

Inspection of Cromford Church of England Primary School

North Street, Cromford, Matlock, Derbyshire DE4 3RG

Inspection dates: 2 and 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils say that they enjoy school because 'everyone knows everyone here'. Parents also praise the school's caring ethos, saying that it has 'a lovely community feel'. Pupils who are new to the school settle quickly. Staff encourage all pupils to flourish by fostering their talents and interests.

There is a range of clubs and activities for pupils to join. These include sports, music and crafts. Staff make good use of the outdoor spaces for popular activities such as den-building and other woodland pursuits. The older pupils are proud of the clubs they organise at lunchtimes. They work in groups to run reading, dance, drama and computer clubs for the younger pupils. All of these activities promote pupils' personal and social skills very well.

Behaviour is good in lessons and at other times around school. Pupils treat one another with kindness and respect. Pupils state clearly that they feel safe at school. They rarely experience teasing or bullying. Pupils know staff will step in quickly to deal with any problems that may arise.

Pupils have positive attitudes toward learning. They enjoy lessons, saying that the teachers explain things really well. Pupils know how to get help if they need it in lessons.

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

Since the last inspection, leaders have rewritten the curriculum so that it sets out what pupils should know, and be able to do, in almost all subjects. Leaders and staff have successfully addressed the challenge of mixed-age classes. Pupils learn alongside classmates from other year groups in most subjects. However, leaders have ensured that the curriculum is carefully mapped out to allow pupils' knowledge and skills to develop in a logical sequence from the early years to Year 6. This enables pupils to know and remember more over time. Leaders' checks on the impact of the curriculum are not systematic. This currently limits leaders' overview of how well pupils know what they have been taught across the range of subjects.

There has been a strong focus on reading in recent years. This is because pupils did not develop as fluent, confident readers as quickly as they should have. Leaders reviewed how they teach early reading and phonics. They have begun to address inconsistencies in teaching. Almost all staff have now received training in how to teach phonics. Pupils now read from books that match their phonics knowledge. There are early signs that leaders' actions are having a positive impact on reading.

In mathematics, the curriculum is well planned and sequenced. Pupils develop increasingly strong knowledge and skills in mathematics as they progress through the school. Pupils can apply what they already know when learning new concepts. Teachers and support staff step in straight away to address any misunderstandings.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND) to achieve as highly as possible. Pupils with SEND receive support in lessons to access the full curriculum. They are fully involved in the life of the school.

Children in the early years learn alongside pupils in Years 1 and 2 in a mixed-aged class. However, leaders have designed the curriculum to ensure that it meets the needs of all pupils. The early years provision is strong. Staff plan activities that promote children's development across all areas of learning. Staff quickly identify any specific knowledge or skills that need further development. For example, children in the outdoor area were improving their cutting skills by snipping herbs into a bowl. Children cooperated happily to mix the herbs with conkers to make 'conker soup' in the play kitchen.

Leaders promote pupils' wider personal development well. Pupils understand the importance of treating everyone equally. They learn about cultural diversity, through the curriculum and by visiting different places of worship. Leaders and staff encourage pupils to uphold the school's strong Christian values, alongside shared British values of respect and tolerance. Pupils develop well as thoughtful young citizens.

Leaders and governors share an ambitious vision for all pupils. Governors play an active part in the life of the school. However, they plan to visit the school more formally, to check for themselves the impact of leaders' actions. This has not yet begun to happen. Staff work as a supportive team to promote pupils' best interests. Staff value leaders' support for their workload and well-being. Staff say: 'We feel cared for and listened to.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a high priority on safeguarding. Everyone knows the pupils very well in this small school. Consequently, they pick up on concerns straight away. There is a positive culture of care for pupils' well-being shared by all staff.

Leaders have ensured that staff training is up to date. They liaise regularly with outside agencies when external support is required.

Pupils learn how to keep themselves safe, through the curriculum and in assemblies. They understand how to stay safe online. Pupils learn about healthy relationships and the importance of consent in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have rewritten the curriculum so that it sets out the important knowledge and skills pupils should gain as they progress through the school. To that end, leaders have created progression maps in almost all subjects. However, leaders do not check the implementation of the curriculum, or its impact on pupils, systematically enough. They do not have a precise enough overview of how well pupils know and remember what they have been taught. Leaders should ensure that the curriculum sets out what pupils should know in all subjects. Leaders and governors should ensure that they systematically monitor the impact of the curriculum so that leaders have an accurate overview and that governors can meaningfully hold leaders to account for the school's performance.
- Leaders have revised the school's approach to early reading and phonics. Until recently, pupils did not develop as fluent, confident readers as quickly as they should. Some staff have not yet received training. There are still some inconsistencies in how the early reading programme is delivered. Leaders should ensure that the recently improved outcomes in reading are sustained and that pupils develop quickly as capable readers.

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	112840
Local authority	Derbyshire
Inspection number	10227228
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair of governing body	Alison Whittaker
Headteacher	Elizabeth Foster
Website	www.cromfordcofeschool.com/
Date of previous inspection	2 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school's last section 48 Statutory Inspection of Anglican and Methodist Schools took place in November 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- Inspectors met with the headteacher and other senior and curriculum leaders.
- The lead inspector met with the chair and other members of the governing body, as well as held a telephone call with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors met with subject leaders to discuss the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a familiar adult.

- Inspectors also discussed the curriculum and reviewed curriculum planning and samples of pupils' work in a range of other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

His Majesty's Inspector

Rob Cruise

Ofsted Inspector

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