

# Carsington and Hopton C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	112878
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357214
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Stephen Walker

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Spencer
<b>Headteacher</b>	Adam Hounslow-Eyre
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Carsington Matlock DE4 4DE
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons and observed three teachers. He also held meetings with the headteacher, the Chair of the Governing Body, staff and groups of pupils. The inspector observed the school's work and looked at a range of evidence, including the school development plan, the tracking system to monitor the pupils' progress, safeguarding documentation, and the work in pupils' books. He also analysed questionnaires completed by staff, a sample of pupils and 39 parents and carers.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The progress made by different groups of pupils, especially in English and mathematics.
- The effectiveness of teaching in engaging pupils so that they make at least satisfactory progress in lessons.
- The effectiveness of the curriculum provision and the standard of care, guidance and support
- The quality of provision in the Early Years Foundation Stage in supporting the development of the younger children.
- The impact of the new leadership and management structures in supporting improvements in the school.

## Information about the school

The school is much smaller than the average primary school. It principally serves the wide rural area around the villages of Carsington and Hopton. However, a large majority of the pupils live in the nearby town of Wirksworth. There are presently more boys than girls in the school. The very large majority of pupils are from White British backgrounds although there is a very small number from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is below the national average. No pupils are known to be eligible for free school meals.

Pupils are taught in two mixed-aged classes. There are three teachers in the school, including the headteacher. Provision for the Early Years Foundation Stage is organised through the Reception Year which is taught with Year 1 and 2.

The headteacher was appointed in April 2010 after a short period of secondment from his previous school. There has been a recent building programme which has led to the refurbishment and extension of classroom and office facilities. The school uses a playing field which is a short walk from the school. The school has received the Artsmark and Basic Skills Quality Mark awards.

**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

Carsington and Hopton Primary is a satisfactory school. It has some good features. The school has experienced some instability due to changes in leadership and the recent building programme. The headteacher provides focused leadership which is concentrating on higher expectations for the academic achievement and personal development of the pupils. There are clear signs of improving attainment and better progress during the current academic year. Parents and carers speak highly of the school and the support for their children. One wrote: 'The fact that my children are happy, secure and show a great willingness to learn is testament to the fact that I am delighted with all the school has to offer.'

Pupils make satisfactory progress and leave with average attainment. Pupils make good progress in reading but make only satisfactory progress in writing and mathematics. More pupils are now gaining the higher levels in English by the end of Year 6 although many pupils require additional support in using more complex sentences and vocabulary in writing. Attainment is broadly average in mathematics which demonstrates satisfactory progress for most pupils. Insufficient numbers of pupils gain the higher levels in mathematics. Pupils are not fully confident in applying skills in the four rules of number and problem solving in mathematics. The developing tracking system is beginning to identify underachieving pupils, who then receive appropriate support through a range of intervention strategies. However, the system is not clear enough to show details of progress and does not fully identify the progress of different groups of pupils. The school sets challenging targets for pupils so they can make good progress in relation to their prior attainment but too few have achieved these targets, particularly in mathematics.

Pupils feel very safe in the school and have a good awareness of issues relating to safety. The behaviour of the pupils is good and this contributes to a positive atmosphere for learning. They are respectful towards each other so every pupil feels valued in the family atmosphere of this village school. The spiritual, moral, social and cultural development of the pupils is good and reflects the school ethos of developing a 'collaborative Christian learning environment'. Pupils make a good contribution to their school and community. The school has been proactive in monitoring absences and encouraging better attendance. Although attendance is now average, the poor attendance of a very few pupils is adversely affecting their progress and experience of school.

The quality of teaching is satisfactory. Pupils made adequate and sometimes good progress in the lessons observed during the inspection. In some lessons teachers do ensure that the work is challenging for the more able pupils so that they attain the higher levels in English and mathematics. In other classes teachers do not fully engage pupils of all abilities for the whole lesson, and do not encourage them to take more responsibility for their learning. In the Early Years Foundation Stage, for example, there is not always a

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good balance between teacher-led and child-initiated activities. Curriculum provision is satisfactory and the school is developing a themed based approach to show the links between the different subjects.

Self-evaluation is accurate and the school is clear about the improvements needed. The governing body is aware of the areas for development and has been active in challenging and supporting the school in tackling weaknesses. It has taken robust action to ensure satisfactory leadership of the school as well as driving the building programme. The appointment of the headteacher and the completion of the building works have provided a real impetus for improvement in the school. The clear leadership of the headteacher, the developing systems of tracking progress and the evident indications of improvements in pupils' progress show the school's satisfactory capacity for sustained improvement.

