

Harpur Hill Primary School

Trent Avenue, Harpur Hill, Buxton, Derbyshire SK17 9LP

Inspection dates

27–28 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, leaders and governors have significantly improved the school since the last inspection.
- Staff are committed and hard-working. The quality of teaching has improved and is now consistently good.
- Current pupils now make consistently good progress.
- Teachers plan activities that engage pupils' interests. They provide clear explanations to support good learning.
- Leaders monitor pupils' progress routinely in English and mathematics so that they can quickly support those pupils who need to catch up.
- Pupils are taught an enriching and broad curriculum. They have opportunities to explore and investigate different subjects, with exciting activities, trips and visiting speakers.
- The majority of parents and carers are supportive of the work of the school.
- Adults use their skills effectively to ensure that pupils with special educational needs and/or disabilities (SEND) make good progress. Disadvantaged pupils also make good progress by the time they leave the school.
- Pupils behave well because of the effective care provided by adults.
- Teachers do not plan activities that consistently challenge pupils' abilities to work without direct adult support.
- Pupils' writing is improving because they are taught well and given opportunities to write often, and in different subjects. Younger pupils make use of their knowledge of phonics to write simple sentences.
- In some classes, teachers do not provide challenging enough tasks, especially for the most able.
- Improved teaching in the early years is leading to improving outcomes for children.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - providing opportunities for pupils to work independently in order to extend their knowledge and develop their skills further
 - providing appropriate challenge for the most able pupils in all subjects
 - ensuring that pupils have opportunities to write at length and at a similar quality across the curriculum to that found in English.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and other leaders are committed to improving the school and to supporting pupils and their families. They provide very positive role models for staff and pupils and an inclusive and stable environment where pupils are well cared for. Staff are rightly proud to work at the school.
- Parents acknowledge that their children are happy and safe at the school. They receive helpful information from the school and say that the school has improved. As one parent commented, 'Everything has really improved – upped a gear.'
- Leaders' self-evaluation of the school's performance is accurate and identifies clear priorities for improvement.
- Senior leaders provide good training for staff. This means that teachers have been able to improve the quality of their teaching since the last inspection, and teaching assistants understand how to support the pupils they work with. New teachers benefit from effective coaching, which is beginning to address areas of teaching they wish to improve. However, some subject leaders are new to their posts and have not developed the skills to bring about the improvements to their areas.
- Leaders know the barriers to learning faced by disadvantaged pupils. They carefully consider how best to use the additional funding they receive. For example, targeted support for reading is improving pupils' progress in this subject. This means that by the time disadvantaged pupils leave the school they are making similar progress to other pupils nationally.
- Inclusion leaders are knowledgeable about a range of complex needs. They use additional funding well to improve the quality of support that pupils with complex needs receive.
- The physical education (PE) and sport premium funds a range of activities to increase pupils' participation in sport. More clubs are available than previously, and sports coaches are positive role models for pupils. Teachers benefit from the training they have received, for example by teaching dance classes. Although relatively new, the school's sports leader has already evaluated the impact of additional sports funding on pupils' physical activity.
- The much-improved curriculum is broad and balanced. It supports pupils' spiritual, moral, social and cultural development well.
- Learning in subjects other than English and mathematics is not always well planned. Evidence in pupils' topic books shows development of knowledge and investigative skills. However, leaders have not ensured that teachers' expectations of pupils' work in these subjects are as high as those expected in English and mathematics.
- Pupils are being well prepared for life in modern Britain. They were enthusiastic to share their ideas about segregation and discrimination when learning about the life of Rosa Parks. One pupil said, 'She wants to stand up to the white people because it wasn't fair.'

