

# Carsington and Hopton Primary School

Carsington, Matlock, DE4 4DE

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although pupils' standards in mathematics match the national average, there are gaps in their understanding which prevent faster learning.
- As introductions to lessons in Key Stage 2 involve all pupils, some pupils find this part of the lesson far too hard to understand while others find it too easy.
- Opportunities are not taken to make links between the teaching of skills in English and mathematics and pupils' practice of them in other subjects. As a result, pupils do not systematically develop and apply the skills that they are learning in, for example, their writing in history or science.
- The older pupils in Key Stage 2 are not encouraged to show initiative and make choices about their work.
- Leadership for disabled pupils and those who have special educational needs has changed recently and is not yet clear enough.
- The impact of leadership on teaching and pupils' achievement has not been fully effective. The newly appointed headteacher and the governors are altering the way they work, putting much greater emphasis on pupils' progress. This approach is at a very early stage of development.

### The school has the following strengths

- Children in the Reception class and Years 1 and 2 make good progress from the strong teaching they get. As a result, they thoroughly enjoy their time at school.
- The school is a centre of its community and sees pupils' social and spiritual development as a high priority.
- Pupils behave well and say that they enjoy coming to school. They feel safe and are well looked after.
- The governing body has shown commitment and determination to identify and recruit a headteacher with a proven track record of success in achieving a good quality of education for pupils.

## Information about this inspection

- The inspector visited nine lessons, including short visits to lessons during which phonic skills (linking sounds and letters in reading) were taught.
- Discussions were held with pupils, parents, the headteacher, the senior teacher, the other teachers, three governors and a representative of the local authority.
- The inspector examined a range of documents, including: a summary of the school's self-evaluation, the school improvement plan, the school's own achievement data, attendance information and policies aimed at keeping pupils safe.
- The views of nine parents and carers were analysed through the Parent View website.
- The views expressed by seven staff who returned a questionnaire were also considered.

## Inspection team

Christopher Moodie, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average sized primary school. Pupils are taught in two classes.
- There are fewer pupils from minority ethnic backgrounds than in most schools.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average.
- The proportions who are supported at school action plus or have a statement of special educational needs are slightly above average.
- No pupils are supported by the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, in local authority care or whose parents serve in the armed forces.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils involved to make such comparisons statistically meaningful.
- The school's leadership has changed very recently. The new headteacher is also the headteacher of another local school and is dividing his time between the two schools. The inspection was undertaken a week after the new headteacher took up his position. In addition, a new teacher in Key Stage 2 has been appointed and had also only worked at the school for one week prior to this inspection.
- Pupils are educated onsite. There is no regular alternative provision elsewhere.

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

- Raise the quality of teaching to be, at least, consistently good and so improve achievement, by:
  - always providing work that is matched to pupils' abilities from the start of each lesson
  - linking the work that pupils do in English and mathematics more closely with what they do in other subjects
  - increasing opportunities for pupils to work independently and show initiative.
- Improve leadership and management so that:
  - school leaders make use of known good practice to improve teaching
  - school data on pupils' progress and achievement are evaluated more effectively so that leaders can quickly identify where teaching needs to improve
  - the governing body is given more detailed information about the progress that pupils make so it can hold the school fully to account for its performance
  - the responsibilities of the special educational needs coordinator are clearly defined so that performance can be evaluated to benefit pupils' learning.

