

# Hope Primary School

## Inspection report

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<b>Unique Reference Number</b>	112566
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357128
<b>Inspection dates</b>	24–25 January 2011
<b>Reporting inspector</b>	Christopher Moodie

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Bishop
<b>Headteacher</b>	Samantha Fisher
<b>Date of previous school inspection</b>	28 September 2007
<b>School address</b>	Edale Road Hope, Hope Valley S33 6ZF
<b>Telephone number</b>	01433 620541
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## Introduction

This inspection was carried out by one additional inspector. Four lessons and three parts of lessons were observed. Three teachers and two teaching assistants were seen teaching. The inspector spoke with several parents at the beginning of the school day and had meetings with pupils, governors, staff and a representative of the local authority. He observed the school's work, and looked at the school's own assessment data, pupils' work, attendance data, safeguarding documentation and records and some of the school's policies. The outcomes of 26 parental questionnaires were scrutinised, along with pupil and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How much progress pupils make in Key Stage 2.
- How effectively the curriculum and teaching meet the needs of all pupils in mixed-age classes.
- How successful the school has been in raising the rates of attendance.

## Information about the school

Most pupils at this very small primary school are from White British backgrounds. A very limited range of other heritages is represented, and the numbers in these groups are exceptionally small. No pupils are learning English as an additional language. An average proportion of pupils is identified with special educational needs and/or disabilities and no pupil has a statement of special educational needs. The proportion known to be eligible for free school meals is well below average. Amongst its national awards, the school has the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

As a result of significant improvement since the last inspection, this is now a good school. Under the strong and purposeful leadership of the headteacher it provides an exceptionally caring and supportive environment for pupils and their families and is an important part of its village community.

Pupils enter the school with skills and understanding that are broadly in line with those expected nationally for their age. They make good progress across the school and leave with levels of attainment that are above average in English and mathematics. In recent years, achievement in mathematics has been less consistent than in reading and writing. The school has worked hard to address this and has been very successful. As a result, there is currently very little difference between the subjects in any of the year groups. In addition, the achievement of boys and girls is very similar, and both are equally enthusiastic about their learning. One boy told the inspector how he 'really enjoyed the independence that the school gives you' as he researched a subject and then skilfully made his work available to all other pupils on the school's newly launched website. Pupils with special educational needs and/or disabilities make good progress and receive work and tasks that both support and challenge them. Very effective support for these pupils from teachers and teaching assistants ensures that they too are motivated and engaged by their learning.

The school provides an environment in which pupils feel safe. The school council are very active and they contribute well to the development of the school site. Their contributions are highly valued and they have made a significant difference to the play areas around the school. They were keen to explain how the tyre park that has recently been ordered on their behalf will make a difference to playtimes in Key Stage 2. The school is an important presence at many of the traditional village events and festivals. This includes well dressing, making a scarecrow for Wakes Week, running a stall at the church fair and preparing a float for the village procession. Pupils have a well-developed understanding of how to lead a healthy lifestyle and many enjoy the after-school activities on offer, which include gardening and cooking in addition to a range of sports and game-based clubs. Pupils' attendance is average overall, but has been low in the past. The school has worked hard to improve rates of attendance, but too many pupils take holidays during term time. Pupils behave well, and are courteous and cooperative with one another. They mix very well socially and have a clear understanding of what is right and wrong.

Teachers plan their lessons carefully and create a curriculum that responds to the needs and interests of the pupils. In the afternoons, several subjects are taught through a cross-curricular 'topic' approach and this is very popular with the pupils. Information and communication technology (ICT) is used very well to support learning in a range of subjects and this contributes very well to the effective and independent use of computers

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that the older pupils display. During the mornings, pupils are taught English and mathematics in small groups, reducing the age range in each group. Where teaching is most effective, the work matches the needs of all of the pupils from the start of lessons, so that they are not listening to work that is either too hard or too easy for them. This is not consistent across the school, however, and in some lessons all pupils are provided with the same introduction before working at the level appropriate to their ability.

