

Hartington Church of England Primary School

Inspection report

Unique Reference Number	112823
Local Authority	Derbyshire
Inspection number	338025
Inspection dates	18–19 November 2009
Reporting inspector	Jackie Barnes

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	20
Appropriate authority	The governing body
Chair	John Dean
Headteacher	Gillian Francis
Date of previous school inspection	2 May 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons, and held meetings with governors, pupils, and senior leaders, and also looked at documentation including the improvement plan, policies for safety, the assessment data from the school's tracking system and 13 parental questionnaires.

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

- how well the school tracks pupils' progress from year to year, and uses the resulting information in planning further learning
- the effectiveness of the school's systems to ensure that the quality of teaching and learning is consistently good throughout the school
- how well governors and senior leaders check the school's performance and plan for the future.

Information about the school

This is a very small school. It serves the village in which it is located and the surrounding rural area. Almost all pupils are from White British families and remain in the school until they move on to secondary education. There are no pupils entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is a little higher than average. The pupils are organised into two classes, one for Reception children and all pupils from Years 1 and 2, and the other class for Years 3 to 6. In the current academic year there are no pupils in Year 4 and very few in Year 6.

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

This is a satisfactory school. It has a warm family atmosphere, which successfully encourages pupils to work well together. They take pleasure in each other's achievements and the older pupils take good care of the younger ones. They feel safe and know how to lead a healthy lifestyle. The school's safeguarding procedures meet requirements. Pupils of all ages are keen to learn and almost all attend school very regularly. They particularly enjoy practical activities, especially music and the good opportunities provided for sport and other physical activities. Behaviour is good, and examples of very good behaviour were seen when, without prompting, pupils responded to the needs of others in lessons and social activities.

Achievement is satisfactory. The number of children who start school each year is very small and the attainment each child often varies considerably, but year groups almost always include children whose attainment is above that typical for their age. From their various starting points they each make good progress in the Early Years Foundation Stage. The stimulating activities and the detailed assessment and planning of learning for individual pupils continue through Key Stage 1 and by the end of Year 2, overall attainment is above average. The pupils with special educational needs and/or disabilities are almost all in these younger year groups. They are supported well by both staff and other pupils, and make good progress. In Key Stage 2 the planning of learning is less individualised and pupils' progress slows, although national assessment results by Year 6 remain above average.

The quality of teaching is satisfactory. Although there are some good lessons, the use of assessment to plan pupils' learning is not consistently good through the school. Where it is used effectively to match pupils' experiences in lessons to their individual needs, pupils' learning is developed systematically; pupils are lively and enthusiastic and they make good progress. In some lessons, however, the pace is too slow, especially in Key Stage 2, and the work is not sufficiently challenging to ensure all pupils make the best progress they can. The system for tracking pupils' attainment is not developed sufficiently to support the planning of pupils' learning and the checking of their progress. The school makes good use of additional support from external professionals to extend the range of pupils' experiences and these add considerably to pupils' enjoyment, especially in music and sport. There is good support for vulnerable pupils.

As this is a very small school the roles of senior staff, especially the headteacher, are very demanding. Since the last inspection, reductions in staffing due to falling pupil numbers have further increased the challenge, although careful budgeting has ensured that the ratio of adults to pupils is still good. Senior leaders and governors are fully committed to improving the school further but do not yet have sufficiently robust

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systems to enable them to accurately identify the school's strengths and weaknesses. Nonetheless, the close contact that several governors have with the pupils and the staff's knowledge of the small number of pupils in the school have resulted in some successful initiatives, notably in improving pupils' writing and promoting good reciprocal links with the local community. Capacity for sustaining improvement is satisfactory.

What does the school need to do to improve further?

- Accelerate the progress of pupils in Key Stage 2 swiftly by:
 - improving the quality of teaching so that it is consistently good
 - ensuring the learning of each pupil is carefully planned and sufficiently challenging.
- Develop a tracking system which provides regular and accessible information on progress through the school by:
 - ensuring a smooth transition between key stages
 - linking assessment information clearly to the planning of learning.
- Clarify the arrangements for school self-evaluation by:
 - providing a timetable for the completion of formal documentation
 - formally including a range of views from those with interests in the school
 - securing the systems for providing and analysing data, including those on pupils' performance and attendance
 - developing the role of the governing body in interim progress checks to ensure weaknesses are being tackled.
- About 40% of the 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**

From observations carried out during the inspection, it is clear that children in Reception enjoy the small group teaching, where they are all actively engaged in exciting activities with close attention from an adult. In Key Stage 2, pupils across the age groups are more often taught together at the beginning of a lesson and then have different work on the main theme of the lesson. This is less successful in making sure pupils have the right level of challenge, and the progress they make slows down and interest wanes. The work of pupils in lessons and books confirms that standards are often above national expectations for their age, but could be higher for some pupils. Academic guidance is developing as marking improves, but although pupils know their targets they are not always clear about what they can do to achieve them.

Good behaviour is evident throughout the school and this enables pupils to work effectively by themselves or in groups of different sizes. They are polite and patient when the needs of others take priority. Their good social skills contribute significantly to

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the excellent arrangements for lunchtime dining. They have good knowledge of how to stay safe and healthy and when given choices, such as what to eat and how to respond to changes in the weather, most make good decisions. A strength of the school is the involvement of the pupils in the local and wider community, including the church and local faith community. Participation in a variety of village activities and a welcoming approach to visitors, including older people in the area, has made the school an integral part of local life, and the pupils and community support each other. Although pupils' responsibility for their own learning is not fully developed, their other good personal skills, attendance, literacy and numeracy skills and positive attitudes provide a sound basis for their future. Their learning about the lives and preferences of people from other cultures is a regular part of the curriculum; although they have few practical experiences of their own role in a multicultural 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	2
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	2
The extent to which pupils contribute to the school and wider community	2
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?

