

# St Giles Church of England Primary School

Starkholmes Road, Matlock, Derbyshire DE4 3DD

## Inspection dates

12–13 June 2018

|  |                          |
|--|--------------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>              |
| Effectiveness of leadership and management   | <b>Good</b>              |
| Quality of teaching, learning and assessment | <b>Good</b>              |
| Personal development, behaviour and welfare  | <b>Good</b>              |
| Outcomes for pupils                          | <b>Good</b>              |
| Early years provision                        | <b>Good</b>              |
| Overall effectiveness at previous inspection | Not previously inspected |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides strong and determined leadership. She has worked with enthusiasm and commitment to create a learning environment where pupils achieve well.
- Senior leaders have a clear understanding of the school's strengths. They have accurately identified where the school needs to improve. The actions they take to improve the school's effectiveness are successful.
- The quality of teaching is good. Occasionally, however, teachers do not develop some of the harder skills well enough. This is especially true for mathematical reasoning and for reading comprehension and inference.
- Pupils make strong progress in reading, writing and mathematics during both key stage 1 and key stage 2. They also make good progress in a range of other subjects. Boys, however, do not make the same rapid progress as girls.
- Leaders provide disadvantaged pupils with effective support. Disadvantaged pupils make good progress.
- Pupils who have special educational needs (SEN) and/or disabilities are supported well. They make good progress.
- Leaders are effective in promoting pupils' spiritual, moral and social development. Their work to broaden pupils' experience of cultural diversity, however, is not yet sufficiently well established.
- Pupils feel safe and know how to stay safe. Their behaviour is good. Pupils enjoy school and their attendance is similar to the national average.
- Leaders have improved the school's curriculum in order to engage pupils more in their learning. Opportunities for pupils to engage in a wider range of learning experiences, however, are not sufficiently well developed. This is the case in terms of extra-curricular activities and their experiences of other foundation subjects.
- Children in the early years are provided with an environment conducive to learning. They make strong progress in all areas of learning.
- Subject leaders effectively support senior leaders in improving the school's effectiveness. They are developing the skills necessary to carry out their roles and responsibilities well.
- The academy trust and the local governing body provide a good level of support and challenge. They know the school well and place a strong emphasis on improving pupils' progress.

## Full report

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

- Improve the impact of leadership and management by developing the curriculum further so that pupils have more opportunities to engage in a wider range of learning experiences and thus to build on their knowledge, understanding and skills. Areas to develop include more varied extra-curricular opportunities, pupils' understanding of different cultures, and pupils' familiarity with the foundation subjects.
- Improve the quality of teaching and accelerate pupils' progress by ensuring that teaching consistently provides more opportunities for:
  - pupils to practise their reasoning skills in mathematics
  - pupils to develop their comprehension and inference skills in reading
  - boys to make the same rapid progress as girls.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher promotes her vision for excellence through her day-to-day work with staff and pupils. Staff believe that they are valued and know that they are making a difference to pupils' lives and their futures. All members of staff said that they are proud to be working at the school and feel well supported.
- Senior leaders know the school's strengths. They also know what action to take to improve the school's effectiveness. Leaders and governors know they are making a positive difference to improving the school. Improvement planning, although effective in setting out actions that lead to improvement, does not yet identify sufficiently sharply focused success criteria.
- Senior leaders and subject leaders make regular checks on the quality of teaching. Their systems are thorough and focused on accelerating pupils' progress. Leaders provide staff with relevant training and support. All staff play a role in accelerating pupils' progress. Subject leaders are effective in their roles. Some, however, are at an early stage of developing the skills needed to carry out their duties with confidence.
- The school's assessment systems to check and record pupils' progress and attainment are comprehensive. Leaders check pupils' progress in all subjects. Teacher assessments in reading, writing and mathematics are compared with other schools to increase their accuracy and reliability. Assessment and recording of the foundation subjects is new and leaders have yet to gather sufficient evidence, over time, of its accuracy. When pupils fall behind, leaders take swift and effective action to help them to catch up. Pupils across the school make good progress.
- Leaders provide disadvantaged pupils with carefully planned support and extra teaching. This helps disadvantaged pupils make good progress in their learning and in developing their social skills.
- Although provision for pupils who have SEN and/or disabilities is at an early stage of development, the new SEN coordinator understands the needs of this group of pupils well. She has already established strong systems to support the delivery of effective teaching practice. Regular checks ensure that pupils' progress is good.
- Pupils benefit from the helpful feedback teachers provide to improve their skills. Teachers mostly use the school's marking and feedback policy consistently. Occasionally, this is not the case in topic-based learning. However, leaders are aware of this and are taking suitable actions to address any inconsistency.
- Leaders make valuable use of the physical education and sport funding. Pupils have access to a broad range of sporting activities, both in school hours and after school. Training has improved teachers' skills and increased their confidence in the delivery of physical education.
- The academy trust has played an important role in supporting leaders to improve the school's effectiveness. Leaders make strong use of the support they receive from academy trust members, their school improvement partners and consultants. They also make good use of partnerships with other local schools.

