

Inspection of Hartington CofE Primary School

The Dale, Hartington, Buxton, Derbyshire SK17 0AS

Inspection dates: 26 and 27 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are rightly proud of their small school. They are known, cared for and nurtured as individuals. They are welcoming and polite. They are happy and safe. Pupils develop a mature understanding of diversity, equality and respect.

The school's high behavioural expectations are met consistently. Pupils behave very well. They play and socialise nicely at lunchtimes. Older pupils enjoy looking out for, and play with younger peers. New pupils are made to feel very welcome. 'Playground buddies' help build friendships and make sure that all are included. Pupils enjoy learning. They work well together. They learn well. Their work is displayed and celebrated in the school.

The school provides pupils with memorable experiences. Pupils fondly recall whole school trips, for example, to the pantomime and the annual outdoor activities residential visit. They value the clubs, including cooking, crafts and toy brick building.

Overwhelmingly, parents and carers comment very positively about the school. A parent, typical of many, commented, 'The staff are always welcoming, know every child individually and want the best for each of them.' Another praised the school's pastoral care: 'The children are celebrated for who they are, they are all valued and made to feel special and important.'

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

Since the previous inspection the school has reviewed its curriculum to reflect the breadth and ambition of the national curriculum. The mathematics curriculum continues to be well thought through. Pupils revisit previous learning to consolidate and deepen their understanding of key mathematical concepts.

The school has carefully balanced improving the early years curriculum and subject curriculums with staff workload in this small school. Leaders have prioritised improving some subject curriculums. For example, the history, computing and music subject curriculums identify the key knowledge that pupils will learn and when, thus enabling pupils to build learning step-by-step. Leaders have deliberately and successfully reorganised the delivery of science in Years 1 to 6 to match pupils' learning in the different years. However, some subject curriculums, such as art and geography, are not as ambitious as others.

The school meets the needs of pupils with special educational needs and/or disabilities (SEND) very well. Leaders work well to identify pupils' needs. Staff adapt teaching effectively. For example, they skilfully break down instructions and carefully ask questions. These pupils access the same curriculum as their peers. Staff check all pupils' learning in lessons. In some subjects, they methodically check what pupils remember and recall in the long-term.

Pupils' behaviour is positive. They are focused on their learning. They take pride in their work and celebrate success.

The school develops pupils' love of reading well. Pupils are captivated when listening to stories during daily story time sessions. Staff are trained to deliver phonics consistently well. Books are carefully matched to sounds that pupils are learning. Pupils learn to read confidently and fluently.

Pupils' personal development opportunities are carefully thought through. The school's personal, social, health and economic (PSHE) education is structured to develop pupils' mature appreciation of healthy living over time. Pupils learn the importance of exercise, healthy eating and sleep. They develop a mature understanding of healthy friendships. Older pupils receive age-appropriate sex education. Pupils learn to understand risk and how to be safe, for example, when online and in the community. The school's values deepen pupils' understanding of right and wrong. Pupils develop a mature appreciation of equality, difference and respect. They are prepared well to be active citizens both now and in the future. They are proud of the community and charity fundraising events.

Staff are committed to the school's values and purpose. They work closely as a mutually supportive team. They appreciate that leaders actively support their workload and well-being. Staff are very proud to be part of the school.

Governors meet their statutory responsibilities, for example, in relation to safeguarding and equalities. However, the governing body does not fulfil its other responsibilities well enough.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved the intent, ambition and implementation of many subject curriculums since the previous inspection. However, some foundation subject curriculums do not precisely identify the key substantive and disciplinary knowledge that pupils need to learn over time. As a result, pupils do not build and embed their learning in these subjects as well as they could. The school should ensure that there is clarity about what pupils should learn and when in these subjects, to enable all pupils to know, remember and do more.
- The governing body does not fulfil its responsibilities as well as it should. The governing body does not provide the strategic oversight and the accountability required to oversee the school's provision. As a result, the governing body does not fully appreciate the school's strategic development and improvement journey.

It does not effectively support and hold the school to account. The school must ensure that the governing body fulfils all of its responsibilities effectively.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112823
Local authority	Derbyshire
Inspection number	10298389
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	23
Appropriate authority	The governing body
Chair of governing body	Alison Ivins
Headteacher	Tracy Blackwell
Website	www.hartington.derbyshire.sch.uk
Date of previous inspection	14 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school with a Christian ethos. It received its Statutory Inspection of Anglican and Methodist Schools in November 2017.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point in time judgement about the quality of a school's educational provision.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders. They met with governors, including the chair. They spoke with a local authority officer.
- Inspectors carried out deep dives in reading, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited sample

lessons, spoke to teachers and pupils about their learning and looked at samples of pupils' work. They listened to pupils read.

- Inspectors looked at a range of other subjects, including, geography, history, French, art, PSHE and computing. They visited lessons, sampled pupils' work and reviewed curriculum planning.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed the provision for pupils with SEND.
- To evaluate safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' needs first.
- Inspectors reviewed a range of documentation. They looked at the school's website and published information about the school's provision, policies, self-evaluation and improvement plan.
- Inspectors considered parental responses, including free-text comments, submitted on Ofsted Parent View. Inspectors considered the views expressed by parents who they met at the start of the day.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Ben O'Connell

Ofsted Inspector

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