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.

### **What does the school need to do to improve further?**

- Improve the attainment and achievement of pupils throughout the school, especially in English and mathematics, by:
  - developing further clear tracking systems to identify and provide additional support for underachieving and different groups of pupils
  - using tracking systems to ensure that staff and pupils are moving at the right pace for the pupils to achieve their challenging progress and attainment targets
  - further developing pupils' abilities in using complex sentences and vocabulary in writing
  - supporting pupils in applying skills in the four rules of number and problem solving in mathematics.
- Raise the quality of teaching and learning by making sure that all teachers:
  - ensure that the work is challenging for the more able pupils so that they attain the higher levels, particularly in mathematics
  - arranging activities which fully engage all abilities in their lessons
  - encouraging pupils to take greater responsibility for their own learning, including more child-initiated activities in the Early Years Foundation Stage.
- Improve the attendance rates to above average by:
  - working positively with parents and carers to encourage the importance of good attendance
  - developing the system of commendations to celebrate the good attendance of individuals and groups of pupils.

### **Outcomes for individuals and groups of pupils**

**3**

Most pupils enjoy learning and make satisfactory progress given their starting points in reception, which are as expected for children of that age. A growing number of pupils are making good progress in both classes due to more effective teaching which is focused

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more clearly on learning and accelerating progress. There are indications of more pupils working at the higher levels in writing although this is not yet replicated in mathematics as pupils spend time consolidating their key number skills. Standards of handwriting and reading are good across the school. There are no significant differences in the achievement of different years within the classes or between boys and girls. Inspection evidence confirmed that pupils with special education needs and/or disabilities make satisfactory progress, similar to other pupils in the school. Pupils from minority ethnic backgrounds also make satisfactory progress.

Pupils display interest and want to do well particularly when activities are engaging and clearly matched to their learning needs. For example, Key Stage 2 pupils made good progress in a well structured lesson in numeracy where different ability groups were developing their understanding of percentages through a range of appropriate activities. However, the pace of learning and concentration drops in some lessons where the work is either too difficult for some pupils or does not fully challenge those who are more able.

Pupils appreciate the support from staff and develop positive personal characteristics. They raise money for a range of national and local charities and take part in events such as the carol service at St Margaret's Church and Wirksworth Arts Festival. Spiritual awareness, and moral and social development are strengths. Pupils welcome the opportunities to take responsibility, such as acting as members of the school council and helping the younger pupils. The large majority of pupils have a satisfactory understanding of how to adopt healthy lifestyles. Many demonstrate this through eating healthily and taking part in sporting activities.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

The warm relationships between teachers and pupils ensure that there is a positive environment in lessons. Classrooms are attractive learning areas with good examples of pupils' work on display. Teaching assistants provide satisfactory support for those pupils who find work difficult. In the best lessons, teachers have high expectations of the pupils and plan a range of interesting activities that are matched closely to the learning needs of the different age groups and abilities in the class. There is then a clear focus on accelerating progress and remedying any gaps in knowledge and skills.

The school is revising schemes of work to remedy weaknesses in pupils' skills in writing and mathematics. There are some opportunities for pupils to develop their information and communication technology skills. The new topic based approach is showing the pupils the links between the different subjects but it is too early to evaluate the full impact of the changes in the curriculum on pupils' progress. Physical education is supported effectively by the sports school partnership and all pupils have the opportunity to learn to swim. Educational trips to places such as Chatsworth House and Carsington Water enhance pupils' enjoyment and experience of school. An appropriate emphasis on the arts is recognised by the Artsmark award.

There has been a recent emphasis on creating a more nurturing environment which is beginning to improve the academic and personal development of the pupils. Pupils are well known as individuals in this small school and emphasise that there are always

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members of staff to talk to if they have a problem. There are developing systems of individual support for all pupils, including those whose circumstances make them vulnerable or who have difficulties with learning. Satisfactory working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are met through effective support programmes. Effective procedures for monitoring pupils' attendance and following up absences are improving rates of attendance, though not all parents and carers have responded. However, there has been limited use of strategies to encourage attendance such as commendations. Good arrangements are in place to support a smooth transition to the local secondary school in Wirksworth.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The recently appointed headteacher provides focused and collaborative leadership which is driving improvements in the school. The key strategic priorities have been shared with staff so that there is a clear agenda for raising standards in all areas of the school's work. Revised systems of monitoring teaching and tracking pupils' progress are beginning to ensure more pupils make good progress in their work so that attainment rises. All staff are working as a team to share good practice in teaching and learning. The headteacher and staff ensured that there was minimum disruption to learning during the recent building programme.

