

Inspection of a good school: Crich Carr CofE Primary School

Main Road, Whatstandwell, Matlock, Derbyshire DE4 5EF

Inspection date: 21 March 2023

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. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

There have been many recent changes in leadership and staffing. Leaders have worked hard to develop a strong team. Leaders and staff want all pupils to achieve well.

Pupils are proud of their school and enjoy learning. There are a range of clubs and activities for them to try, and they can learn a musical instrument.

Staff know the pupils and their families well. Parents are positive about the school, a typical comment being: 'This is an amazing school in all it does for the children.'

Relationships between adults and pupils are respectful and trusting. Most pupils understand and follow the school rules and routines. They value the rewards for positive attitudes and behaviour.

Pupils feel safe in school. They comment that bullying is rare.

In some subjects, leaders have not considered well enough the knowledge they want pupils to learn and when.

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

Leaders have developed a broad and ambitious curriculum. They have considered what pupils need to learn and when. Some subjects, such as mathematics and geography, are further developed than others because staff have sequenced pupils' learning in a logical order. In other subjects, such as computing, the planning and sequencing are not sufficiently detailed. Leaders have not thought carefully enough about what exactly pupils should learn.

The curriculum for mathematics identifies what pupils should learn, starting from the early years. It is clear how knowledge builds over time. The subject leader has begun to check how well pupils know and remember the intended curriculum. She provides staff with effective support. However, some teachers do not explain new learning well enough for pupils to understand and complete tasks successfully. Some teachers do not use assessment precisely enough. This means that they do not know how well pupils are learning or where they may need extra help.

The geography curriculum is taught in a three-year cycle. The subject content and the sequence of learning are set out with precision. Teachers explain new learning clearly. They assess pupils' understanding regularly. Pupils are able to recall recent learning, but do not always remember previous learning from other topics. As a result, they are not able to build their knowledge effectively over time.

Leaders have recently reviewed the teaching of early reading and phonics. They have introduced a new teaching approach that starts in the early years. Staff follow the agreed approach in a consistent way and receive appropriate training. They use assessment to refine their teaching and provide support for pupils who need extra help to learn new sounds. Pupils read books that match the sounds they are learning. Teachers encourage pupils to read frequently both at home and at school. Leaders have improved the range of books that pupils can choose from. Older and more confident readers say that they find these books sufficiently challenging. They comment that they would appreciate access to a larger range of books.

The early years environment is well organised for Reception and Nursery-age children. Adults encourage children to develop language from an early age. They help children to increase their vocabulary through reading stories. Children have meaningful opportunities to acquire an understanding of the world around them.

Staff are quick to identify pupils with special educational needs and/or disabilities. They provide appropriate support. Most of these pupils' needs are being met. The advice of external organisations, including support for pupils who have an autism spectrum disorder, is sought when required.

The school's work to support pupils' wider development is strong. Pupils undertake a variety of off-site visits, including to science collections, residential and places of interest. Pupils take on various roles and responsibilities to support the running of the school. They learn about faiths and cultures beyond their own experiences. Pupils take an active role in their local community, particularly the local church. They raise money for international, national and local charities. Pupils learn about democracy, tolerance and the rule of law. They are well prepared for the next steps in their education.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety is a priority. Leaders make sure that staff are well trained so that they know how to keep pupils safe. This knowledge is kept up to date. Leaders have clear systems in

place to record any concerns. They follow up these concerns effectively. Leaders work closely with external agencies so that pupils and their families get the help they need. Governors and the local authority regularly check the school's safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. In lessons, pupils learn how to identify and respond to risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While curriculum plans have been completed for all subjects, the implementation of these plans is at an early stage. Leaders, including subject leaders, have not yet fully evaluated the impact of these plans to check that pupils remember the key knowledge. Leaders should now prioritise monitoring activities and revise existing plans as needed to ensure that all pupils learn 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 second ungraded inspection since we judged the school to be good in January 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 | 112866 |
| Local authority | Derbyshire |
| Inspection number | 10254953 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 42 |
| Appropriate authority | The governing body |
| Chair of governing body | John Moffat |
| Headteacher | Ian Robson |
| Website | www.crichcarrprimary.co.uk |
| Date of previous inspection | 9 January 2018, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher took up the role in September 2022.
- The school is a Church of England primary school. It underwent a section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) in March 2018. In March 2020, SIAMS inspections were suspended as part of COVID-19 restrictions.
- The school does not use the services of any alternative providers.

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 various meetings with the headteacher and other staff. The lead inspector met with four members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: phonics and early reading, mathematics and geography. 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 early years, key stage 1 and Year 6 read.
- 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.
- Inspectors considered the responses to Ofsted's parent, pupil and staff questionnaires.

Inspection team

Liz Moore, lead inspector

Ofsted Inspector

Adrian O'Malley

Ofsted 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023