The effectiveness of teaching is too variable across the school to ensure every pupil makes consistently good progress. Pupil numbers have fallen and staffing levels have

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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been reduced, but despite some good practice, the school has not always responded by ensuring that teaching strategies have been adapted to meet the wide range of pupils' needs and ages. This is particularly evident in Key Stage 2, where numbers in year groups vary widely. The inconsistency is also linked to varied practice in the use of assessment in planning learning and recording progress, especially at the transition from Key Stage 1 to Key Stage 2.

The curriculum adequately meets the needs of most pupils, especially those with special educational needs and/or disabilities, as it is enhanced by good use of external partnerships which bring additional expertise and resources. The work provided in lessons for the more able older pupils in literacy and numeracy is not yet making the best of the opportunities the curriculum offers for challenging and independent activities.

Staff take good care of pupils' welfare, and guidance on personal development is good, especially for those pupils who find positive behaviour difficult. Although the systems for analysing and promoting good attendance for all pupils are not sufficiently rigorous.

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	3

How effective are leadership and management?

The strengths of the leadership and management in implementing a shared vision for the school lie in:

The less successful aspects of leadership and management are all linked to the development and use of robust and transparent systems that enable hard-pressed leaders to more effectively recognise aspects for development that can drive improvement.

The most important weakness is that the tracking of pupils' progress and attainment through the school is currently very basic and not readily accessible, and only identifies attainment at the end of each year. The analysis is infrequent and relies too heavily on percentages, which give a misleading picture of improvement when the numbers of pupils are so small. As a result, governors do not have a clear picture of pupils' progress and staff do not see the information the tracking system provides as a useful source of data to help the planning of learning.

Also of importance is the process for school self-evaluation, which is not clearly identified or set within an agreed timescale for review. As a result, although the

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governors receive regular reports from the headteacher at governing body meetings, they do not have a core document which is systematically updated and guides their planning for the future and their monitoring of weaker aspects of the school's performance. The headteacher is currently in the process of completing the recommended self-evaluations form, which should provide a central source for more rigorous evaluation when robust data is available. The personal knowledge of senior leaders and the governors who visit the school regularly goes some way to ensuring the school's continuing development, but key aspects are sometimes overlooked, such as the high absence rates of a very small number of pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Year Foundation Stage deals well with the considerable differences in attainment between individual children when they start school. As numbers are very small, observations and assessments carried out by adults are used to put together a learning journey for each child. This includes a record that not only tracks each child's progress, but also provides a detailed record of each child's development through the Reception Year.

Teaching is good. Adults work well together to support and extend children's learning experiences. Tasks build on child-initiated activities and interests and take good account of individual needs. For example, suitable materials and support are provided to ensure that children with physical disabilities can work alongside other pupils in printing with paint. Opportunities are readily available for parents and carers to discuss their child with staff and to help when necessary. Close links are established prior to starting

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school and staff have particularly good knowledge of the needs of vulnerable children. Leadership and management are good. The Early Years Foundation Stage leader works well with other staff to create an exciting learning environment inside and outdoors. The leader has a clear understanding of how well the provision meets children's needs and constantly reviews practice to establish where improvements are needed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents are supportive of the school and made very positive comments about the pupils' involvement in the community, the after-school activities and the provision for pupils with special educational needs and/or disabilities. There were no significant trends in the very small number of concerns raised but these were considered as part of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hartington Church of England 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 inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 20 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	46	6	46	0	0	0	0
The school keeps my child safe	6	46	7	54	0	0	0	0
The school informs me about my child's progress	5	38	7	54	1	8	0	0
My child is making enough progress at this school	6	46	7	54	0	0	0	0
The teaching is good at this school	6	46	6	46	1	8	0	0
The school helps me to support my child's learning	5	42	7	58	0	0	0	0
The school helps my child to have a healthy lifestyle	7	54	6	46	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)	5	38	8	62	0	0	0	0
The school meets my child's particular needs	6	46	6	46	0	0	0	0
The school deals effectively with unacceptable behaviour	7	54	6	46	0	0	0	0
The school takes account of my suggestions and concerns	6	46	7	54	0	0	0	0
The school is led and managed effectively	3	23	9	69	0	0	1	8
Overall, I am happy with my child's experience at this school	8	62	4	31	1	8	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.



23 November 2009

Dear Pupils

Inspection of Hartington Church of England Primary School, Buxton SK17 0AS

Thank you for making me so welcome when I inspected your school recently. I judged the school to be satisfactory, which means that it does some things well but some things need to be improved. You helped me to see how well behaved you are, and how you care for each other. You enjoy school, especially when lessons are interesting and when you are involved in sport, music and other after-school activities. You have good personal skills and most of you have good attendance records. You make your best progress from the time you start school in the Reception class until the end of Year 2. Progress in Key Stage 2 tends to be slower for some of you, even though by Year 6 your school's national assessment results are above average. You are keen to learn and some of you could be successful with even more challenging work.

Your governors and teachers are always looking for ways to make your education better so below is a list of the things I have asked them to do:

- make sure each of you is making the best progress you can in every year group, but especially in Key Stage 2
- improve the system for keeping a track on how well you are doing and make sure it is useful to your teachers when they are planning your work
- get the views of everyone involved in the school about how well the school is doing, and use all the information available to plan improvements.

You can help the school to improve by keeping up your good behaviour, your enthusiasm for learning and your good attendance.

My best wishes for the future.

Yours sincerely

Jackie Barnes

Lead inspector

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