Governance of the school

- Governors bring a range of skills and expertise to their roles. They are committed to helping the school serve the community. They ask challenging questions about the information provided on the headteacher's reports. Regular visits to the school help them to understand what is working well and evaluate whether resources are being used effectively.
- Governors have a good understanding of the provision for disadvantaged pupils and an increasingly detailed understanding about how these pupils are achieving compared to other pupils nationally.
- Governors oversee safeguarding appropriately and are involved in regular safeguarding audits. They receive training and updates and take steps to recommend improvements, for example by developing plans to improve the school's security.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders and governors ensure that pupils are kept safe. All staff have a good awareness of safeguarding procedures and know what to do if they are concerned about the welfare of a pupil. This is because they are well trained in all aspects of child protection and are kept up to date with current procedures.
- Leaders and governors ensure that safer recruitment processes are followed, such as checking gaps in employment and following up references. The single central record is detailed, thorough and well maintained.
- Pupils have a good understanding of their safety. They are confident that adults would address any concerns. All parents who completed the Ofsted online questionnaire, Parent View, agreed that their children are safe in the school.

Quality of teaching, learning and assessment

Good

- Senior leaders have worked successfully to improve the quality of teaching since the previous inspection. Learning is characterised by very strong relationships between pupils and adults in the classroom. Most teachers have high expectations for their pupils and set work that builds effectively on what they can already do. Pupils, in turn, are enthusiastic and willing to work hard.
- Teachers plan carefully for the different abilities of pupils in English and mathematics. Teachers use subject knowledge to explain new ideas clearly and develop pupils' subject-specific vocabulary. Teachers check on pupils' progress to provide personalised support to pupils as they need it. Teachers encourage pupils to explain their thoughts, reflect on their work, learn from mistakes and improve. This is not always the case in other subjects of the curriculum, where the most able pupils in particular lack sufficient challenge.
- Teaching assistants use their skills effectively and tailor support for pupils with SEND. They are sensitive to the welfare of pupils and help to manage their behaviour, so that they continue to learn during lessons.

- Disadvantaged pupils make good progress. They are closely monitored, and different strategies are used to help them do as well as their peers.
- Pupils present work neatly and take pride in the quality of their work. They develop good handwriting skills, as seen in their English and topic books.
- Pupils' enjoyment of reading is important to leaders. Teachers' sound subject knowledge supports their good teaching of phonics. Older pupils proficiently apply their comprehension skills with a good knowledge of inference when reading and responding to questions about texts. One pupil said, 'I love reading because it tells me all about things that are really interesting.'
- Teachers use different strategies to teach mathematics, to suit the needs of their pupils. Pupils are encouraged to apply what they know to solving different problems. Teachers provide pupils with correct mathematical terms when they explain problems and calculations. This helps pupils to develop a better understanding. For example, pupils can give reasoned explanations when calculating an area.
- Teaching is weaker where staff do not identify when the most able pupils are over-rehearsing known skills at the expense of deepening their knowledge and understanding. Some pupils do not have enough opportunity or the skills to learn in a more independent way.

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 very positive about their school. One pupil said, 'I enjoy coming to school and I am well looked after.' All pupils who spoke with inspectors said that there is no bullying and that 'occasionally people get angry, but teachers always deal with this well.' Most pupils said that they feel safe at school and can concentrate and get on with their work. All those who spoke to inspectors said that they are confident to talk to any adult if they have a problem.
- Pupils take pride in their work, and consequently handwriting and presentation in books have improved. Pupils concentrate well in lessons because they want to please their teachers and they value their learning. Some pupils lack sufficient opportunity or the skills to learn independently to make further progress.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in class and outside at lunchtimes. They are polite, often holding doors open for one another. They were happy to talk to inspectors, sharing their work and experiences. They respond to teachers' instructions, listen respectfully to one another when sharing ideas and concentrate well in lessons.
- Attendance is in line with the national average. Leaders' close monitoring of attendance and persistent absence ensures that the attendance of all pupils, including disadvantaged pupils, continues to improve.

- Detailed analysis by leaders of behaviour incidents helps to identify the type of support pupils require. Actions are effective in reducing the number of recorded incidents.

