

Hague Bar Primary School

Inspection report

Unique Reference Number	112598
Local Authority	Derbyshire
Inspection number	357141
Inspection dates	19–20 January 2011
Reporting inspector	Derek Aitken

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Richard Boffey
Headteacher	Sue Kennedy
Date of previous school inspection	14 February 2008
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Introduction

This inspection was carried out by two additional inspectors. Three teachers were observed teaching seven lessons. In addition, part of a lesson taken by teaching assistants in Reception was observed. Meetings were held with members of the governing body, staff and groups of pupils, and discussions were held with a very few parents and carers. The inspectors observed the school's work, and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed questionnaires from 25 parents and carers, 28 pupils and six staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors considered whether the 2010 improvement in pupils' standards and progress is being maintained.
- They looked at how well pupils develop self-knowledge and work-place skills through independent and collaborative learning.
- They explored the impact of recent changes in systems and staffing on the quality of provision, particularly teaching and learning, and assessment.
- They looked at how successful the school has been in improving children's experiences through changes to the outdoor provision.

Information about the school

Hague Bar is much smaller than most primary schools. Most pupils live outside the village in which it is located. The vast majority of pupils are White British. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is slightly below average. The Early Years Foundation Stage is made up of one Reception class. Children join Reception from a variety of settings, including nurseries and playgroups. There are two further classes for pupils, covering Years 1 to 3, and Years 4 to 6. The headteacher took up post in January 2009. The school has national Healthy Schools status and holds the Activemark award.

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

Hague Bar is a satisfactory school which has taken considerable strides forward in the last two years. In 2009, pupils' attainment dipped significantly, but this decline has been reversed. An upward trend is taking root and a firmer base for consistency in pupils' progress is being established. Currently, standards are average, but they are a little higher in English than in mathematics. Pupils' overall achievement and outcomes are satisfactory and this means Hague Bar prepares pupils satisfactorily for the next stages of their lives.

Recent improvements are the result of well-considered management decisions that have focused on improving the quality of pupils' well-being and enhancing their enjoyment of learning through expansion of the curriculum. Stronger ties have been built with the local community and parents and carers. Good outcomes for children in Reception have been maintained in spite of the long-term absence of the substantive class teacher. There is, however, further work to do in the school as a whole to raise pupils' achievement, principally by improving the quality of teaching and learning. Weaknesses are sometimes evident in lesson planning and the use of assessment. These affect the quality of pupils' independent learning and limit opportunities, particularly for the older pupils in each class, to extend their learning.

The curriculum, overall, makes a good contribution to pupils' academic development. A recent focus on promoting pupils' speaking and listening skills has been especially beneficial for younger Key Stage 1 pupils who make good use of opportunities to contribute orally to lessons. It has also been effective in ensuring they are not over-reliant on the older pupils in the mixed-age class for generating ideas. Flexible use of staff enables teaching assistants to provide close attention to the individual needs of pupils with special educational needs and/or disabilities. This helps to ensure that these pupils make good progress.

The capacity to improve further is good. The headteacher's drive and aspiration to improve outcomes for pupils provide the school with a firm sense of direction. Self-evaluation is largely accurate, although leaders' evaluation of the school's current overall effectiveness is somewhat optimistic. The school has a clear idea of its strengths and is tackling areas of weakness determinedly. For example, the headteacher has implemented a new tracking system to provide more accurate information on pupils' progress from the time they enter school. This has not had time to become firmly embedded to support the achievement of older pupils. Leaders have recently turned their attention to developing the national strand of community cohesion to extend further pupils' cultural awareness but plans for this are at a very early stage of development.

Up to 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.

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What does the school need to do to improve further?

