

Hartington CofE Primary School

The Dale, Hartington, Buxton, SK17 0AS

Inspection dates 28 February–1 March 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 make good progress and reach above average standards in English and mathematics by the end of Year 6.
- There are good relationships between teachers and pupils in lessons. Teachers know their pupils well and this helps them plan tasks at different levels ensuring they are not too hard or too easy.
- Pupils, including disabled pupils and those with special educational needs, receive effective additional help from adults in lessons.
- Pupils' behaviour is good around the school site and in lessons. Pupils say they feel safe in school and their attendance is above average.
- The school has good links with the community and pupils take part in a wide range of events including well dressing and working with Peak Park Rangers to design a new leaflet for the village trail.
- School leaders and the governing body have focused effectively on the areas for improvement from the previous inspection. This has ensured teaching and pupils' achievement have improved.
- The governing body has a good understanding of the strengths and areas for development in the school and visits regularly. The Chair of the Governing Body meets with pupils to find out directly from them if actions have made a difference.

It is not yet an outstanding school because

- Teaching is good rather than outstanding because there are not enough opportunities for pupils to work together in small groups and marking is not clear enough about their next steps in learning.
- Subject leaders do not give regular feedback to teachers on how teaching can be improved.

Information about this inspection

- The inspector observed seven lessons or part-lessons, attended two assemblies and listened to a group of pupils read.
- The inspector talked to parents informally at the end of the school day. There were not enough responses to the on-line survey (Parent View) for these to be recorded.
- Meetings were held with the Chair of the Governing Body, staff, pupils and a local authority representative.
- The inspector observed the school's work and looked at a range of documentation including: the school self-evaluation, plans for improvement, information on pupils' progress, minutes of the meetings of the governing body and safeguarding documents.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those in care and those with a parent in the armed services), is well-below average.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational need is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils are taught in two mixed-age classes. Reception children are taught with pupils in Year 1, 2 and 3. In the second class, Year 4, 5 and 6 pupils are taught together.

What does the school need to do to improve further?

- Improve teaching so that it is usually outstanding by:
 - giving pupils more opportunities to work on activities by themselves or in small groups
 - ensuring pupils know what their next steps are on how to improve their work in all subjects across the school
 - subject leaders giving regular feedback to teachers on how teaching can be improved.

Inspection judgements

The achievement of pupils is good

- On entry to the school, children's skills and knowledge vary due to the very small year groups but are usually around those typical for their age. Children make good progress due to the wide range of activities available and adult support. Consequently, when they enter Key Stage 1, their levels of skills and knowledge are above those expected for their age.
- Children learn how to read in helpful sessions in small groups. In a Reception session, children enjoyed sounding letters and linking these sounds to the spelling of words, making good progress. Pupils in Key Stage 1 continue to use these strategies to help them with their reading. They say they enjoy reading and read regularly both at school and at home. They are very proud of their reading journals and how much they have read.
- In the summer 2012 Year 1 phonics check (pupils' understanding of letters and their sounds), results in school were above those in schools nationally. At the end of Key Stage 1, attainment in reading, writing and mathematics has been above average over the last three years.
- Progress has improved in the school and is now good. At Key Stage 2, attainment improved to be above average in 2011 and there was further improvement in 2012 in both English and mathematics.
- Disabled pupils and those with special educational needs benefit from very effective additional support in lessons as well as materials to help them with their learning so they take a full part in lessons. The school works well with external agencies to support these pupils so they make good progress and achieve well.
- There were no pupils eligible for support from the pupil premium in Year 6 in 2012. In 2011, the only Year 6 pupils receiving additional funding were the very few eligible for free school meals, who attained higher standards in both English and mathematics than those of other pupils in the school. The school has used the funding for the very small number of pupils eligible for this additional support to purchase additional materials to support learning. These pupils are making good progress in the school. The school effectively promotes equality of opportunity for pupils to learn successfully, ensuring there is no discrimination and that all groups of pupils make good progress.

The quality of teaching is good

- Strengths of teaching are the positive relationships between teachers and pupils and among pupils of different ages in lessons. Routines to support learning are well established and pupils move quickly to different tasks. Teachers know the pupils very well. They plan learning carefully for the different ages and levels of ability in each class and their skills in doing so have improved since the previous inspection.
- Teachers' adapting work for the range of pupils' abilities and ages was seen, for example, in a Reception to Year 3 lesson. Pupils were involved in different activities to investigate the weight of various objects. Activities were well matched to pupils' ability levels and they were able to use real shopping items in their work. Pupils enjoyed finding out about the weight of different items and adults supported pupils' learning well.
- The small classes mean pupils can access individual support from adults when needed. However,

teachers often work with groups for extended periods of time, so opportunities for pupils to work on activities with each other or discuss their work together are too limited.