Outcomes for pupils

Good

- Improved teaching is leading to improving outcomes. The proportion of pupils who achieve the expected standards in reading, writing and mathematics at key stage 2 remains below the national average but is rising.
- A range of interventions are helping pupils to catch up well, especially in reading. Inspection evidence shows that progress is good in most classes but that teachers' expectations, on rare occasions, are not ambitious enough, especially for the most able.
- The teaching of phonics is good. Across the year groups, a consistent approach means that pupils are making good progress and a higher proportion are on track to achieve the expected standard at the end of Year 1 this year than was previously the case. Regular reference to letters and sounds in reading and writing helps pupils apply and consolidate what they have learned.
- Pupils make good progress by the time they leave key stage 2, especially in writing. The quality of pupils' written work has improved since the last inspection. Older pupils are encouraged to practise their skills in a range of subjects. Teachers' expectations, however, are not as high as they are for English and mathematics.
- Pupils make good progress in mathematics. Effective use is made of visual images and resources to help pupils understand mathematical concepts and test their understanding. Adults' clear explanations support the progress of pupils with SEND well. Sometimes, however, the most able pupils are not well challenged by their work. This is because teachers do not make the most effective use of their subject knowledge to deepen pupils' knowledge and understanding in this and other subjects.

Early years provision

Good

- Children enter the Reception class from a range of pre-school settings, including the school's Nursery. They mostly have skills and understanding typical for their age. Staff carry out baseline assessments to make sure that they meet children's different development needs. Children make good progress in their acquisition of language. For example, many children could confidently explain their learning to inspectors.
- The proportion of children who achieve a good level of development by the end of the early years has been below the national average for the past three years but is now rising. New leadership and improved teaching are ensuring that children now achieve well.
- There is good leadership of the early years, with effective support and guidance for teachers and teaching assistants. The leader has identified areas for development, for example improving outcomes, especially for the most able.
- Children settle quickly and build good relationships with each other. Activities encourage them to communicate and work together. For example, children shared their experiences of finding and writing about dinosaurs in the classroom and outside area.

- Adults encourage the use of language by modelling words for children to repeat. They question effectively and allow time for children to respond independently. Their calm manner is reflected in the children's settled behaviour.
- The quality of teaching is good. Activities are purposeful, with a good mix of child-initiated and adult-led work. Adults skilfully direct children to make the most of their play. Learning takes place equally effectively, both in the classroom and outdoors. However, some children need greater challenge in the child-led activities to develop their independence, imagination and creativity.
- Staff show a high level of care for the children. They have received appropriate training to keep children safe, including paediatric first-aid training.

School details

Unique reference number	112523
Local authority	Derbyshire
Inspection number	10057645

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Mark Rushworth
Headteacher	Victoria Giliker
Telephone number	01298 23261
Website	www.harpurhill.derbyshire.sch.uk
Email address	info@harpurhill.derbyshire.sch.uk
Date of previous inspection	28–29 September 2016

Information about this school

- Harpur Hill Primary School is larger than the average-sized primary school. A Nursery opened in September 2017 and operates under the responsibility of the governing body. At the time of this inspection, 30 children attended the Nursery.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disadvantaged pupils entitled to the pupil premium is below average.
- The proportion of pupils with SEND is below the national average.

Information about this inspection

- Inspectors observed a variety of lessons across all classes, some jointly with school leaders. Inspectors reviewed pupils' work across a range of subjects.
- Meetings and discussions were held with the headteacher, deputy headteacher, a range of senior and middle leaders, governors and groups of pupils, parents, teachers, support staff and a member of the local authority.
- Documentation was examined, including safeguarding procedures, attendance records, the school's self-evaluation and assessment information and the current school development plan.
- The lead inspector scrutinised 55 responses to Ofsted's online questionnaire, Parent View, 48 text messages from parents and 10 responses to Ofsted's staff questionnaire. There were no responses to Ofsted's pupil questionnaire.

Inspection team

Phil Garnham, lead inspector	Her Majesty's Inspector
Kim Bower	Ofsted Inspector
Fiona Rigby	Ofsted Inspector

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