- Raise the quality of teaching and accelerate pupils' progress by:
 - improving the quality of teachers' planning for the tasks which pupils undertake independently to ensure adequate challenge for all age ranges
 - ensuring teachers make consistently good use of assessment opportunities to guide and extend pupils in their learning.
- Ensure that target-setting is fully embedded to support the achievement of pupils in Key Stage 2.
- Enhance pupils' awareness of those from different backgrounds by:
 - implementing a focused plan to promote the national aspect of community cohesion.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Their skills when they join Year 1 are generally average. Currently, the attainment of pupils in Year 6 is average, but it is higher, for example, in reading than it is in mathematics. Following the introduction of improved assessment practices, attainment has been established as average in Year 2 in the last two years which points to satisfactory progress for pupils over time. Recent evaluations of pupils' progress conducted by external consultants and inspection evidence confirm this picture. In a lesson at Key Stage 1, pupils provided some eloquent commentary on the Theseus myth and some pupils were able to draw their own comparisons and contrasts between the two versions being studied. Older pupils demonstrated adequate understanding of the main features of scale measurements and volume but had some difficulties in mental calculations and in applying their knowledge when solving problems. The few pupils with special educational needs and/or disabilities made good progress, for example, when conducting independent research on the computer on health and safety issues.

Pupils enjoy school and most have positive attitudes to their learning. They relate well to each other and the staff and are generally responsive in lessons. They say that they feel safe in school, mentioning recent improvements to the site security. The school's awards for promoting healthy lifestyles are well merited. Most pupils choose healthy food options and older pupils, in particular, take full advantage of opportunities at break-times to play football energetically and engage in skipping routines. Pupils contribute well to the school community in a range of useful posts such as school councillors, 'playground pals' and reading buddies. They are especially proud of the fact that the design of the new school garden was based on their ideas. Pupils' workplace skills are satisfactory rather than good. Although pupils' attendance has recently risen to above average, some older pupils are sometimes too passive in lessons. This restricts their capacity to develop their learning skills to best effect.

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

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	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

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

How effective is the provision?

Teaching includes several strengths. Teachers engage well with pupils through regular question and answer routines. They use new technology skilfully to capture and maintain pupils' interest. Clear links are made with prior learning, new concepts are illustrated by examples and contexts drawn from real life to help pupils understand. Pupils are managed well through regular dialogue, and good relationships enable the more self-confident pupils to make telling contributions to lessons. Lesson introductions, led by teachers, are successful. However, the unreliability of previous assessment data has inhibited teachers' capacity to plan lessons to ensure pupils take the steps they need to make good progress. While there have been recent improvements in planning, weaknesses still remain in the use of assessment to drive and extend learning. Pupils' capacity and willingness to work in groups and pairs is not fully capitalised on as they are given independent learning tasks that are sometimes insufficiently focused or challenging.

The curriculum is well matched to pupils' needs. Successful initiatives have been introduced to reinforce and boost pupils' progress in reading and writing and leaders are now turning their attention to refining the curriculum for mathematics. Effective use has been made of the 'Social and Emotional Aspects of Learning' (SEAL) programme to enhance pupils' personal development. Pupils enjoy the new weekly enrichment hour, where they can develop a useful range of skills, for example, in craft work and gardening.

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A bike riding scheme has raised pupils' awareness of road safety issues. Pupils' enjoy music, as reflected in their enthusiastic and tuneful participation during assemblies.

The school cares for its pupils well. Good pastoral arrangements support pupils' well-being. Teachers and teaching assistants work closely with each other to cater sensitively for pupils' individual needs. In addition, staff provide extra activities outside the school day, which are very popular with pupils, such as computer club and cooking club. Procedures for supporting pupils whose circumstances may make them vulnerable are clearly documented and close links have been established with outside agencies to provide pupils with individual help, for example, in speech and language development. The school's 'family feel' encourages pupils to attend well and, consequently, a substantial minority of them achieve perfect attendance.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's purposeful leadership underpins the trend of improvement. At the time of her appointment, school leaders and the governing body had many challenges to face. These included ensuring budgetary stability at a time of declining rolls and consequent staffing reductions. Very effective measures have been taken to put the school back on an even keel and increased engagement with the parent community, promoted, for example, through the 'learning platform', has supported a recent rise in admission numbers. Expectations for the performance of staff and pupils alike have risen, although the impact of the headteacher's hard work is not yet fully reflected in pupils' achievement. The school has worked effectively with local authority specialists to address areas of weakness. Governance is good. The governing body has recently been strengthened with new appointments with specialist expertise. Members of the governing body have clear oversight of the school's good arrangements for safeguarding and are kept fully up to date with any new requirements through the safeguarding committee. The school promotes equalities and tackles discrimination satisfactorily, as reflected in outcomes for pupils. The school makes a satisfactory contribution to community cohesion, but the quality of its work in this area is stronger in the local area rather than the national context.

