

Inspection of Stoney Middleton CofE (C) Primary School

High Street, Stoney Middleton, Hope Valley, Derbyshire S32 4TL

Inspection dates: 18 and 19 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 benefit from highly personalised learning in a small school setting for most of the week. Then, on 'together days', they socialise and collaborate with a much wider range of staff and pupils from across The Woodland Federation of Peak District Schools.

The inclusive, nurturing culture at Stoney Middleton makes pupils feel safe and welcome. They describe their school as being caring and understanding. Pupils say, 'The staff get us, and they know what we need.'

Pupils treat each other with kindness and respect. Older pupils help the younger ones. Pupils like receiving 'SMILERS' awards. They have a good understanding of the school's 'SMILERS' values. For instance, they know that individuality is about being yourself and knowing it is fine to be different.

A high proportion of pupils have special educational needs and/or disabilities (SEND). The school has high expectations of all pupils, including those with SEND. Staff give pupils with SEND the help they need to be successful.

Through careful timetabling, and by working closely with parents and carers, the school does all it can to support pupils who receive some of their education away from the school.

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

Staff teach phonics well. They explain to pupils why some words are not as easy to sound out. They model what fluent reading should sound like. Pupils try to emulate them by reading as expressively as they can. Staff check closely on pupils' progress in phonics lessons. They address any gaps in pupils' phonics knowledge straight away. Pupils in the early stages of learning to read take home books that contain the letter sounds they recognise. Pupils enjoy listening to staff read to them at the end of each day. Older pupils fondly recall the diverse range of stories they have read as a class.

In nearly all subjects, there is a clear order of learning. Pupils build their knowledge and skills in these subjects step by step. They can recall their learning in these subjects securely. They are knowledgeable about what they are learning now and what they have learned previously. However, in a small number of foundation subjects, the curriculum sequence is not as exact. The school has not precisely identified what it wants pupils to know in these foundation subjects. Consequently, pupils' understanding is not as deep. They remember the activities that they have completed, rather than the underpinning knowledge they need to use again.

In most subjects, the school checks closely how well the curriculum is being taught and learned. However, these checks do not occur with the same frequency or depth

in all subjects. In those subjects where checks have taken place less often, pupils' understanding is not as secure.

Staff have good subject knowledge. They explain new learning clearly, providing examples for pupils to refer to. Staff identify misconceptions and provide helpful feedback so that pupils can complete tasks successfully. Staff use symbols to support learning. These visual aids remind pupils of the meaning of words and concepts. Staff use quizzes to help pupils remember what they have learned in the past. There is a focus on building pupils' vocabulary in all lessons.

Staff adapt learning well so that pupils with SEND achieve as highly as possible. The support for pupils with SEND is tailored to their individual needs. It helps them to regulate their behaviour and learn the curriculum.

Pupils behave well. They are polite and enthusiastic. The school monitors attendance very closely. Leaders intervene early if pupils have too much time off school or if they are frequently late. Pupils who receive some of their education away from the school attend well on the days they are supposed to.

Careful consideration has been given to pupils' spiritual, moral, social and cultural development. Through a well-planned personal, social and health education (PSHE) programme, pupils learn how to be respectful, safe and well-rounded citizens. Pupils benefit from regular forest school sessions as part of the Woodland Federation's weekly 'together days'. A rich range of trips, visitors and special events enhance the curriculum and teach pupils about their community and the wider world. Pupils have inclusive attitudes. One pupil summed this up clearly when they said, 'Being different means there is so much more to discover.'

Despite having many roles to fulfil in a small school, staff feel very well supported with their workload. Both staff and parents are unanimous in their praise for 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 a small number of foundation subjects, the school has not identified exactly what it wants pupils to know clearly enough. Where this is the case, pupils do not develop a sufficient depth of understanding. They remember what they have done rather than the important knowledge they can use again. The school must refine its curriculum thinking in these subjects, ensuring that the important knowledge pupils must learn and remember is set out sequentially and taught effectively.

- The school has not checked closely enough on how well some subjects are being taught and learned. Some pupils do not have a secure understanding of the curriculum in these subjects. The school must ensure that all subjects are taught and learned well.

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

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|--------------------------------------------|--------------------------------------------------------------------------------------------------|
| Unique reference number | 112858 |
| Local authority | Derbyshire |
| Inspection number | 10288308 |
| 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 | 14 |
| Appropriate authority | The governing body |
| Chair of governing body | Nell Wakerley |
| Executive headteacher | Andrea Tomlinson |
| Website | www.stoneymiddleton.derbyshire.sch.uk |
| Date of previous inspection | 4 October 2022, under section 8 of the Education Act 2005 |

Information about this school

- Stoney Middleton CofE (C) Primary School is part of The Woodland Federation of Peak District Schools. The executive headteacher is responsible for the three schools in the federation.
- The three schools in the federation work closely together. They share the same leadership team and have the same governing body. Two days a week, the three schools collaborate for 'together days'.
- The school accepts pupils whose families choose for their child to access flexible schooling arrangements.
- This is a Church of England school in the Diocese of Derby. The most recent section 48 inspection of Stoney Middleton CofE (C) Primary School took place in December 2019. This is an inspection of the school's religious character.
- The school does not use 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, geography and art and design. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in English, mathematics, science, history, physical education and PSHE.
- Inspectors met with the executive headteacher and the executive deputy headteacher, subject leaders, teachers and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff 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 examined a range of school documentation, including leaders' self-evaluation and the school development plan, as well as documentation relating to pupils with SEND, behaviour, attendance and governance.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 4 read. Inspectors met with groups of pupils from across the school.
- The lead inspector met with the chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and considered the results of the Ofsted staff survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Amanda Greaves

Ofsted Inspector

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