

Inspection of a good school: Hague Bar Primary School

Lower Hague, New Mills, High Peak, Derbyshire SK22 3AP

Inspection date: 7 February 2023

Outcome

Hague Bar Primary School continues to be a good school.

What is it like to attend this school?

Hague Bar is a welcoming and inclusive small school with a family feel. Pupils say they feel happy and safe here. Pupils are polite and respectful. They say there is no bullying. They are confident that staff will resolve issues if they occur. On the playground, behaviour is lively, happy and friendly. Older pupils play nicely together and take care of the younger children.

Staff have high expectations of pupils' behaviour and attitudes to learning. Relationships are positive. This includes for those pupils with special educational needs and/or disabilities (SEND). Teachers skilfully provide appropriate activities in the three mixed-age classes. Pupils work hard. Classrooms are purposeful and productive places. Occasionally, some pupils become overexcited, but staff are quick to settle them down.

Pupils enjoy a variety of trips out and visitors to the school. There are several popular clubs and activities for them to try. There are opportunities to learn a musical instrument. Pupils appreciate taking on positions of responsibility, such as librarians and school ambassadors.

Parents hold positive views of the school, with a typical comment being: 'This is a fantastic little primary school, which is like a loving, second family.'

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

There have been many recent changes in leadership and staffing. Leaders have worked hard to develop a strong team. Staff have received opportunities to develop their expertise and leadership skills. Subject leaders are at an early stage of measuring precisely the impact of the curriculum on pupils' learning. They have received limited opportunity to monitor their subjects effectively. This is affecting their ability to evaluate

as precisely as they could the next steps to improve provision in their area of responsibility.

Leaders have planned an ambitious curriculum based on the national curriculum. Planning identifies the key information that teachers must deliver, and when. Pupils make connections between what they are currently learning and what they already know. This helps pupils, including those with SEND, to know and remember more over time.

Mathematics is taught well. Staff check pupils' learning regularly. They provide frequent opportunities for pupils to recap what they know. This helps pupils to secure their mathematical knowledge and understanding. Pupils enjoy mathematics. They use mathematical vocabulary appropriately to explain their thinking.

Leaders ensure that teaching pupils to read with accuracy and fluency is a priority. Pupils follow a structured phonics programme from the early years onwards. Staff have received appropriate training. They deliver this scheme effectively. Pupils read books that match the sounds they know. Staff check on how well pupils are learning new sounds. They provide effective support for pupils at risk of falling behind. Teachers encourage pupils to read frequently, both at home and at school. Pupils become confident, enthusiastic and ambitious readers. Authors visit the school and speak to pupils about where their ideas and inspiration come from.

Leaders have identified the most important knowledge that pupils must learn and remember in subjects and in each year group. For example, they have recently reviewed the content of the history curriculum. They are at an early stage of measuring the impact on what pupils know and remember. Teachers plan interesting and creative units of work linked to the curriculum. A recent visit to a local museum provided pupils with opportunities to deepen their knowledge of Roman society. Pupils investigated local archaeology and artefacts discovered.

Leaders ensure that pupils with SEND follow the full curriculum. Staff regularly assess how well pupils with SEND are doing and provide support when it is appropriate. The support provided to pupils with SEND matches their needs precisely. This means they learn in a way that is right for them.

Pupils undertake a variety of off-site visits. For example, they perform at a local art centre and visit an opera house to watch a pantomime. They contribute to local and global causes. Pupils learn how to stay safe, both mentally and physically. They show respect for each other and celebrate diversity. Pupils learn about a range of religions, beliefs and cultures. They learn about democracy, tolerance and the rule of law. They have a clear understanding of equality. A common view is: 'We are taught to treat others how we would like to be treated.' Pupils are well prepared for their next steps.

The governing body works effectively with leaders and the trust to support leaders and hold them to account. They understand their statutory responsibilities. Leaders at all levels are considerate of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that the correct procedures are followed when appointing staff. Comprehensive records are kept of any concerns. Prompt referrals are made if they are required. Staff and governors have received appropriate safeguarding training.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including online. They know who to go to if they have a concern. They know that their concerns will be taken seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed the curriculum to make sure that it sequences the knowledge and skills that pupils will learn. They have not yet had the time or the training to be able to monitor the changes they have made to the curriculum. They are not certain how well the curriculum is being implemented and the impact it is having on the knowledge pupils gain. Leaders should ensure that the implementation and impact of the curriculum on pupils' ability to know and remember more over time is checked effectively.

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 predecessor school, Hague Bar Primary School, to be good in April 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	148253
Local authority	Derbyshire
Inspection number	10269182
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	Board of trustees
Chair of trust	Grenville Page
Headteacher	Karen McCurdy
Website	www.haguebarprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher took up role in September 2022.
- The school joined True Learning Partnership in November 2020.
- When the predecessor school, Hague Bar Primary School, was last inspected by Ofsted in April 2017, it was judged to remain good overall.
- 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.
- Inspectors held meetings with the headteacher and other staff. The lead inspector met with three members of the governing body, including the chair. The lead inspector met with the director of education of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum

plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at curriculum plans and spoke with leaders about some other subjects. The lead inspector listened to pupils from key stage 1 and Year 6 read.
- Inspectors considered the responses to Ofsted's parent, pupil and staff questionnaires.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.

Inspection team

Liz Moore, lead inspector

Ofsted Inspector

Sarah Allison

Ofsted Inspector

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