

# Inspection of Taddington and Priestcliffe School

Taddington, Buxton, Derbyshire SK17 9TW

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Inspection dates: 25 and 26 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

This small and caring school is at the very heart of the community it serves. Parents and carers have nothing but praise and appreciation for the school. One parent commented: 'The staff at the school are dedicated to ensuring they do all they can to support my children.' Staff know the pupils very well. As a result, pupils feel safe and happy attending school.

The school is determined to give pupils the best start to their education. They aspire for pupils to achieve well and to 'broaden their horizons'. Pupils at Taddington have many opportunities to attend trips, take part in a range of clubs and learn about different careers. Pupil leadership is strong and extends beyond the school, such as delivering yoga classes at the local nursery or litter picking around the village.

Pupils are keen to come to school and want to learn. They enjoy playing with their friends and get on very well with staff. All pupils behave well. Pupils know how the school's values, respect and forgiveness, help them to get along. Staff encourage pupils to be reflective and share their personal successes on the 'Proud Cloud'.

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

The school is aspirational for all pupils. This is evident in the inclusive and interesting curriculum, which is enhanced with rich and varied experiences. These enrichment opportunities spark pupils' curiosity, expand their perspectives on the world around them and promote personal ambition.

The curriculum in English and mathematics is well developed and enables pupils to know and remember more. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well in these subjects. In some foundation subjects, staff do not always know the most important knowledge they need to teach. This can slow pupils' learning in some subjects. The school has started to further define the precise knowledge they want pupils to remember from the Reception Year to Year 6. However, this work is not complete. The school has not used the information gathered as a result of monitoring activities sufficiently well. This information is not always used effectively to identify the areas for future development in each subject.

The school's phonics programme is typically effective. Pupils learn to read as soon as they join the Reception Year. Staff follow consistent routines so that pupils know what to expect when they are learning to read. There are many opportunities for pupils to practise applying the sounds they need to know to read and write. They re-read books to improve their fluency. Staff check often how well pupils are learning sounds. Additional support is put in place for those pupils who need more help with their reading.

Children in the Reception Year get off to a positive start. They quickly develop their language and communication skills by singing songs and playing games. Children

happily interact with each other, showing lots of curiosity and independence in their work and play. Children generally enjoy high-quality interactions with adults.

Behaviour in lessons and around the school is good. Staff have consistently high expectations of how pupils should behave. These expectations are understood by pupils. They are committed to living out the school's values in return for a prized raffle ticket. Pupils are taught how they can manage their emotions. They do this well. Pupils who struggle to come to school regularly enough can attend 'Transition Club'.

Pupils with SEND are well supported. The school identifies pupils' needs and closely monitors their progress. Most pupils with SEND achieve well from their starting points. Staff take part in regular training to know how to best support these pupils. For example, pupils are taught how to manage their emotions so they can engage well in their learning.

Provision for pupils' personal development is exceptional. The school has a clear vision for pupils to 'positively contribute to their community and the wider society'. One example of this is pupil ambassadors. These pupils are responsible for organising charity events, leading worship in the local church and promoting reading in the school. Pupils' interests are enhanced through child-led clubs such as neurodiversity club, Lego club or crochet club. Diversity and equality are woven through the school's curriculum. Books and topics are carefully chosen to teach pupils about difference and acceptance. Visits to places of worship enrich this learning further.

Staff are overwhelmingly positive about the support that they receive from leaders to manage their workload and well-being. They value the recent introduction of well-being supervision sessions with a psychologist. Leaders and those responsible for governance have an accurate view of the strengths and priorities of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some foundation subjects, the important knowledge that pupils should learn is not clearly identified, including in the early years. From time to time, staff do not know precisely what should be taught and how this new learning links to earlier learning. As a result, there are some gaps in pupils' knowledge. The school should continue their work to clearly identify the key knowledge in all subjects.
- The oversight of some subjects lacks rigour. As a result, a few areas requiring further development are not always identified quickly enough and addressed. This is slowing the rate of learning for pupils in some subjects. The school should

support subject leaders in monitoring the curriculum's implementation and its impact on pupils' achievement.

## 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

<b>Unique reference number</b>	112892
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10298396
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jill Skidmore
<b>Headteacher</b>	James Handley (Executive Headteacher)
<b>Website</b>	<a href="http://www.taddingtonpriestcliffe.derbyshire.sch.uk">www.taddingtonpriestcliffe.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	8 March 2018, under section 8 of the Education Act 2005.

## Information about this school

- The executive headteacher is responsible for the school. A head of school oversees the day-to-day running of the school
- The school is a voluntary-aided school in the Diocese of Derby. Its last section 48 inspection for schools of a religious character was in November 2019.
- The school collaborates with the Limestone Peak Federation. The executive headteacher also leads two schools in the federation.
- 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 education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the

school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher and the head of school. The head of school is also responsible for the provision for pupils with SEND. Inspectors also spoke with subject leaders and the early years leader.
- The lead inspector met with five members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work. They heard some pupils read to a familiar adult. Inspectors also considered the curriculum for geography and science.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff, parents and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documentation, including the school's self-evaluation and improvement plans and information about governance. They also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of Ofsted's staff survey.

### **Inspection team**

Kate Mann, lead inspector

Ofsted Inspector

Ben Waldram

Ofsted Inspector

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