

Matlock Bath Holy Trinity CofE Controlled Primary School

Inspection report

Unique reference number	112841
Local authority	Derbyshire
Inspection number	378575
Inspection dates	22–23 March 2012
Lead inspector	Geof Timms

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	58
Appropriate authority	The governing body
Chair	Lorraine Dormand
Headteacher	Amanda Mee-Shipman
Date of previous school inspection	12 February 2009
School address	14 Clifton Road Matlock Bath Matlock DE4 3PW
Telephone number	01629 582862
Fax number	01629 582862
Email address	info@matlockbath.derbyshire.sch.uk

Age group	4–11
Inspection date(s)	22–23 March 2012
Inspection number	378575



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Geof Timms

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons, taught by four teachers, for a total of over four hours, as well as spending time looking at pupils' work. In addition, meetings were held with staff, parents and members of the governing body, as well as pupils. The inspector took account of responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of assessment data, policies, reports and planning documents. The responses to 42 parental questionnaires were analysed.

Information about the school

This is a very small primary school. The proportion of pupils known to be eligible for free school meals is well below average. A below-average proportion of the pupils are from minority ethnic groups and very few speak English as an additional language. The proportion of disabled pupils and those with special educational needs is above average. The main needs are speech, language and communication difficulties. A very high proportion of pupils join partway through their primary school education. This is largely due to pupils joining from other schools during Key Stage 2. There has been significant staff turnover since the last inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school has Healthy Schools status and a silver ECO 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It has some outstanding aspects, such as outdoor education, behaviour and spiritual, moral, social and cultural development. It is not outstanding as teaching remains largely good and pupils, do not attain consistently high standards in writing.
- Children’s progress in Reception is good. Older pupils make good progress overall, and in reading and mathematics. Attainment varies year-on-year at the end of Year 6, but over time is above average. The current group are on track to achieve their challenging targets. Progress in writing is more inconsistent, however, and often falls below that of reading and mathematics. Older pupils’ spelling skills are weaker as they did not have good teaching of letters and sounds in the past.
- Teaching is good and some very effective teaching supports the good progress. At times, the work does not sufficiently challenge all pupils. Assessment is used well in planning English and mathematics lessons but less effectively in other subjects. Displays often support learning in a number of ways but do not celebrate pupils’ work sufficiently. The teaching assistants’ expertise is used well and they provide very effective support for intervention groups and for outdoor learning.
- Behaviour is outstanding. This has a positive impact on learning and on how safe pupils feel at school. Attendance is above average. Pupils talk positively about the lack of bullying and parents and carers say how well older pupils support younger ones. One wrote ‘The working atmosphere is calm and relaxed and I find pupils polite and friendly to all.’
- The headteacher provides outstanding leadership. Subject leadership is good and improving after staffing changes. The leadership of teaching and the tracking of performance are good. The governing body provides good and effective levels of support and challenge for the school.

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

What does the school need to do to improve further?

- Ensure standards in writing continue to rise to the level of those in reading and mathematics by:
 - embedding recent initiatives and evaluating their success
 - improving the presentation of pupils' writing
 - extending the teaching of letters and sounds to support older pupils spelling
 - ensuring all pupils make at least two levels progress from Year 2 to Year 6.

- Make more of the good teaching outstanding by:
 - ensuring that the work is appropriately challenging for all pupils
 - highlighting pupils' achievement by displaying more of their work
 - extending the tracking of pupils' progress to subjects other than English and mathematics.

Main report

Achievement of pupils

Achievement is good. Attainment levels are above average, including in reading, although they vary because of the small size of year groups. The current Year 6 pupils are working at well-above-average levels in reading, writing and mathematics. Pupils' progress is good. The work seen in lessons and in pupils' books shows that their progress in reading and mathematics, often from low starting points, is occasionally outstanding, and good overall. Progress in writing is satisfactory because of pupils' spelling and handwriting skills, and a number of new initiatives have been put in place to improve this. Progress in the Early Years Foundation Stage is good, and has been more consistent over recent years than that in Key Stages 1 and 2. Skills in all areas of learning are below those expected when children start in the Reception classes. Good progress ensures that they develop their personal, social and emotional development, their understanding of number and their knowledge and understanding of the world to a good level.