The headteacher, the staff and the governing body are a united force, working towards the common goal of school improvement and placing the well-being of the pupils at the very centre of everything that they do. As a consequence, school improvement plans are shared and understood by all staff. The school is valued and supported by the overwhelming majority of parents and carers. Self-evaluation is accurate and supports future planning. The governing body have made some important financial decisions recently and have steered the school from a deficit budget into a much more secure situation, where funding is well targeted. A good example of this is the high quality of the outdoor learning environment, which supports the curriculum very well. The improvements since the last inspection in many aspects of the school's work, coupled with the effectiveness of the school leaders, mean that the school has a good capacity to sustain its improvement.

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

- Accelerate the progress of pupils in English and mathematics by ensuring that work is matched to their different ability levels from the beginning of all lessons.
- Use the very good links with parents and carers to improve attendance further by reducing the number of pupils who take holidays during term time.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their learning and this makes a considerable impact on the rates of their progress. Many, and especially the older pupils, are aware of what they need to do in order to improve and are keen to alert their teachers to the steps that they have taken to do so. This is seen when pupils in Year 5 and 6 independently adjust their targets when they are confident that they are achieving them. In lessons, pupils are confident and make contributions and ask questions well. They listen to their peers, and celebrate other pupils' success as well as their own. Pupils work hard to solve problems and thrive in investigative and experimental lessons, stating that they relish the opportunity to find out new information and discover new skills together. The acquisition of new skills and knowledge has improved in mathematics this year, and basic skills of number work are well embedded. Pupils are sometimes insufficiently challenged at the beginning of lessons, particularly those with high ability, and when this occurs, their concentration can drift. Pupils make good progress in early reading, where lessons in phonics are popular and lively. The presentation of pupils' work is good, and many pupils take pride in their exercise books. Pupils with special educational needs and/or disabilities adopt very positive attitudes to their learning, and show resilience and determination when facing challenges. This has a positive impact on their individual progress.

Pupils make an outstanding contribution to their school and local community. They are keen to identify pupils whose good work is in need of wider recognition, and the school provides a special box for such nominations. The pupils recognise that they are

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ambassadors for the school, and while behaviour is good overall, the older pupils often provide exceptionally good role models for younger children. The different age groups play well together and older pupils are quick to look after any young child in need of help. This caring and supportive ethos runs throughout the school and supports learning and personal development equally well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is good in all areas of the school. Lessons are delivered clearly by teachers and pupils know what is expected of them. Work is well marked, and explicit guidance explains how individual pupils can make further progress. Teachers use questioning well to enable pupils to explore new ideas. Good use is made of the available space, and housing the majority of the school's computers in the hall means that all pupils can make good use of them. New technologies such as interactive whiteboards are used effectively to engage pupils' interest and even the youngest pupils are adept in their use. Additional adults such as volunteer parents or carers are very well deployed and make a difference to individual pupils' learning. The curriculum is well planned and is designed to engage the specific interests of the pupils. Combining subjects under one topic area has meant that pupils can also apply the skills that they are learning in English and mathematics in different situations. The outside environment has been well developed to provide good opportunities for learning outside the classroom. This strengthens the curriculum, and

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adds to the already diverse range of visits and trips that the school provides for its pupils. These are highly valued by the pupils, who readily recall their experiences and link them to their learning.

