

Hague Bar Primary School

Lower Hague, New Mills, High Peak, SK22 3AP

Inspection dates

20–21 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make consistently good progress in the school.
- Teachers know pupils very well. There are excellent relationships between teachers and pupils in lessons.
- Individual support for pupils in lessons is a particular strength and ensures they make good progress.
- Pupils know what their targets are and marking gives pupils the next steps for improving their work.
- Pupils' behaviour in lessons and around the school is exemplary. Pupils of all ages get on very well with each other. Pupils have excellent attitudes to learning and value the enterprise skills they learn in school, such as working in teams and trying new things.
- Pupils look after each other and feel very safe in school.
- Attendance has improved and is above average.
- Governors and the headteacher have ensured that teaching and pupils' achievement have improved and are now good. They are aware of the strengths and areas for improvement in the school. Plans for improvement have clear steps and are checked regularly to ensure actions have taken place and made a difference.

It is not yet an outstanding school because

- There is not enough outstanding teaching overall. Teachers do not always check on learning regularly enough and adapt their teaching to ensure pupils make really quick progress; and there are not enough opportunities for pupils to share and comment on their work.
- There are not enough opportunities for younger pupils to develop their writing and for pupils in Key Stage 2 to apply their mathematical skills to problem solving.

Information about this inspection

- The inspector observed nine lessons or part-lessons taught by six teachers. Other shorter visits to lessons took place to look at different aspects of the school's work.
- Three observations of teaching took place with the headteacher and the inspector observed the headteacher feeding back to staff on pupils' learning and progress in lessons.
- Meetings were held with the school council, staff, the Acting Chair of the Governing Body and a local authority representative.
- The inspector looked at the school's information on pupils' attainment and progress, documents relating to behaviour and safeguarding, records related to the management of performance and the monitoring of teaching and the minutes of governing body meetings.
- The inspector examined the 31 responses to the on-line questionnaire (Parent View), received written communication from parents and spoke to parents when they collected their children from school. The nine responses to the staff questionnaire were also analysed.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational need is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after and children from service families) is below average.
- The school meets the government's current floor standards, which set the national minimum expectations for pupils' attainment and progress.
- Pupils are taught in four mixed-age classes. Children in Reception are taught with some Year 1 pupils, the other Year 1 pupils are taught with Year 2. Year 3 and 4 are taught together, as are Years 5 and 6.
- There have been a number of changes to the governing body since the previous inspection. The Vice-Chair of the Governing Body is currently the Acting Chair.

What does the school need to do to improve further?

- Improve teaching so that it is outstanding overall and pupils' achievement rises further by:
 - ensuring teachers check on learning regularly in lessons and adapt their teaching to ensure rapid progress
 - providing more opportunities for pupils to share and comment on their own and each other's work
 - giving younger pupils more opportunities to develop their writing and write longer pieces
 - giving pupils in Key Stage 2 more opportunities to apply their mathematic skills to problem solving.

Inspection judgements

The achievement of pupils is good

- Pupils' progress has improved in the school since the previous inspection and pupils make consistently good progress in all year groups.
- Children enter the school with skills and knowledge well below those expected for their age. They make good progress in Reception although their skills overall remain below those usually seen nationally on entry into Key Stage 1. Particular strengths are in their personal and social development and their reading skills, where children have made rapid progress. However, children's writing skills are less well developed.
- Pupils make good progress in Key Stage 1 and reach average standards in reading and mathematics. However, standards in writing are lower and there are not enough opportunities for pupils to develop their writing skills by regularly writing longer pieces.
- Pupils enjoy reading and are enthusiastic about reading regularly at home and at school. Younger pupils are able to use pictures to help them with understanding more difficult words and are able to break words down into the letter sounds to help them read harder words.
- Standards in Key Stage 2 improved in writing and overall in English to be above average in 2012, with a high proportion of pupils reaching the higher level 5 in tests. In mathematics standards were average, with a lower proportion of pupils reaching the higher level 5. There are not enough opportunities for pupils to apply their mathematical skills to problem solving to help them practise the skills they need to reach the higher levels.
- Pupils known to be eligible for the pupil premium are assessed carefully to ensure additional support is targeted to make the most difference. They are given individual support in small groups or as individuals and these pupils are making accelerated progress in the school. There were no pupils eligible for pupil premium in 2011 and only one in Year 6 last year. This pupil was approximately one level behind other pupils in both English and mathematics and had made good progress in the school.
- Disabled pupils and those with special educational needs are also assessed carefully to make sure they receive the correct support. They receive extra help in lessons from additional adults who help these pupils understand the work, question them expertly to help them with their learning and ensure they take a full part in lessons. These pupils are also making good progress. The school is ensuring equality of opportunity for pupils' learning by identifying any pupils at risk of falling behind and giving extra help so they catch up.