In Key Stage 1, attainment is consistently above average, including in reading, although it fell slightly last year. The current pupils are on track to achieve standards that are, again, significantly above average, especially in reading and mathematics. Pupils' understanding of letters and sounds is good, and their enjoyment of books is clear. In Key Stage 2, pupils' achievement is good because their current progress is more rapid than it was in the past. During one good writing session, for example, pupils created and described imaginative monsters after studying text from 'The Hobbit.' Progress is improving because of the intervention group work and also because of initiatives such as physical literacy activities, which help pupils develop their writing skills by improving how well they can control their movements. Help is

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

provided as appropriate in small groups or through one-to-one teaching. Reading and mathematics skills are extended effectively but achievement in writing, and especially spelling and handwriting, remains satisfactory. Learning is supported effectively throughout the school by a wide and imaginative range of outdoor activities. In Years 1 and 2, for example, pupils explored symmetry through seeking hidden matching halves of shields and by creating collages and chalk drawings of symmetrical patterns.

The school has worked hard to address past weaknesses in provision, although a number of improvements to the teaching of writing are not yet fully embedded, nor have been evaluated to assess their success. Disabled pupils and those with special educational needs are well provided for and make at least good and, occasionally, outstanding progress towards the targets set for them. Parents and carers are very positive about their children's achievements.

Quality of teaching

The quality of teaching is good. Teachers and teaching assistants are proactive in improving their practice through professional development. This has had a positive impact on the quality of teaching. Teachers and other staff work closely with other schools to spread good practice. The best lessons consist of imaginative tasks, well planned for the range of abilities, and which extend pupils' learning effectively. Changes to the organisation of groups are successful in ensuring work on learning about letters and sounds is well-matched to pupils' prior learning. Different ages are able to work together in all lessons if their ability levels are similar and this often helps raise the expectations of younger, more-able pupils. However, in some lessons this is not so effectively done and the work does not always challenge pupils' thinking, or build on their previous learning, sufficiently.

Pupils say the school helps them to do as well as they can and the teaching helps their learning. All parents and carers who returned questionnaires said that the school enables their children to develop their basic skills well. The inspection findings support these positive views. Teachers use assessments effectively to tell pupils how well they are doing, and to set them targets to take them to the next level. The pupils understand and enjoy the target-setting system. Teachers have not extended the use of this to subjects other than English and mathematics. Teachers make good use of displays to provide support for learning, such as lists of vocabulary or targets for pupils to achieve. However, there is insufficient display of good examples of pupils' work to celebrate their achievements or to provide positive role models for others.

Teachers make good use of the curriculum to provide a wide range of activities. Recent innovative ideas, such as physical literacy, in which movement is used to support the development of pupils' physical control, appears to be very successful but has not yet been fully evaluated. Children's learning needs in Reception are well provided for in a wide range of adult-led and child-initiated activities. There are good opportunities for children to work and play together. In one good session outdoors,

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

children imaginatively explored symmetry by creating an outfit for a Viking from various natural and man-made materials. The use of the school grounds is a strength of the teaching and learning. In one project, pupils grew vegetables and then picked, cooked and tasted the results. Teachers plan for and provide an exceptional number of activities to help pupils learn to work and play together, take a full part in the local and wider society and to learn about other faiths and cultures. This successfully promotes their outstanding spiritual, moral, social and cultural development. All staff work closely with teaching assistants and other adults, and this has a positive impact especially on the learning of disabled pupils and of those with special educational needs.

Behaviour and safety of pupils

The school is a very harmonious community. Pupils' behaviour in lessons and around the school is outstanding, as is evident from all of the questionnaire responses and other evidence. Pupils are very polite and friendly to those they know, and extremely respectful towards visitors. Their excellent behaviour in lessons helps their learning and they cooperate and collaborate very effectively. For example, when outdoors, younger pupils worked extremely well together in pairs, without constant direct supervision or intervention. Pupils throughout the school hugely enjoy talking about and sharing their work, especially when it involves some very imaginative creative writing. Their great enthusiasm for school is reflected in their above-average attendance. The ECO committee are very keen in looking after and improving the environment. The school council have an effective role in ensuring the pupils' voice is part of school improvement.

