seven lessons, two of which were observed jointly with the headteacher. In addition, he made a number of visits to other classes, looked at pupils' workbooks and listened to pupils read.
- The inspector observed the school's work and examined a range of documents, including the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from pupil premium is spent, records relating to behaviour and attendance and documents relating to safeguarding.
- Meetings were held with staff, pupils and governors, an educational consultant and the inspector spoke by telephone to a representative of the local authority who has supported the school.
- The inspector took account of the 15 responses to the on-line questionnaire (Parent View), one letter from a parent, and the views of 11 parents spoken to during the inspection. He also took account of the 8 questionnaires returned by members of staff and looked at the school's website.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized first school. Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium additional funding provided to schools to support children in local authority care, those from service families and those known to be eligible for free school meals) is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school has undergone considerable change over the last four years including a new headteacher and a new members of staff in Key Stage 1 and Key stage 2.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion becomes outstanding by:
 - ensuring that pupils have lots of opportunities to speak and listen to each other when engaged in their learning
 - insisting that all written work done by pupils and especially in Key Stage 2 is carefully presented in all subjects
 - ensuring that the emphasis and impact of teaching on pupils' progress is consistently strong as they mature through the school.
- Build upon the improvements in pupils' progress to raise attainment, especially in writing, by:
 - challenging the more able so that the number of pupils' achieving the higher levels in writing matches reading
 - making sure that writing is more visible around school so that pupils can see what best practice looks like and writing standards are better celebrated
 - making outdoor provision in Early Years Foundation Stage to be the same standard as indoors by increasing opportunities for children to write more in their everyday learning

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage at levels that are generally typical for their age. They settle quickly because staff provide enjoyable activities such as building robots out of cardboard boxes that provide opportunities to expand their imaginative play.
- Children make good progress in all aspects, but particularly in their early reading because the teaching of letters and sounds (phonics) is good. Most children achieve the levels expected at the end of Reception except in writing. The outdoor area does not effectively support this important area of learning because there are not enough opportunities for children to engage in early writing activities as there are indoors.
- Pupils leave Year 4 with standards in mathematics and reading that are often above expected levels. In writing, they have been broadly as expected, with lower numbers achieving the higher standards, but standards are starting to improve for current pupils. Progress for the more able in reading is higher than normally seen because teachers' expectations are high.
- The teaching of reading and mathematics across the school is good. Phonics are taught effectively and especially to younger pupils. In Key Stage 1, teachers make sure reading skills are developing well. Pupils enjoy their reading and home-school reading diaries support effectively the good reading habits most pupils have learned.
- Standards in writing are not always as high as those in reading and mathematics because pupils are not always challenged enough to write more or to present their work in a way that celebrates their achievement. When the inspector looked at pupils' books he found differences in the quality of pupils' writing and how they present their work. This is holding back even quicker progress.
- The early identification of pupils' needs and the good provision made for them help disabled pupils and those who have special educational needs achieve well.
- Those pupils known to be eligible for pupil-premium funding receive well-targeted additional support in Key Stage 2 to support their reading skills. This is boosting their achievement and ensuring that the very few pupils eligible for funding are rapidly closing the gap between their attainment and the others. In reading, writing and mathematics they are doing as well as their classmates.

The quality of teaching is good

- School leaders' rigorous and decisive actions since the last inspection have raised the quality of teaching and led directly to improvements in pupils' learning and achievement.
- Teaching in the Early Years Foundation Stage is good with stimulating activities, which help children make good progress. The school leadership has improved the outdoor learning area since the last inspection, but it still lacks some of the learning opportunities that can be found inside the classroom.
- When teaching is good, lessons are fast paced and teachers check pupils' understanding. Detailed and constructive marking shows pupils what they have done well and what they need

to do to improve. Teachers make learning interesting through good questioning that helps pupils think more about their learning and keeps them 'on their toes.'