The school development plan has clear actions and targets that particularly focus on improving pupils' attainment and progress. Governance is good. The governing body is working closely with the headteacher and is influential in determining the strategic direction of the school. Procedures for safeguarding meet statutory requirements. There is a clear commitment in the school to inclusion and equal opportunity for all.

The school has positive relationships with parents and carers. They receive regular information about events at school and the attainment of their children. The school has satisfactory partnerships with external organisations, including the newly formed partnerships with Derbyshire Wildlife Trust and an inner city primary school in Derby. The school makes a satisfactory contribution to community cohesion. The governors have undertaken a community audit and there are sound plans to develop a range of activities to further enhance cultural awareness but these are still at the early stages of implementation.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children make a sound start to their education because provision is well planned. They make satisfactory progress and children enter Year 1 with average skills and knowledge. Staff in the Reception class provide a secure and nurturing environment where children learn happily. Structured activities are having a positive impact on their personal development as well as encouraging number and language skills. The presence of the older pupils in the same room encourages the children to develop their social skills and cooperate with each other. They show curiosity and enthusiasm as they enjoy the different activities. They are developing satisfactory speaking and listening skills and they understand how to play safely. Though adult-directed work is well managed, the school recognises that the use of child-initiated activities is not yet as effective. The Reception class now has an outdoor play space but the range of resources is limited. Similarly, the facilities in the newly refurbished indoor area do not enable a very wide range of activities and experiences to be provided.

Staff keep records of children's skills and uses this information to match the activities satisfactorily to the full range of learning needs. However, information about the different skills varies in detail, and there is limited analysis of cohort progress information. The teacher and teaching assistant work well together so that there are clear expectations of the children. Good procedures ensure seamless transitions from the pre-school settings and to Year 1. There is regular liaison with parents and carers, who speak highly of the care and support the school provides for their children.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

A well above average proportion of parents and carers returned questionnaires. All are very positive about the work of the school and its impact on their children's learning and personal development. Responses to the questionnaire included a number of detailed comments emphasising the good leadership of the headteacher and recent improvements in the school. A number of parents and carers emphasised the improved atmosphere in the school and the caring approach of all staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carsington and Hopton 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	64	14	36	0	0	0	0
The school keeps my child safe	27	69	12	31	0	0	0	0
My school informs me about my child's progress	20	51	19	49	0	0	0	0
My child is making enough progress at this school	22	56	17	44	0	0	0	0
The teaching is good at this school	27	69	12	31	0	0	0	0
The school helps me to support my child's learning	18	46	21	54	0	0	0	0
The school helps my child to have a healthy lifestyle	16	41	23	59	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)	18	46	21	54	0	0	0	0
The school meets my child's particular needs	20	51	19	49	0	0	0	0
The school deals effectively with unacceptable behaviour	21	54	18	46	0	0	0	0
The school takes account of my suggestions and concerns	20	51	19	49	0	0	0	0
The school is led and managed effectively	28	72	11	28	0	0	0	0
Overall, I am happy with my child's experience at this school	31	79	8	21	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 January 2011

Dear Pupils

**Inspection of Carsington and Hopton Primary School, Matlock, DE4 4DE**

Thank you for making me so welcome and for sharing your views during the inspection. I really enjoyed watching your lessons and looking at your work. It was also good to see you during playtime and lunch. I was very impressed by the standard of your singing in the assembly.

Your school is a satisfactory school and has some good features. These are some of the positive things I found about your school.

You enjoy coming to school and want to do well.

You are friendly, polite and well behaved.

You show kindness and respect to others.

The teachers and the support staff care greatly for you as individuals.

You have wonderful new buildings in a beautiful location.

The headteacher is making important improvements in the school.

We have asked the headteacher, staff and governing body to do the following things to make the school even better.

Help all of you make better progress in English and mathematics. You can help by working hard on the way you write complex sentences and use powerful words, and on your number work and problem solving in mathematics.

Ensure that teachers always give you hard enough work and encourage you to take more responsibility for your own learning.

Improve the attendance rates in the school so that they are above the national average.

Keep enjoying the many things you do at Carsington and Hopton Primary School. I would like to wish you success in your future education.

Yours sincerely

Stephen Walker

Lead inspector

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