

South Darley CofE Primary School

Cross Green, Matlock, Derbyshire DE4 2JT

Inspection dates

11–12 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have established a culture of respect and tolerance that embodies the school's values and supports pupils to develop as well-rounded individuals.
- Parents and carers express high levels of satisfaction with the school. They say that they appreciate the ways in which leaders and staff provide outstanding care and personal attention for the needs of their children.
- Pupils' spiritual, moral, social and cultural development is effectively promoted through the broad and balanced curriculum.
- Teachers manage the mixed-age classes well. They use assessment and questioning effectively to match the learning to pupils' ages and abilities.
- Pupils approach learning with highly positive attitudes. They collaborate well with each other and show resilience and persistence as they acquire a range of knowledge and skills.
- Pupils' behaviour and conduct are excellent, both in lessons and at other times of the day.
- Leaders and staff encourage all pupils to value their education. Attendance is high, and no pupils are persistently absent.
- Pupils and parents say that the school is a safe place where instances of bullying are rare.
- Children in the early years make a strong start as a result of effective teaching. They are well prepared for Year 1.
- Standards of attainment in reading, writing and mathematics at the end of key stage 2 are consistently above the national averages.
- Progress at key stage 2 and attainment at key stage 1 declined in 2018. Key stage 1 attainment in writing at greater depth has been below average for three years.
- Teachers' expectations for handwriting and presentation in key stage 2 are not as high as in key stage 1. Feedback to pupils is inconsistent in key stage 2.
- Leaders and governors do not carry out regular, systematic checks on the quality of teaching and learning. As a result, their plans for improvement lack precision.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that leaders and governors:
 - implement a programme of systematic checks on the quality of teaching and learning
 - use the outcomes of their checks to draw up precise, measurable plans for improvement and make sure that the improving standards in key stages 1 and 2 are sustained.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers in key stage 2 insist that pupils present their work to a high standard and consistently apply the school's handwriting policy
 - teachers in key stage 2 apply the school's policy on providing feedback to pupils across a range of subjects, so that pupils receive clear, consistent guidance on how to improve their work.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors are ambitious for all pupils and have established a widespread, positive culture throughout the school. Leaders have sustained the good quality of teaching from the time of the last inspection.
- Leaders and staff share a high regard for promoting pupils' personal development, exemplified in the school's stated aim to provide a 'caring, family-orientated school where everyone is respected and encouraged'. Parents who spoke with the inspector, and those who sent written messages, strongly endorsed the school's work in this regard.
- The headteacher has developed positive links with other local schools, including through his recent role as part-time interim executive headteacher at another school. This increased partnership work has resulted in more opportunities for staff to share effective practice and ensure greater consistency in standards by moderating their assessments with colleagues.
- The headteacher and other staff work effectively as a small and harmonious team, ensuring shared leadership of all subjects and aspects of the curriculum. Leaders and staff have risen to the challenge of mixed-age classes and have ensured that a broad and balanced curriculum has been established to cater effectively for the ages and abilities of all pupils. Particular care is taken to make the most of natural links between subjects. For example, the language studied in key stage 2 varies according to the cycle of topics, whether it be German, linked to the world war themes in history, or Japanese, linked to the Tokyo Olympics theme in geography.
- Pupils' spiritual, moral, social and cultural development is effectively promoted through the curriculum. For example, during a meeting with the school's 'values team', pupils described their role with thoughtfulness and enthusiasm. In addition to playing a prominent part in the daily worship, pupils have attended a local multi-religion activity day. This enabled them to gain increased awareness of a range of world religions. Pupils' personal development is enriched through a wide range of extra-curricular activities, fund-raising projects, Forest Schools and regular visits to a local residential care home. Awareness of British values is implicit throughout the school and pupils are well prepared for life in modern Britain.
- The leader with responsibility for coordinating provision for pupils with special educational needs and/or disabilities (SEND) is experienced and effective in her role. She ensures that pupils' needs are identified as soon as possible so that appropriate support can be put in place. Parents of pupils with SEND spoke warmly of the teaching and support their children receive.
- Leaders have not ensured that checks on the quality of teaching are carried out in a regular, systematic manner. As a result, the school's self-evaluation is too generous, in places, and plans for improvement are not precise and measurable enough. In particular, leaders do not use the outcomes of their monitoring to assess the impact of their actions.