- Senior leaders provide opportunities for parents and carers to engage in their children's learning. Parents receive valuable information about their children's progress. Almost all parents, including those spoken with during the inspection, and those who responded to Parent View, expressed their full support for the school.
- Much of the school's curriculum is well planned. The school has chosen a topic-based approach to the teaching of the foundation subjects, which enables pupils to learn about different subjects. However, subjects other than literacy and mathematics do not yet have a sufficiently high priority within the school.
- The school promotes pupils' spiritual, moral and social awareness, and their understanding of British values, well. This is underpinned by the school's 'respect agenda' of 18 core values such as humility, hope and courage. Pupils do not, however, have enough opportunities to gain a deep insight into different cultures.
- Extra-curricular activities at St Giles are predominantly based around sport. There are very few opportunities for pupils to develop other interests or extend their learning experiences. Leaders have introduced 'Forest Craft' to the school's timetabled curriculum. This has, however, replaced some of the time available for physical education.

## **Governance of the school**

- The skills and expertise that members of the academy trust and local governing body bring to the school have been a key element to its success. Records of meetings and academy trust reviews show that governors and trust members challenge school leaders. They also provide effective support for school improvement.
- Members of the local governing body have a good understanding about how the school works. Leaders provide them with appropriate information about the school's effectiveness. Governors also make regular visits to the school. Members of the local governing body take good advantage of working alongside leaders and members of the academy trust. This has increased their knowledge of what effective learning and good progress should look like.
- Members of the local governing body have a good understanding of their responsibility for safeguarding. They routinely check and discuss the school's safeguarding records and procedures. Governors also make checks on the extra funding the school receives for disadvantaged pupils and pupils who have SEN and/or disabilities.

## **Safeguarding**

- The arrangements for safeguarding are effective. The school provides a nurturing environment in which every pupil is valued. All staff know all pupils and there is a culture of vigilance and care. The policies and practices developed by the school to keep pupils safe are fit for purpose.
- The designated teacher for child protection and safeguarding implements the school's procedures for keeping pupils safe thoroughly. She maintains detailed and well-organised records. Leaders ensure that staff are well trained, including in their understanding of radicalisation and extremism. Staff understand the systems to report any concerns. Strong partnership working with parents and external agencies helps to

keep pupils safe.

- The curriculum plays an important part in raising pupils' awareness of safe practices, such as when using the internet. Pupils who spoke with the inspector were adamant that they feel safe in the school. They explained that this was because of the adults around them. Parents who responded to Parent View, and those spoken with during the inspection, all agreed that their children are safe and well cared for.

## Quality of teaching, learning and assessment

**Good**

- Good-quality teaching helps all pupils make strong progress. Teachers use their strong subject knowledge to plan interesting and relevant lessons. Pupils are motivated and engaged in their learning.
- Teachers plan activities carefully to meet different pupils' learning needs. Pupils complete tasks at different levels of difficulty. These provide them with suitable challenge. Teachers use questioning well to both check pupils' understanding and deepen their learning. They often use directed questions to encourage the most able pupils to think harder.
- Teaching assistants make a valuable contribution to pupils' learning. They provide effective support, both in class and when working with individuals or small groups of pupils. Disadvantaged pupils and pupils who have SEN and/or disabilities benefit from this support.
- Pupils have weekly opportunities to write at length. They practise and consolidate the writing skills they develop by writing in different contexts and genres. Teachers pay close attention to pupils' correct use of grammar, punctuation and spelling.
- The teaching of reading is typically good. Pupils develop their early reading skills well and apply their phonic knowledge successfully when reading new text. Pupils who read to the inspector said that they enjoy reading. They read with the fluency appropriate to their age. During a guided reading session, it was evident that pupils were engaged in a range of different tasks that helped them develop their particular reading skills.
- Teaching is sometimes very effective in developing pupils' reading comprehension and inference skills. For example, upper key stage 2 pupils were engaged in complex discussions about their views on a particular book. The teacher skilfully reinforced the need to provide evidence from the text to support their opinions. However, at times, pupils do not understand their reading well enough. Equally, at times, their inference skills are not sufficiently well developed.
- The teaching of mathematics has improved over the last two years. Leaders have introduced a new programme of study to develop pupils' mathematical fluency. They also provide pupils with opportunities to apply their problem-solving skills. Leaders have accurately identified that pupils' reasoning skills need further development. Teachers are beginning to place a stronger emphasis on this. For example, pupils confidently offered a range of approaches to solving a multiplication task. They used detailed explanations to complement their answers. Sometimes, however, pupils do not use their reasoning skills well enough to deepen their learning.
- Teachers have high expectations of pupils' conduct during lessons and of the quality of work they produce. Typically, most pupils are hard-working, stay on task and want to

