

Inspection of a good school: Stretton Handley Church of England Primary School

Beresford Lane, Woolley Moor, Alfreton, Derbyshire DE55 6FH

Inspection date:

14 March 2023

Outcome

Stretton Handley Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a vibrant and welcoming small school with a caring ethos. The school's Christian values are expressed through its motto: 'Growing, caring and learning together'. All members of the school community share these values. They are evident in all aspects of school life.

Parents and carers and pupils alike are proud of their school. Parents typically praise the 'dedicated staff' who enable their children to flourish. Parents appreciate leaders' high expectations that nurture pupils' well-being and development. Pupils say that they feel happy and safe at school. Their behaviour is good, in lessons and around school. Pupils feel sure that staff would deal with any worries or concerns that may arise. All agree that bullying is not a problem.

All pupils can access a wide range of extra-curricular clubs and activities. These popular activities include singing, arts and crafts, nature, cooking and gardening, as well as a wide range of sports. Older pupils enjoy taking on roles of responsibility. These include membership of the school and church councils, being playground buddies and being part of the enterprise team. These roles help pupils to develop good leadership and social skills.

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

Leaders have developed a curriculum that is ambitious for all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Leaders have prioritised the important knowledge and skills that pupils should gain, from the early years to Year 6. Leaders have given careful thought to their context as a very small school. All pupils learn in mixed-age classes. Leaders and staff manage this challenge well. For example, leaders ensure that children in the early years receive the curriculum to which they are entitled, in

line with their age and stage of development. Children in the early years are not disadvantaged by being in the same class as older pupils in Years 1 and 2.

In recent years, the school has experienced a period of significant change. This has included leadership, staffing and other changes. This has had an inevitable impact on the curriculum. Due to increased pupil numbers, and the establishment of a third class, leaders are currently reorganising how the curriculum is delivered. This is a major piece of work, which is not yet complete. The curriculum is not yet fully mapped out across all subjects, in line with the new model.

Leaders prioritise reading, and the love of books, across the school. They have revitalised the school library. Staff encourage all pupils to read widely and with enjoyment. Pupils who are in the early stages of reading receive effective teaching and support. They read from books that match the sounds they know. Pupils develop well as fluent, confident readers.

In mathematics, lessons follow a logical sequence. Teachers ensure that pupils learn the key facts they need to know before they move on to more complex tasks. Teachers spot any misunderstandings straight away. Pupils enjoy mathematics and can confidently explain their learning.

Across the school, teachers regularly check how well pupils know and remember what they have been taught. Teachers use the findings of their assessments to plan any extra support that may be needed. Leaders quickly identify any pupils with SEND. They work closely with parents and external agencies to address pupils' needs. Pupils with SEND receive effective support to access the full curriculum.

Leaders promote pupils' wider development very well. This is underpinned by their school and Christian values. There is a well-planned personal, social and health education curriculum that promotes all aspects of pupils' personal development. Pupils of all ages develop a well-informed respect for cultural diversity. For example, all pupils have taken part in the Derby 'multi-faith walk' around the city. They are learning to value and celebrate each other's differences. Pupils are well prepared for life in modern Britain.

Staff say that they feel valued and supported. They appreciate leaders' and governors' regard for their well-being and workload.

Members of the governing body share leaders' vision for the school. They take their role seriously and fulfil their statutory duties, having pupils' best interests at the forefront of their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all safeguarding systems and procedures are robust. They have instilled in all staff a strong culture of safeguarding being everybody's responsibility. Leaders ensure that all staff are well informed by providing regular safeguarding training

and updates. Records show that staff are quick to identify concerns. Leaders respond by taking swift and appropriate actions.

Pupils learn how to keep themselves safe, including by learning about internet safety. They know what to do to protect themselves and others from harmful behaviour and bullying.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In response to the school's changing circumstances, and the increasing number of pupils on roll, leaders are in the process of reorganising how the curriculum is implemented in the foundation subjects. This involves re-ordering the curriculum content and sequencing from a four-year to a two-year cycle. This work is significant and is not yet complete. Leaders should ensure that they establish and embed a well-planned and sequenced curriculum that enables all pupils to know and remember more over time, in all subjects.

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 ungraded inspection since we judged the school to be good in September 2013.

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	112859
Local authority	Derbyshire
Inspection number	10254959
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	59
Appropriate authority	The governing body
Chair of governing body	Margaret Gill
Headteacher	Louise Nicholson (interim headteacher)
Website	www.strettonhandley.derbyshire.sch.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The interim headteacher took up her role in September 2022.
- The school does not use any alternative provision.
- The school's last section 48 Statutory Inspection of Anglican and Methodist Schools took place in March 2017.

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 met with the interim headteacher and other senior and curriculum leaders.
- The lead inspector met with the chair and other members of the governing body, as well as holding a telephone call with a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics and physical education. 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 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

Deirdre Duignan

Ofsted Inspector

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