Governance of the school

- Governors hold leaders to account for the additional funding provided through the pupil premium, the primary PE and sport funding and funding for pupils with SEND. They request regular reports from leaders and staff to assure them that the funding is used effectively to support pupils' learning and welfare.
- Governors have ensured that they take part in training and development relevant to their role.
- The governor with responsibility for safeguarding carries out regular, thorough checks on the school's procedures. This ensures that governors fulfil their statutory function regarding safeguarding.
- Governors' checks on the quality of education provided by the school are sporadic and lack clear focus. This limits their ability to acquire an accurate, up-to-date overview of strengths and weaknesses in order to challenge leaders for the school's performance.

Safeguarding

- The arrangements for safeguarding are effective. Employment checks are up to date and meet statutory requirements.
- The designated senior leader for safeguarding keeps careful records in line with the school's policies, making sure that welfare concerns are identified promptly, and appropriate actions taken. Discussions with a range of staff confirmed that they receive regular training and have a secure awareness of what to do if concerns arise.
- Throughout the inspection, it was clear that a culture of care and concern for pupils is widely embedded. Pupils spoke warmly about the availability of adults to support them in the case of any worries or difficulties.

Quality of teaching, learning and assessment

Good

- Teachers and staff throughout the school manage the demands of the mixed-age classes well. This is especially effective in the key stage 2 class, where pupils from Years 3 to 6 are frequently taught together.
- Teachers have strong subject knowledge. This enables them to provide clear instructions and well-planned activities, ensuring that lessons flow smoothly and that pupils of all ages work purposefully and diligently alongside each other.
- Pupils in all year groups show positive attitudes to learning. They follow routines sensibly and relationships throughout the school are strong.
- The teaching of mathematics is effective. For example, in key stage 1, the inspector observed a sequence of activities relating to time, in which pupils worked carefully in groups of two and three to complete challenging activities. Pupils responded thoughtfully to the teacher's invitation to reflect on their learning and identify aspects to be followed up in the next session. This enabled pupils to consolidate and deepen their understanding of the mathematical concept of time.
- The teaching of reading, including phonics, is effective. Adults have good subject

knowledge and provide opportunities for the younger pupils to practise and apply their phonics understanding well in their reading and writing. Pupils in key stage 2 who read to the inspector did so with confidence and enjoyment.

- Pupils with SEND receive effective support throughout the school. This enables them to build confidence in their abilities and make increasingly strong progress from their starting points.
- The work in pupils' books is strong in key stage 1, showing pride in their work. Teachers show high expectations for presentation, provide precise feedback in line with the school's policy and make sure that pupils complete corrections in their work. These strengths apply equally across a range of subjects.
- The work in pupils' books is less strong in key stage 2. Standards of presentation are inconsistent, and pupils do not always follow the school's policy relating to handwriting. Teachers do not always apply the school's approach to feedback or promote a depth of learning, across a range of subjects, as well as they do in English and mathematics.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils demonstrate highly positive attitudes to learning, in all year groups and across a range of subjects and activities. They show natural courtesy and respect towards adults and each other, responding readily to routines and expectations.
- The older pupils act as positive role models for their younger classmates, through their patient and friendly interactions in lessons and at social times.
- Pupils who spoke with the inspector said that they feel safe in school and that instances of bullying are extremely rare, saying, for example, 'We are all kind to each other'. This was confirmed by the school's bullying records. Occasional instances of name-calling are swiftly resolved. Pupils' understanding of bullying in its various forms, including prejudice-related, is enhanced by the school's work as a Stonewall champion.
- Parents value the warm, family atmosphere promoted by leaders and staff. Those who spoke with the inspector commented that pupils are very well prepared for secondary education, describing how older siblings had approached Year 7 with confidence, and continue to thrive.
- Pupils' physical and mental well-being are effectively promoted by the wide range of activities provided. For example, pupils of all ages and groups have access to opportunities such as the 'daily mile' and sporting competitions. Pupils are especially proud of their success in the county cricket tournament. Pupils relish opportunities to take on responsibilities around school, such as the school team leaders and reading buddies. All of these activities effectively promote pupils' development as well-rounded individuals.

Behaviour

- The behaviour of pupils is outstanding.

- Pupils' behaviour in lessons and their conduct around school are excellent. In discussion, pupils showed an awareness of the school's behaviour policy and stated their confidence in all staff to manage any issues firmly and fairly. Pupils' responses to routines are calm and mature. They are not over-reliant on adults to regulate their behaviour.
- Attendance is high, and rates of persistent absence are consistently below the national averages. The headteacher monitors pupils' attendance closely and the records show that no pupil has been persistently absent during the past three years.