## Inspection judgements

### The achievement of pupils requires improvement

- Progress in mathematics is too variable across the school. By the time that pupils leave at the end of Key Stage 2, their attainment in mathematics is at least close to the national average. However, attainment varies too much between year groups – even given year groups with relatively few pupils in this small school.
- Key skills in mathematics, such as multiplication tables, are not known well enough. Pupils of different ages practise the same times tables together, and too many struggle to quickly solve problems that need an understanding of, for example, the seven times table.
- Most children join the Reception class with skills that are typical of children of this age. They make good progress and enjoy the stimulating outdoor environment that has been put in place since the last inspection. Children in the Reception Year learn the skills of early reading well and have a secure understanding of how letters make sounds and vice-versa (phonics).
- Pupils in Years 1 and 2 make good progress. They learn in a classroom that is set up to inspire interest and curiosity and are keen to share their enthusiasm. Trips and visits are very popular and motivate pupils to remember facts and experiences. Typical of this direct learning are pupils who use photographs of a visit to Warwick Castle to readily identify important historical figures, such as King Henry VIII.
- The progress that pupils make in reading and writing is better than that in mathematics. By the end of Year 6, standards in English have been consistently above the national averages in recent years. All pupils who are in Year 6 are on track to make or exceed the progress that is expected of them at this age.
- Pupils read widely and with enthusiasm. They have developed good strategies for reading new or difficult words and are well supported by teachers and other staff. Some pupils in Key Stage 1 read with great expression and show determination when trying to work out how to say a word correctly.
- Disabled pupils and those who have special educational needs receive additional support in lessons from teachers and other staff. This extra help is successful in enabling these pupils to make the progress that is expected of them. For some pupils, progress is rapid and parents are delighted with the impact on their child; one commented that, 'I couldn't believe how much progress my child made after moving to this school.'
- In the past, girls have made better progress than boys. The school's own data, and work in books indicate that boys and girls now make similar progress overall.
- The quality of pupils' writing is not as strong as their reading. A weekly opportunity to write in Key Stage 2 is not sharply focused on individual improvement and this limits the pace of progress. The presentation of pupil's written work is generally good, but it is all in pencil, even for the older pupils.
- The writing skills that pupils learn in literacy lessons are not used well enough in the range of other subjects. For example, in a history lesson in Key Stage 2, pupils were asked to write a newspaper article about a battle, but had not studied how to write newspaper articles for over half a year. A small number of very resourceful pupils showed great initiative in finding their old

books and reminding themselves about how to do it. Other pupils struggled to remember and made much less progress.

### **The quality of teaching** requires improvement

- Introductions to lessons in Key Stage 2 are often too long and are aimed at the pupils of average ability in the key stage. As a result, pupils of higher ability already know and understand a great deal of what teachers tell them in the introduction to most lessons, especially in English and mathematics. In the same way, some pupils who need additional help with learning find the introductions hard to follow.
- Pupils in Key Stage 2 are given work that matches their different levels of learning after the introduction of each lesson. Progress accelerates during this part of the lesson and pupils sometimes learn rapidly. Pupils enjoy the challenge when work is hard and are reluctant to stop work at the end of lessons. One pupil commented, 'This is really hard – I don't want to stop now!'
- Teachers do not plan enough opportunities for older pupils to develop important skills of learning independently. Pupils are well motivated and capable of being given more responsibility and involvement in order for them to make the most of their time in school so that they develop more initiative in leading their own learning.
- Teachers do not give pupils enough opportunity to practise skills in English and mathematics in other subjects. Pupils in Key Stage 2 say that they enjoy literacy (English) lessons more than mathematics lessons. This is because some of them do not feel confident in some basic skills. Other pupils report that practical lessons, which they enjoy very much, do not happen often enough.
- Learning in lessons in the Reception and Key Stage 1 class are well planned. In this small class, (there are 13 pupils) the work is well suited to their different abilities. Good use is made of a teaching assistant to help the youngest pupils.
- The children in Reception access the outdoor learning area freely and make good use of this resource to learn through play. However, the opportunities for them to play and learn independently of adults are sometimes reduced by frequent interventions and support when it is not necessary to their learning.
- Most teachers monitor the progress of pupils well during lessons. Marking gives pupils useful feedback, and this has recently improved in Key Stage 2. Individual targets are used to direct pupils' learning, but some pupils are unsure about what they need to do in order to improve their work.
- Visits, residential trips, and after-school clubs that teachers provide are highly valued elements of school life. Pupils speak with excitement about these activities and regard them as the highlights of their time at school. For example, the school choir sang and danced with great energy as they prepared for a singing festival.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in lessons and around the school is consistently good. Boys and girls all have positive attitudes towards their learning. There are very few disruptions to learning and those

that occur are well managed. Positive relationships between adults and pupils help to create a school that is both caring and supportive.

