

# Inspection of a good school: Fitzherbert CofE (Aided) Primary School

Ashes Lane, Fenny Bentley, Ashbourne, Derbyshire DE6 1LD

---

Inspection date: 3 February 2023

## **Outcome**

Fitzherbert CofE (Aided) Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy to come to school. They embrace the school's motto: 'Opening our eyes to find meaningful happiness – learning, achieving and growing together as a family.' Pupils spoke about how this is a welcoming school for all.

Leaders are ambitious for all pupils. The school is very inclusive. Staff are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to thrive and achieve well.

Staff make sure that all pupils can benefit from the opportunities on offer. Many pupils take part in clubs, such as in sports, craft and computing. Pupils are excited about the residential trips that the school offers to all.

Behaviour is positive in lessons and around the school site. Pupils say that they feel safe at the school, and that staff are very caring. They say that bullying is rare. They trust staff to resolve incidents quickly.

Parents and carers are extremely positive about the education and care their children receive. One view shared by many was: 'Teachers are kind, caring and go above and beyond to help and make my child feel secure and happy.'

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

The quality of education remains good at Fitzherbert CofE Primary school. Leaders have ensured that the curriculum is ambitious for all pupils, including those with SEND. Pupils study a broad range of subjects. In most subjects, leaders have identified the important knowledge pupils need and when they need it. Most subjects are carefully planned to help pupils build their knowledge, so that they know and remember more over time. For example, in physical education (PE), the knowledge and skills needed to play hockey tactically were known by pupils, demonstrated and confidently spoken about.

Subjects are enriched to make them interesting and relevant for pupils. In mathematics, pupils in Year 6 run a 'pop-up' shop, which enables them to use their mathematics and entrepreneurial skills. Teachers ensure that the resources and environment in mathematics support pupils' learning. For example, classrooms have 'live-learning walls' and a wide variety of equipment to help pupils to explore mathematical concepts.

Teachers assess pupils' knowledge and understanding frequently. This information helps teachers to identify when pupils might have gaps in their knowledge. They use it to inform their planning. However, assessment procedures are not fully embedded or consistent across all foundation subjects. Assessments do not always identify gaps in pupils' knowledge and inform future teaching.

Staff know pupils with SEND very well. They identify pupils' needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life.

Children in the early years get off to a good start. Leaders have made reading a high priority. Staff are well trained. There is a consistent approach to the teaching of phonics. Children begin to learn the sounds that letters make early in their schooling. Staff quickly identify how well pupils learn their sounds. Staff support them effectively if they begin to struggle. Reading books are well matched to pupils' ability. Pupils say they enjoy reading and that the teachers enthuse them to read.

Children in the early years enjoy learning. The mixed-age classes help them to see routines and structures modelled by older children. The outside area encourages children to develop their physical skills.

Pupils are friendly and polite to visitors. They behave well in lessons and work hard. Staff use the school's behaviour system consistently well. Leaders promote positive behaviours. This is supported by a popular reward system. Pupils are taught how to recognise and manage their feelings.

Leaders provide a range of experiences to enhance pupils' personal development. Leaders build character through the leadership responsibilities that are on offer. These include being a sports leader, a librarian or a member of the school council. Pupils understand diversity. They respect difference. Pupils told inspectors that 'all are welcome here'. Pupils speak with respect when discussing different faiths and families.

Leaders promote the fundamental British values. However, pupils do not have a secure knowledge of these. Leaders are reviewing their plans to ensure that pupils develop a deeper understanding of this aspect of the curriculum.

The governing body has a broad range of skills and experience. It supports and challenges leaders effectively. Leaders engage well with their staff. They provide regular training and consider the staff's well-being and workload. Staff say that they are proud and happy to work at Fitzherbert CofE Primary School.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders are knowledgeable about safeguarding. Leaders liaise well with external agencies when a pupil needs extra help to keep safe. Clear safeguarding procedures are in place to ensure that pupils are safe in school. Staff understand their responsibilities to pass on concerns about pupils. They receive appropriate training and updates.

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

### (Information for the school and appropriate authority)

- The use of assessment and feedback is inconsistent. Checks do not always show staff what pupils have learned and remembered. Leaders should ensure that assessment methods are effective and pinpoint where gaps in pupils' knowledge and skills lie, so that these can be addressed.

## 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 second inspection since we judged the school to be good in May 2012.

## 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

<b>Unique reference number</b>	112883
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10211641
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Angie Woolley
<b>Headteacher</b>	Mr Peter Johnston
<b>Website</b>	<a href="http://www.fitzherbertprimary.co.uk">www.fitzherbertprimary.co.uk</a>
<b>Date of previous inspection</b>	11 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school is part of The Village Federation.

## 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.
- The inspectors met with the headteacher, other school leaders and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics and PE. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils in Years 1 and 2 read to a member of staff. Inspectors also looked at pupils' books for science and history.

- An inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding lead. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. The lead inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and the staff survey.

### **Inspection team**

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Anne Maingay

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023