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

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	3
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

When children start Reception, their skills and knowledge vary. In the last two years, they have been below national expectations. Very effective leadership and management have ensured that children make good progress. By the time they join Year 1, they have caught up with their peers nationally in nearly all areas of learning. Major strengths of provision are the close teamwork of staff and the high ratio of experienced teaching assistants. This ensures that the needs of children who require extra help with their learning are well met. The curriculum for children's indoor learning, in particular, is well balanced. Activities are well planned, based on on-going assessment and aligned to topics which children find interesting. Children make good use of opportunities to extend their learning while working independently. Playground improvements, including the new garden area, have enabled staff to take advantage of clement weather to increase children's experiences of outdoor learning. Children develop positive attitudes to their learning and their willingness to cooperate with each other enables most of them to complete tasks successfully. Children have a good understanding of how to keep themselves and others safe, for example, in using the full space of the hall during dance routines to avoid collisions. Good safeguarding arrangements ensure that children's welfare needs are fully met. Leaders have steadily increased the number of opportunities for parents and carers to play an effective role in their children's development.

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

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

Parents' and carers' responses to the questionnaire, as reflected in the percentages in the accompanying table, reflect a good deal of satisfaction with the school's work. The proportion of questionnaires returned was average. Most respondents provided comments. These were largely complimentary and highlighted the staff's caring attitudes. The only thread of concern related to whether children's needs were being fully met in the mixed-age classes. This type of arrangement is customary in small schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hague Bar 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	60	9	36	0	0	0	0
The school keeps my child safe	14	56	11	44	0	0	0	0
My school informs me about my child's progress	9	36	14	56	1	4	1	4
My child is making enough progress at this school	8	32	16	64	0	0	0	0
The teaching is good at this school	11	44	14	56	0	0	0	0
The school helps me to support my child's learning	7	28	17	68	0	0	0	0
The school helps my child to have a healthy lifestyle	10	40	14	56	1	4	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)	6	24	17	68	0	0	0	0
The school meets my child's particular needs	6	24	17	68	1	4	0	0
The school deals effectively with unacceptable behaviour	10	40	14	56	1	4	0	0
The school takes account of my suggestions and concerns	10	40	14	56	0	0	0	0
The school is led and managed effectively	15	60	9	36	0	0	0	0
Overall, I am happy with my child's experience at this school	12	48	12	48	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



21 January 2011

Dear Pupils

Inspection of Hague Bar Primary School, High Peak, SK22 3AP

I would like to thank you for your help when the inspection team visited your school recently. This is what we found out.

Yours is a satisfactory school but there are several good parts to its work. The following are particularly important:

- you behave well and have positive attitudes towards learning
- you have good reasons for enjoying school, for example, due to the playground improvements, including the garden you designed and the enrichment hour where you can learn lots of interesting new things
- you feel safe in school as the staff look after you well

I was impressed by your singing in assembly.

By the time you leave school at the end of Year 6, you have made satisfactory progress in your learning and your standards are average. To help you to achieve well I have asked the teachers to plan carefully for the tasks you do independently to make sure you are supported and challenged better. I have also asked the teachers to make more use of assessment to guide and extend your learning. I have asked the headteacher to make sure that the system the staff use to chart your progress throughout your time in school will be in as well as your garden plants have! Finally, I have asked the headteacher and the governing body to plan carefully to give you good chances to get to know pupils from different backgrounds in other parts of the United Kingdom.

You can help by keeping up the recent improvement in your attendance levels and trying your best at all times in school.

Yours sincerely

Derek Aitken

Lead inspector

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