- Pupils are polite and welcoming around the school. They listen to instructions and follow them carefully. All pupils are eager to help one another and are proud of their school and its history. Their attendance levels are consistently above average.
- The behaviour of pupils in Reception and Years 1 and 2 is, sometimes, outstanding. This is seen during times when pupils are supporting one another and learning together. Pupils cooperate and help one another and are quick to celebrate each other's successes.
- Pupils say that they feel safe in school and all parents who responded to the online questionnaire agree. The school teaches pupils about how to stay safe in a variety of situations, both in and out of school, including when using the internet. Pupils play well together and have a good regard for each other's safety.
- Pupils are aware that bullying can take different forms. They reported no concerns about bullying but are confident that the school would deal quickly and effectively with any worries that they might raise.

### **The leadership and management** requires improvement

- The new headteacher has been in the school for less than one week. His clear plans to improve the school have already been discussed with the governing body. He is also the headteacher of a very successful school nearby which is collaborating with Carsington and Hopton.
- Insufficient use has been made of good practice to accelerate achievement through improving teaching. Leaders have plans to make better use of the good practice that already exists in the school, alongside that which has a track record of success in the new collaborating partner school, but it is too early to evaluate the impact of these plans.
- The information that school leaders have gathered about the progress that each pupil makes has improved since the last inspection. Teachers assess individual progress each term and this provides a means of tracking pupils' progress and monitoring how well they are doing.
- The evaluation of information about pupil progress is not sufficiently linked to improving teaching. School leaders have gathered evidence for the management of teachers' performance, but have not made full use of data on pupils' progress to assess how good teaching is.
- The local authority has provided helpful support for the school. This has included help to improve teaching and governance. This support is set to continue as the school's new leadership becomes established.
- The school promotes pupils' spiritual, moral, social and cultural development well, providing them with clear guidance and opportunities to reflect on a range of issues. The school is a cohesive community and staff and pupils get on well together. Good use is made of weekly visits to the local church to give time for reflection and celebration with the community. For example, the pupils were central to the recent 'church party', which was celebrated by the village.
- The leadership for coordinating the support for disabled pupils and those who have special educational needs has changed recently. Although the duties and responsibilities involved in this job have not yet been fully established, transition arrangements have not had a negative impact

on the learning and personal development of the pupils concerned.

- School leaders have made sure that all required subjects are taught, and that trips, visits and clubs are coordinated to make learning more enjoyable. School leaders have not created links between subjects that help to strengthen learning, especially in writing and mathematics, where some important skills are not fully understood.

■ **The governance of the school:**

- Governance has improved since the last inspection. Governors are clear about what the school needs to do to improve, but the information that they have received about the pupils' progress is not detailed enough for them to call the school fully to account for pupils' achievement and progress. They spent a great deal of time making sure that the new headteacher had sufficient experience, a track record of success and the capacity to bring good practice to the school. Governors are aware of teaching quality and of the aspects where it needs to improve. They have welcomed the support that the local authority has given to improve teaching and learning. Governors are involved in setting targets to improve teachers' performance, and require information on progress that allows them to make informed decisions on levels of pay. However, this information has not always been made available so governors have not been able to hold leaders and staff fully to account for teaching quality and pupils' progress. The school is in the process of setting up a website that will enable governors to communicate better with parents and the local and wider communities. The school's finances are well managed. The governing body has a helpful programme of training in operation and ensures that all national safeguarding requirements are met.

## 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

<b>Unique reference number</b>	112878
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405434

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

<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>	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adam Summerhayes
<b>Headteacher</b>	Peter Johnston
<b>Date of previous school inspection</b>	25 January 2011
<b>Telephone number</b>	01629 540206
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