In all areas of the school, pupils receive an outstanding quality of care, guidance and support. Pupils, and their families, are known as individuals by all members of staff and this creates a very welcoming and positive atmosphere in which they can learn and grow. Transition arrangements are excellent when new children join in reception, and they are also good as pupils leave for their next phase of education. Where pupils need additional support, members of staff are available and ready to help in whichever way is necessary. This exceptional level of care extends to members of the governing body and the Friends of Hope School, a very successful parent and teacher fundraising and social group.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has overseen significant change and improvement in the recent past. Staff changes have been handled very well, and as a result, teaching has improved and achievement has become consistently good. The headteacher is well supported by all members of staff. She works well with the governing body, whose presence in the school is a constant feature. As a result, the governing body are very well informed about the performance and day-to-day running of the school, and act strategically to seek further improvement. Financial management is good, and the school offers good value for money. All safeguarding requirements are met. School procedures follow good practice, and related staff training is comprehensive and kept up to date. Communication with parents and carers is outstanding. Over half spoke to the inspector and their views were unanimously positive about the school, frequently citing examples of how the school had acted to support individual families. The school works well with outside agencies, including local businesses and charities, to promote the learning and well-being of the pupils. Such partnerships underpin the school's good work to ensure that all groups of pupils of pupils achieve equally well, without fear of discrimination. Links with the local secondary school are effective, and a pre-school group now use the school's premises on a weekly basis. The school leaders plan very well in order to ensure that pupils play a significant role within the local community. They have analysed the needs of their pupils well, and are providing experiences that enhance pupils' national understanding of community cohesion. Global awareness is not developed as effectively.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children get off to a good start in their reception year and make good progress. The teaching is well planned to meet their needs and there is a good balance of indoor and outdoor learning. A high-level teaching assistant skilfully helps to teach and assess the group of reception children for much of the time. Her deployment allows the school to provide a curriculum that is well suited to children in the Early Years Foundation Stage. Children are exceptionally well cared for and given individual attention and support. Through well-judged interventions, teaching staff are encouraging key social development. As a result, children behave well and get along with one another harmoniously. Early reading is taught effectively, and children feel secure in their learning and feel able to ask questions and tell teaching staff when they do not understand something. As such, progress in reading has been stronger than in writing or the understanding of numbers. Parents and carers are welcomed into school on a daily basis. This provides a highly valued opportunity to discuss any issues concerning their children. The Early Years Foundation Stage is led and managed effectively, and data arising from assessments are used carefully to plan future activities. It is well resourced and, considering the size of the school, its outdoor learning environment has been planned and financed very well.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

A significantly higher than average proportion of parents and carers returned questionnaires. The responses were overwhelmingly positive about all areas of the school's work. The inspector also spoke to more than half of the parents and carers, and these positive views were reinforced during the resulting conversations.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hope Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	69	8	31	0	0	0	0
The school keeps my child safe	20	77	6	23	0	0	0	0
My school informs me about my child's progress	13	50	13	50	0	0	0	0
My child is making enough progress at this school	9	35	15	58	2	8	0	0
The teaching is good at this school	13	50	12	46	0	0	0	0
The school helps me to support my child's learning	12	46	13	50	1	4	0	0
The school helps my child to have a healthy lifestyle	11	42	15	58	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	42	10	38	1	4	0	0
The school meets my child's particular needs	11	42	13	50	0	0	0	0
The school deals effectively with unacceptable behaviour	10	38	15	58	1	4	0	0
The school takes account of my suggestions and concerns	10	38	13	50	2	8	0	0
The school is led and managed effectively	17	65	9	35	0	0	0	0
Overall, I am happy with my child's experience at this school	16	62	10	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 January 2011

Dear Pupils

**Inspection of Hope Primary School, Hope Valley, S33 6ZF**

Thank you very much for making me so welcome when I visited your school. I was delighted to see how well behaved you are, and how well you get along with one another. You are at the centre of all that is happening at the school, and your views are both sensible and highly valued. I was also very pleased to see that you have good attitudes towards your work. Some of you have developed very good skills on the computers.

You go to a good school which has improved a great deal since the last time it was inspected. All of the staff are working very hard to make further improvements. The care and support that you receive are outstanding and this helps you to enjoy your time in school and learn well.

I have asked the headteacher and the governing body to make two improvements that will make your school even better:

- make sure that your work matches your abilities from the start of in lessons right through to the end of them
- improve the rate of attendance by reducing the number of times that pupils go on holiday during term time.

I am sure that you realise that the ongoing success of the school is also in your hands. Through continuing to work hard and enjoy school, you will be adding to the chances of your own future success, in addition to that of the school.

Yours sincerely

Christopher Moodie

Lead inspector

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