- In good lessons, pupils are engaged with their learning. For example, in one busy Year 1 and Year 2 class pupils were being encouraged to look for the main characters in a book. The teacher's secure knowledge of her pupils meant that she could quickly give them work that challenged them and was able to spell out exactly what they were learning. On occasions there are missed opportunities for pupils to engage with each other and talk together about their learning.
- The teaching of reading is a strength because teachers are developing a love of books in pupils. This is clear through very detailed home-school reading diaries showing most pupils reading a great deal at home and especially at school, where the curriculum gives them lots of important opportunities to practise their skills.
- Teaching very effectively promotes pupils' spiritual, moral, social and cultural development, which is evident in lessons and around school. Pupils work well together, value the opinions of others and have a good awareness of other cultures.
- Teachers' subject knowledge is good and they are keen to pass this on to pupils. Sometimes, however, more-able pupils are not challenged enough to extend their thinking. This is especially true over their writing skills.
- Knowledgeable teaching assistants and nursery nurses support pupils well and promote good achievement across the school. Disabled pupils and those who have special educational needs, benefit from the variety of approaches used to help them, including one-to-one tuition.

The behaviour and safety of pupils is good

- Pupils' behaviour is typically good and they enjoy their learning. Pupils show respect for staff because they say that staff value them and listen to their views. They know that they can trust all the adults to sort out any problems quickly.
- Behaviour is not yet outstanding because on a small number of occasions a small number of pupils have to be brought back onto task and behaviour is not therefore exemplary all the time.
- Pupils are polite and courteous. They enjoy coming to school. As a result of this attendance figures are above average and they come to school on time.
- Pupils say they feel safe and are well looked after by all adults in the school. They have a good understanding of how to keep themselves safe and older pupils act as good role models for the younger pupils such as at lunch times and being responsible for the packing away of play equipment.
- Pupils have a good understanding of the different forms of bullying, including on the internet. Older pupils have benefited from attending the middle school for training about staying safe on-line recently. They say that staff deal with bullying quickly and effectively. The school takes prompt action to tackle any form of discriminatory behaviour.
- Parents express positive views about the way the school cares for their children and supports their learning. One parent said that 'my child loves it here. He can't wait to get to school.'

The leadership and management are good

- The strong leadership of the headteacher, ably supported by the governing body, provides clear direction for the school. She has put in place a rigorous programme of checks on teaching and learning. This has led to sustained improvement and so the pupils continue to achieve good levels of achievement by the time they leave the school at the end of Year 4. Decisions about pay rates are based on the quality of teaching.
- The headteacher knows what needs to be done to secure further improvement, demonstrated in the school's accurate evaluation of how well the school is performing and highly focused plans for improvement.
- The school curriculum is enriched by exciting opportunities to play sport and visit places of interest. Opportunities to link subjects are growing. The work on the Wellington bomber aircraft which crashed in 1944 close to the school provided important opportunities for writing, art and new technology that showed pupils had been engrossed in the story.
- The local authority provides 'light-touch' support for this good school. Their view of the school is accurate.
- Leaders at all levels have a rigorous approach to safeguarding and the school's arrangements meet government requirements. A careful watch is kept over pupils whose circumstances might make them vulnerable.
- As a Church of England school, it provides a clear moral and social code, which values everyone equally. Pupils' cultural development is promoted well through the use of additional funding to visit places of interest, such as the local farm.
- **The governance of the school:**

Members of the governing body are very committed to the school and make sure that pupils are safe and enjoy learning. Governors are very supportive and visit the school frequently. They have developed effective links and give freely of their time. Their understanding of performance data is now good and they are aware of how well pupils' achievement compares nationally. The governing body has not been afraid to make difficult decisions or to hold the school to account for pupils' standards and progress or for the quality of teaching. Governors know how pupil funding is used and that it is having a good impact on achievement. Because of this, governors now have a good grasp of the school's strengths and what needs to be improved. They understand about how the school manages the performance of teachers, rewards good teaching and tackles any underperformance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124263
Local authority	Staffordshire
Inspection number	400122

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Christopher Kinman
Headteacher	Jackie Naylor
Date of previous school inspection	14 June 2011
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