do well. Most pupils take pride in the presentation of their work.

- Homework is set across the school. Much, however, is routine practice of spellings and times tables. Some is project based. The contribution that homework is making to supporting pupils' wider learning is developing.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and self-assured. Pupils typically show care and consideration for others. They take pride in being a part of their small school community and look after their school environment.
- Leaders make effective use of the school's 'respect agenda' to promote the school's ethos and British values. 'Respect rewards' encourage pupils to develop a sense of right and wrong, fairness and tolerance. Pupils discuss ideas in a considered way. They are beginning to develop an understanding of different cultures. This has yet to make a substantial contribution to their wider learning.
- Pupils have a good understanding of the different forms of bullying. They told the inspector that, if it does occur, staff deal with it quickly. Incidents of bullying and racism are rare.
- Pupils spoken with during the inspection demonstrated a good understanding of how to stay safe. For example, they understand the importance of not sharing personal information while online. Pupils understand the importance of healthy food and exercise.
- Leaders provide pupils with opportunities to take on roles and hold positions of responsibility. For example, pupils can apply to become librarians, sports ambassadors, play leaders or members of the student council. Leaders provide clubs, such as fencing and handball, as part of the school's extra-curricular offer. However, opportunities for pupils to take part in non-sporting activities are not sufficiently well established.
- Parents and pupils value the warm welcome they always receive. Most parents who responded to Parent View, and those spoken with during the inspection, said that they feel their children are happy at school.

### Behaviour

- The behaviour of pupils is good. Most pupils and parents agreed with this. Pupils are polite and welcoming. The school is an orderly and calm place. Pupils move around the building independently and sensibly. During the inspection, pupils' behaviour in class was good. A few pupils, usually boys, however, did not consistently focus well enough on their learning.
- Pupils know the school's behaviour policy well. Staff use the policy consistently. Incidents of poor behaviour are few and are tracked carefully by leaders. No pupils have been excluded permanently or for fixed terms since the academy opened in September 2015. Pupils who are in danger of exclusion are, instead, supported to

overcome any barriers to their learning and become successful learners.

- Pupils' attendance overall is similar to other pupils nationally. The attendance of disadvantaged pupils is improving. The proportion of pupils who are persistently absent is below average. Despite leaders' actions, a few disadvantaged pupils do not attend as often as they should. Most pupils arrive at school on time. A small number, however, especially in the upper key stage 2, are less punctual.

### Outcomes for pupils

**Good**

- All pupils achieved the standard for the Year 1 phonics screening check in 2017. The progress of current pupils in this area demonstrates continued high levels of success.
- Progress in reading, writing and mathematics is strong during key stage 1 and key stage 2. Pupils typically reach the same standards as other pupils nationally in reading, writing and mathematics. This, however, does fluctuate due to the small number of pupils in each year. Pupils who join the school mid-year also make a difference to externally published assessment information. Teachers prepare pupils well for their transition to secondary school.
- Many pupils start at the school at different times during the school year. Leaders ensure that good systems are in place to support their transition into school. Teachers make careful and accurate assessments of these pupils. Effective teaching and good support help pupils to settle in well and make good progress.
- Pupils who have SEN and/or disabilities achieve well. Leaders check pupils' progress closely and provide appropriate support to ensure that they meet the needs of this group of pupils. All pupils who have SEN and/or disabilities make good progress. A few make accelerated progress.
- Effective use of the pupil premium funding helps disadvantaged pupils make good progress. The most able pupils also make good progress. Sometimes, however, progress of the most able pupils is not as fast as other pupils in the school. The progress made by boys is not as rapid as that made by the girls.