The quality of teaching is good

- Teaching has improved and is now good in the school. There are positive relationships between teachers and pupils in lessons. Teachers know pupils very well and they plan work for pupils of different abilities so all pupils make good progress in lessons. Teachers regularly share the main learning points in lessons with pupils so they are clear about the progress they have made.
- Teachers provide opportunities for pupils to work in groups, such as in a Year 1 and 2 design and technology lesson where pupils were testing different types of party food. Group members had clear roles so all pupils took part in the discussion. Pupils were encouraged to discuss their views in the group. The teacher checked on pupils' learning regularly allowing pupils to share

what they had learnt. Pupils enjoyed the activity and made good progress in their investigation.

- Marking has improved; pupils know their targets and their next steps for improving their work. Work is marked regularly with a pink, 'two stars' comment and a blue, 'wish'. Pupils say they find marking helpful and this helps them with their work.
- Support for individuals from adults in lessons is a particular strength. Questioning is used well to guide pupils through the steps in learning. Adults know the pupils very well and disabled pupils and those with special educational needs receive additional help in lessons which helps them with their learning and to make good progress.
- In the best teaching, such as a Year 5 and 6 mathematics lesson on factors, pupils had different problems to discuss in groups which they found interesting. The teacher checked on learning throughout the lesson and questioned pupils, adapting tasks to ensure pupils made good progress. Pupils were encouraged to share their ideas and to comment on each other's work which they enjoyed and supported their good progress.
- Teachers do not always check on pupils in lessons and adapt their teaching so progress remains fast and pupils are not given regular opportunities to share and comment on their own and each other's work across the school.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around the school and in lessons is excellent. Pupils are extremely polite, courteous and helpful to adults and to each other. One pupil who summed up the views of others said, 'Everyone always gets along like a family'.
- There is a clear behaviour code and both staff and pupils are trained in 'restorative justice' so pupils are encouraged to talk about and solve problems between each other. The school is extremely effective in developing good relations and ensuring that discrimination of any kind is not tolerated.
- Pupils' attitudes to learning are exemplary. Pupils are very supportive of each other and help each other with their work. They say that the school's work on the '13 enterprise skills' helps them with their learning. They gave examples of how these have helped them in school, such as learning how to work as a team and developing organisation skills in their recent project work on celebrations.
- Pupils are encouraged to try new things. For example, pupils enjoyed silk painting workshops during the inspection, and one pupil commented 'It's beautiful, I've accomplished something that makes me feel proud'. Pupils said that trying new things improved their confidence and helped them to learn from their mistakes.
- Pupils said they feel very safe in school. They have an excellent understanding of how to keep themselves safe, for example when they go swimming, by practising fire drills and when using the internet. They know about different forms of bullying but say this doesn't happen in school. School records confirm there are very few incidents of poor behaviour each year and that bullying isn't an issue in school.
- Pupils raise money for charities and are particularly proud of the work they have done to raise money and donate goods for a school in Kenya. Attendance has improved in the school and is above average.

The leadership and management are good

- The headteacher is determined to make a difference in pupils' lives by preparing them well for their next stage in education and making sure they learn skills which will support them in the future. Self-evaluation is accurate and plans for improvement are clear and are checked regularly. Teaching and achievement have improved since the previous inspection.
- Performance management systems are thorough and are linked to the new Teachers' Standards and the school's priorities for improvement. Pay awards for teachers are linked to targets which include pupils' achievement. Staff are extremely positive about the support they have received to help them improve.
- The curriculum is good and gives priority to developing reading, writing and mathematics, it is skills-based and taught in topics; for example, recent topics include communications and celebration. Enterprise skills are developed across the school. Pupils have the opportunity to have specialist art, music, French and physical education lessons. On Friday afternoons pupils are taught in mixed-age 'family groups' for enrichment activities; these include the opportunity to learn skills from gardening to Portuguese.
- Provision for pupils' spiritual, moral, social and cultural development is a particular strength. Pupils learn about different religions and experience different cultural experiences such as Indian dance. The school has developed links with schools in Yorkshire, Spain and Kenya.
- The local authority has provided effective support to develop teaching, self-evaluation including joint observations of teaching and to support governors with training.

■ The governance of the school:

- The governing body has been strengthened since the previous inspection. Governors with professional expertise have been assigned to key areas including education, finance and safeguarding. Governors have a good understanding of data and receive regular updates on pupils' progress. They know how pupil premium funding is being used and the difference this is making. Governors know how good teaching is in school and sign off pay awards for staff. Governors visit the school regularly and receive regular training. For example, they have recently been trained on carrying out 'learning walks' so they can see for themselves how good teaching is and how well pupils are progressing. Governors ensure statutory duties are met, including safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112598
Local authority	Derbyshire
Inspection number	405406

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Janet Hill
Headteacher	Sue Kennedy
Date of previous school inspection	19 January 2011
Telephone number	01663 762203
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