Outcomes for pupils

Good

- Standards of attainment in reading, writing and mathematics at the end of key stage 2 were above the national averages in 2016 and 2018, at the expected and higher standards. There were no pupils in Year 6 in 2017.
- Progress in reading, writing and mathematics at the end of key stage 2 declined in 2018.
- Standards of attainment at greater depth in reading and mathematics at the end of key stage 1 improved to above the national averages in 2018.
- Attainment at the expected standard in key stage 1 was below the national average in 2018, in all subjects. Key stage 1 attainment at greater depth in writing has been well below the national average for three years.
- The school's latest assessments show that, in all year groups, current pupils are making stronger progress in reading, writing and mathematics. An increased proportion of pupils is on track to attain at greater depth in Years 1 and 2, in all three subjects. These improvements were confirmed by checking the work in pupils' books throughout this academic year, and by observing learning in lessons.
- The proportion of pupils who achieve the expected standard in the phonics screening check at the end of Year 1 is typically high, above the national average.
- The small numbers of pupils in the school with SEND are making good progress from their starting points as a result of the effective support provided for them.
- The proportion of disadvantaged pupils is much smaller than that seen nationally. Leaders and staff make effective use of the additional funding from the pupil premium to provide effective support for pupils' learning and welfare needs.

Early years provision

Good

- Children in the Reception Year are taught within the key stage 1 class, alongside pupils in Years 1 and 2. A trained, designated member of staff is allocated to work with the children, under the direction of the class teacher. Staff have carefully organised the learning environment so that children in the Reception Year receive teaching in line with the early years curriculum to which they are entitled.
- Children enter the early years at a stage of development that is typical for their age. They make good progress throughout the year as a result of effective teaching. The proportion of children who achieve a good level of development by the end of the

Reception Year is consistently above that found nationally.

- Leaders use the outcomes of regular assessments to plan and provide a range of activities that enable children to make good progress across all areas of learning.
- The small but well-resourced outdoor area is used effectively to extend the range of activities available for children. Staff are adept at using assessment and careful questioning to develop children's early phonics, reading and mathematical development. During the inspection, this was observed to especially good effect in the outdoor learning area. Occasionally, indoors, activities are not challenging enough in relation to children's capabilities. For example, a small group of children spent considerable time on an undemanding colouring sheet.
- Leaders and staff know the children, and their needs, very well. Positive relationships enable children to flourish as increasingly skilled and independent learners. Staff liaise with parents and external agencies to ensure that children with SEND receive targeted support for their additional needs.
- Safeguarding in the early years is effective. All staff have completed the appropriate training and have good awareness of the procedures for raising welfare concerns.
- Staff in the early years are readily available to liaise with parents, on a daily basis. Transition into school is well managed and staff carry out visits to a range of local pre-school providers.

School details

Unique reference number	112842
Local authority	Derbyshire
Inspection number	10107642

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Kevin Dean
Headteacher	Paul Wilde
Telephone number	01629 732240
Website	www.southdarley.derbyshire.sch.uk
Email address	office@southdarley.derbyshire.sch.uk
Date of previous inspection	17–18 February 2011

Information about this school

- South Darley CofE Primary School is much smaller than the average-sized primary school. Pupils are taught in two classes, one of which has children in the Reception Year and pupils in Years 1 and 2. The other class contains pupils in Years 3, 4, 5 and 6.
- The headteacher is currently acting as temporary executive headteacher at Stoney Middleton Church of England Primary School for part of the week.
- The proportion of disadvantaged pupils is much smaller than the national average.
- The proportion of pupils with SEND is much smaller than the national average.
- A larger than average proportion of pupils is of White British heritage.
- The proportion of pupils who speak English as an additional language is well below the national average.

Information about this inspection

- The inspector observed learning in five lessons or part-lessons, all jointly with the headteacher.
- The inspector looked at work in a wide range of pupils' books and considered the school's assessment information on the progress and standards achieved by current pupils.
- The inspector listened to pupils read and talked with them about their reading.
- The inspector met with a group of pupils from Years 5 and 6 and spoke with pupils informally in lessons and around school.
- The inspector met with the headteacher and other leaders with specific responsibilities in the school. The inspector also spoke with a range of other teachers and support staff.
- The inspector had a meeting with a group of governors, including the chair.
- The inspector held a telephone conversation with a representative of the local authority.
- The inspector met with parents at the start of the school day and considered some written views of parents.
- The inspector considered a wide range of documentation, including the school's improvement plan and self-evaluation summary, minutes of meetings of the governing body, attendance records, behaviour and bullying logs, external reports on the work of the school, monitoring and evaluation records and a range of documents relating to safeguarding.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

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