

Inspection of a good school: Stoney Middleton CofE (C) Primary School

High Street, Stoney Middleton, Hope Valley, Derbyshire S32 4TL

Inspection date: 4 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils say that they feel safe in the school. Parents appreciate the school's caring and nurturing atmosphere. They value the friendly and approachable staff and the ambition to the personalised approach to meeting the needs of each child. The school works closely with two other schools in The Woodland Federation of Peak District Schools. Leaders provide useful opportunities for pupils to experience 'together days'. On these days, pupils say that they enjoy their time learning in the local woodland and participating in music and physical education lessons.

Behaviour at the school is positive. Pupils understand the system of rewards. They are proud when they receive certificates which recognise their efforts. Staff express high expectations for positive behaviour. They praise pupils when they show one of the school's values. The school's vision promotes the importance of respect for others. Staff are committed to ensuring that children are 'healthy, happy and hungry to learn'.

What does the school do well and what does it need to do better?

Leaders aim to provide a curriculum which is broad and balanced. In some subjects, the curriculum is knowledge based and well sequenced. In pupils' books there are examples of learning activities designed to secure knowledge and understanding. For example, when learning about the Romans, pupils consider the key events in the expansion and decline of the empire.

The mathematics curriculum is sequenced appropriately. Nevertheless, the implementation of the curriculum is inconsistent. Occasionally, some pupils are not moved through the curriculum quickly enough and time is not always used well to deepen pupils' understanding.

Pupils learn phonics from when they start school. Staff have benefited from relevant training and check closely on pupils' progress. However, the teaching of phonics is not yet consistently effective. Pupils are provided with suitable opportunities to practise and blend sounds. Pupils are not always guided well enough to apply their knowledge in developing their skills in writing. Pupils who are not yet fluent are provided with additional help to ensure that they gain the confidence and skills they need to close the gap in age-related expectations.

The curriculum plan is focused on pupils having access to a range of texts that engage and enthuse them. Pupils are encouraged to choose independent reading books from the school's reading scheme to help them to develop a love of reading. The checks on how well pupils are developing their knowledge in reading are not as robust as they could be. This includes that of leaders checking on the implementation of the curriculum. This means that learning time is not always well used and that pupils do not progress through the planned curriculum as well as they could.

Pupils with special educational needs and/or disabilities (SEND) are well known to staff. However, information about the learning needs of pupils with SEND is not always clear and comprehensive. Staff have not been provided with training to ensure that the writing of targets for these pupils is sufficiently precise. This is not helping these pupils to achieve as well as they could.

Pupils' attendance rates have fluctuated over time. However, leaders are working closely with parents and carers and there are early signs of improvement.

Pupils behave well during lessons. Relationships between teachers and pupils are highly positive. The school's wider curriculum includes a range of opportunities for pupils to participate in sports, arts, crafts and charitable activities, including enhanced swimming time. Leaders are committed to pursuing the 'Rights Respecting Award' and provide time for pupils to consider issues in the world around them. Pupils demonstrate a good level of understanding of equality and diversity. There is no evidence of pupils being unnecessarily removed from the school roll.

Staff report positively on the attempts by leaders to manage their workload. In the context of a small school, leaders recognise that staff 'wear many hats'. However, staff morale is positive and there is evidence that the care expressed towards pupils is extended across the school community.

Safeguarding

The arrangements for safeguarding are effective.

Policies designed to keep children safe are appropriate. Staff are provided with the necessary training they need to ensure that they can identify pupils who are at risk of abuse, neglect or exploitation. Leaders work with external partners to ensure that the necessary steps are taken to keep pupils safe. Systems for recording and reporting are robust. Pupils are provided with useful information on how to keep themselves safe, including online. The curriculum for personal, social and health education highlights the

characteristics of healthy relationships. Leaders make appropriate arrangements to ensure that the systems used to safely recruit staff are effective.

The school site is well maintained. Appropriate steps have been put in place to ensure that there are trained first aiders and fire marshals. Supervision of pupils in social times and around the school site is effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that in every subject there is a clear sequence of learning for pupils. This means that teachers are not always helping pupils to acquire and build their knowledge in a coherent way. Leaders should ensure that there is sufficient coherence in the design of the curriculum sequences which will enable pupils to know more and remember more.
- Leaders know pupils with SEND well. The plans and targets to support these pupils are not as precise as they could be. This means that pupils are not progressing through the curriculum as well as they could. Leaders should secure further precision in the articulation of targets for pupils with SEND.
- Leaders are not checking as closely as they could about how well the curriculum is being implemented, including phonics. This means that teachers are not being provided with precise feedback on how well they can deliver the intended programme. Leaders should use what they learn from their checks to inform training for teachers and to refine curriculum plans. This is to ensure that the curriculum is being improved to help pupils to achieve even better.
- Leaders are aware of the need to improve pupils' attendance. They have begun to address this issue but need to maintain the momentum they have started. This is so that pupils are able to access the full curriculum and be able to recall more of the intended learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112858
Local authority	Derbyshire
Inspection number	10240431
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	11
Appropriate authority	The governing body
Chair of governing body	Helen Wakerley
Headteacher	Andrea Tomlinson
Website	www.stoneymiddleton.derbyshire.sch.uk
Date of previous inspection	17 May 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, the school has moved into The Woodland Federation of Peak District Schools. The school works in close collaboration with two other local schools. The schools share a leadership team and local governing body. Two days a week, the three schools collaborate for 'together days'. As part of its Christian ethos, the school continues to work with the local diocese and its representatives.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with senior staff and governors. Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered curriculum plans for

geography and long-term plans across a broader range of subjects for each phase of the school.

- To inspect safeguarding, inspectors considered records of concerns and incidents, information about safer recruitment and the safety of the school site.
- Inspectors also met with parents and pupils to consider experiences of behaviour and conduct. They also considered information about the school's wider curriculum, including trips, visits and opportunities for pupils to meet with external visitors. Inspectors considered comments made by parents in response to Ofsted's survey, Ofsted Parent View.
- Inspectors considered the steps taken by leaders, including governors, to manage staff's workload and promote their well-being.

Inspection team

Emma Hollis-Brown, lead inspector

Ofsted Inspector

Phil Abbott

Ofsted Inspector

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