### Early years provision

**Good**

- The headteacher competently leads the early years. She has a clear grasp of where there are strengths and where further work is required. Adults have wisely used support from the academy trust and advice from consultants to create a positive learning environment for the Reception children.
- Some children start Reception with skills and abilities below those typically found. Children make good progress and, for some, their progress is rapid. The proportion of Reception children reaching a good level of development has been above the national average for the last two years. The small number of disadvantaged children, and those who have SEN and/or disabilities, also make good progress.
- The quality of teaching in the early years is good. Children are taught in a mixed-aged class with Year 1 and Year 2 pupils. Adults plan activities to ensure that the early years children can access the required curriculum. They provide targeted support, where

necessary, to help children fill gaps in their learning. Very occasionally, during mixed-class sessions, the early years children are not supported to understand some of the learning as well as they might be.

- Adults use 'learning journey' books to record the development of children. Photographs show children enjoying a broad and interesting curriculum. Adults record children's progress well and use this effectively to plan their next steps of development.
- Children enjoy their learning. Adults provide stimulating and motivating activities that encourage children to be physical, artistic and creative. At times, children sustain their play well during these activities. For example, children gave their full concentration over a long period of time while designing and making their own telescopes.
- The indoor learning environment is rich in language. Adults provide regular opportunities for children to test out their speaking and listening skills. Children quickly develop their communication and language skills.
- The teaching of phonics in the early years is effective. Children make good progress in writing and mathematics during adult-led and free-choice activities. Currently outdoor activities do not support the development of these prime areas of learning as well as the indoor activities do.
- Adults use questions effectively to encourage discussions and check children's learning. They also use questions well to make children think harder and promote independence in learning. Adults encourage children to make their own choices. For example, children were encouraged to make independent choices about the best type of paper to use, when making scrolls during their 'pirate day'. They were free to make mistakes and develop their own ideas.
- The children are safe and relationships with adults and each other are strong. Arrangements for safeguarding in the early years are effective. Routines are well established and teachers provide opportunities for children to develop their ability to play and learn with others and take turns. Children's behaviour is good.
- Adults welcome parents into school each morning and encourage them to engage with their child's education. Parents spoken with during the inspection were happy with the school's work. Adults make effective use of other agencies to provide children, and their families, with any extra care or support that they may need.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 141674     |
| Local authority         | Derbyshire |
| Inspection number       | 10048105   |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy sponsor-led  |
| Age range of pupils                 | 4 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 77   |
| Appropriate authority               | Board of trustees  |
| Chair                               | John Higgs   |
| Headteacher                         | Suzanne Forster  |
| Telephone number                    | 01629 56813  |
| Website                             | <a href="http://www.stgilesceprimarymatlock.co.uk">www.stgilesceprimarymatlock.co.uk</a>                       |
| Email address                       | <a href="mailto:enquiries@st-giles-matlock.derbyshire.sch.uk">enquiries@st-giles-matlock.derbyshire.sch.uk</a> |
| Date of previous inspection         | Not previously inspected   |

## Information about this school

- Since September 2015, the Derby Diocesan Academy Trust has sponsored the St Giles Church of England Primary School. There are currently 18 primary schools within this multi-academy trust. The trustees have overall responsibility for the governance of the school. The trust delegates some of its functions to the local governing body.
- The school is smaller than the average-sized primary school. The three classes are organised into a mixed early years, Year 1 and Year 2 class; a mixed Year 3 and Year 4 class; and a mixed Year 5 and Year 6 class. The proportion of disadvantaged pupils is average. Most of the pupils are White British. High proportions of pupils leave or join the school mid-year.
- The proportion of pupils who have SEN and/or disabilities is well above average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- The school provides a breakfast club and after-school club for its pupils.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- The inspector observed pupils' learning in six lessons. Observations were done jointly with the headteacher. Discussions took place with school staff, members of the local governing body and trustees.
- The inspector met formally with a group of pupils and talked informally with other pupils. The 40 responses from pupils to Ofsted's survey were taken into account. The inspector listened to Year 2 and Year 3 pupils reading. An act of worship and pupils' playtime were also observed.
- The inspector spoke with parents before school. She also took into account the 24 responses to Parent View, including the 14 free-text comments. The inspector considered the six staff responses to Ofsted's online survey.
- The inspector observed the work of the school and looked at a broad range of evidence, including the school's analysis of its strengths and weaknesses, planning and monitoring documentation, the work in pupils' books, records relating to attendance and behaviour and the school's information on pupils' current progress and attainment in English, mathematics and a range of other subjects.
- The school's child protection and safeguarding procedures were scrutinised. The inspector reviewed the school's website to confirm whether it met the requirements on the publication of specified information.

## Inspection team

Vondra Mays, lead inspector

Ofsted Inspector

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