- Teachers mark work regularly and assess the levels at which pupils are learning. However, the next steps for pupils' learning are not made clear enough in either class, so pupils are not always sure how to improve their work in all subjects.
- The classrooms are stimulating environments for learning. Pupils' work, especially their writing in all subjects, is celebrated in classrooms. Reading, writing and mathematics are all taught effectively.
- Disabled pupils and those with special educational needs receive extra support from adults in lessons. This helps ensure these pupils are fully involved in activities with other pupils so they learn well.

The behaviour and safety of pupils are good

- Pupils behave well around the school and in lessons. Pupils are respectful of each other and adults. School records show behaviour is usually good and incidents of poor behaviour are rare. There have been no exclusions and no incidents of bullying. The school promotes positive relationships between pupils.
- The school gives pupils the opportunity to develop their social skills. For example, Year 6 pupils attend a residential course in the autumn term where they have the opportunity to take part in a range of activities and meet Year 6 pupils from other schools. This experience enables them to take part in activities with pupils from other schools in anticipation of moving to a much larger secondary school community.
- Pupils say behaviour is usually good, although there is, occasionally, some falling out and some silliness when playing football. The school council has written rules for pupils to follow when playing football.
- Pupils have learnt about risk, including the use of the internet and 'stranger danger'. They say they feel safe in school and adults will help them if they have a problem. Older pupils take on responsibilities such as 'buddies' each day which make sure all pupils have someone to play with. Pupils also take part in fundraising for various charities.
- The school rewards good behaviour each week in assembly. Pupils are recognised for behaving well in the 'golden book' and in the 'silver book' for good work. In the celebration assembly, pupils enjoyed hearing about the reasons for the nominations in both categories. Pupils shared the artwork they had prepared for the village-trail display, and lower-school pupils were recognised for an excellent piece of writing on the 'Arctic'. Pupils were proud to receive stickers for their 'sticker books' to reward their achievements.
- Pupils are punctual to school and attendance is above average.

The leadership and management are good

- The headteacher and staff have focused effectively on the areas for improvement from the previous inspection. Teaching has improved and work is better matched to pupils' abilities so they make good progress. Pupils' progress is now tracked regularly so pupils at risk of falling

behind can be given extra help. This has ensured achievement has improved.

- Self-evaluation processes have also improved, so staff and governors have an accurate understanding of the strengths and areas for development in the school. School plans for improvement and individual performance targets for teachers focus on the key areas for improvement. Plans are updated regularly and 'traffic-lighted' to ensure actions take place and make a difference. However, subject leaders are not involved in giving regular feedback on how teaching can be improved. Consequently, they do not have the impact they should on contributing to improving teachers' classroom practice.
- The range of subjects taught supports the development of pupils' skills in reading, writing and mathematics well. Wider learning opportunities, such as work with the local community, enrich pupils' experience. For example, pupils take part in village events, including maypole dancing and the harvest festival. Pupils have found out about the history of the village, written their own booklets and worked with a local artist on artwork for the booklets for the village trail.
- Pupils' spiritual, moral, social and cultural development is effectively developed through subjects. For example, they learn about different religions and cultures and have opportunities for reflection in assemblies. Music is a strength of the school and, in addition to class music lessons and performances, pupils have the opportunity to play a wide range of musical instruments including: violin, guitar, clarinet and keyboard. Pupils have a link with a school in France and in Sheffield, which has helped their social and cultural development.
- The local authority has provided very effective support to help the headteacher introduce self-evaluation processes, tracking of pupils' progress and to ensure systems are established to support improvement in the school. It has also helped senior staff and governors monitor the school's performance, including teaching, so they have an accurate understanding of strengths and areas for improvement.
- **The governance of the school:**
 - Governors know the school well and visit regularly. The Chair of Governors meets with the school council so she can hear directly if actions are making a difference to pupils. Governors have an accurate understanding of how the school's performance compares with that of others. They are assisted with management of the headteacher's performance by the local authority. They have a panel to sign off pay awards for staff and remuneration is related to pupils' progress and achievement. Governors know how good teaching is in the school. They understand data on pupils' achievement and receive regular updates on pupils' progress, including those eligible for support through the pupil premium. Governors attend regular training courses provided by the local authority. They ensure pupils are kept safe and that safeguarding meets statutory requirements.

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	112823
Local authority	Derbyshire
Inspection number	401311

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	16
Appropriate authority	The governing body
Chair	Sarah Lacey
Headteacher	Gillian Francis
Date of previous school inspection	16 June 2011
Telephone number	01298 84254
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Email address	info@hartington.derbyshire.sch.uk

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