Pupils spoken to said behaviour was very good in lessons and at other times as well, and that the school is very safe. They have a very good understanding of what constitutes different types of bullying, and are confident that, if there were any, it would be dealt with well by adults. They talk extremely confidently about the adults they trust and would go to if they had a concern. Parents and carers are also very positive about behaviour and say that their children feel very safe. Relationships between pupils, teachers and parents and carers are exceptionally good.

Leadership and management

The excellent leadership of the headteacher has led to a number of important improvements since the last inspection, particularly in better teaching and achievement. Parents and carers greatly appreciate this. Her leadership of teaching is having a very positive impact on raising standards and improving achievement. There is a strong team spirit and all staff say they are proud to be members of the school. This positive ethos is evident in much of the school's work. Innovative work in outdoor education on the school site is praised by parents and carers, and used as exemplary practice by the local authority. It is very effectively supported by some excellent residential and adventurous outdoor-education opportunities. The early years' expertise in the school has been used by the local authority as an exemplar of good practice, particularly regarding outdoor learning and the planning for mixed age

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

classes, which are of high quality. The school has an outstanding capacity to improve further.

Significant staff changes have meant that some leadership roles have changed in recent years. Even so, subjects are led effectively. Staff often work alongside those in other schools to spread their good practice in the Early Years Foundation Stage, or for outdoors education. The updated and effective tracking system enables all leaders to know how well pupils are achieving and to recognise and address any underachievement. The leadership of the provision for disabled pupils and those who have special educational needs is very strong and improving rapidly. This is having a good and improving impact on those pupils' learning and progress. The school is very effective at promoting equality and tackling discrimination. The past slower progress identified for some boys in English has been addressed through alterations to resources, the provision of more boy-friendly tasks and by more accurate grouping by ability, thus enabling better targeted support.

The school's self-evaluation is accurate. The outstanding behaviour and spiritual, moral, social and cultural development, reflect the extremely positive ethos that parents and carers recognise as infusing all of the work of the school. The curriculum is broad and balanced and meets pupils' needs well. The members of the governing body have a good understanding of the school's strengths and weaknesses, and now hold the school appropriately to account. The governing body ensures that safeguarding arrangements fully meet current government requirements.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 March 2012

Dear Pupils

**Inspection of Matlock Bath Holy Trinity CofE Controlled Primary School,
Matlock, DE4 3PW**

Thank you for the way you welcomed me to your school recently. I really enjoyed my visit, reading your questionnaires and talking with many of you. I especially enjoyed watching you working outside in the grounds and the gardens. I hope the raspberry bushes are successful. Your behaviour in lessons and around the school is excellent. This is important because it helps the teachers provide you with interesting work as well as keeping you safe and happy in school. Keep it up!

Holy Trinity is a good school. You work well and, in most years, you reach standards above those expected, especially in English and mathematics, by the time you leave the school. Even so, I think more of you are capable of doing even better, especially in writing. I have asked your teachers to try and help more of you improve your writing by checking on recent new ideas they have introduced to see if they are working. I have also asked them to help the older pupils get better at spelling and to make sure all of you in Key Stage 2 make at least two levels progress.

Teachers are working hard to help you learn. I have asked them make sure the work they provide for you is challenging enough to help you learn as well as you can. I have also asked them to see if they can find room to display more of your best work on the walls. I know you enjoy talking about your targets. I have asked teachers to see if they can do more of this in subjects apart from English and mathematics. Your headteacher provides outstanding leadership and all staff, and the governing body, are working hard to make the school even better. They are outstanding at helping you learn about how to get on well together and how others live.

Thank you again for your friendliness and help. I hope that you continue to enjoy your time at Holy Trinity and keep working hard!

Yours sincerely

Geof Timms
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**