

Inspection of Stanton-in-Peak CofE Primary School

School Lane, Stanton-in-the-Peak, Matlock, Derbyshire DE4 2LX

Inspection dates: 23 and 24 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils thrive at this inclusive and nurturing school. Staff share an ambitious vision. The school has the highest expectations of every pupil. The curriculum is planned, structured and sequenced thoroughly. Staff teach the curriculum very well. There are no limits to what pupils can achieve. The school provides many rich learning opportunities for all pupils.

Pupils are happy here. They talk with such enthusiasm about school life. From the early years to Year 6, pupils' behaviour in class, around the school and at breaktimes is exceptional. Pupils' relationships with each other and adults are strong and caring. This is because staff model what respectful behaviour looks like. Pupils treat one another with the highest levels of respect and courtesy. They feel safe. Pupils have the freedom to express themselves as individuals.

Pupils are well prepared to become the active citizens and leaders of the future. They have an active voice in the school's pupil parliament and take the lead on caring for the school environment. Pupils benefit from opportunities to develop their talents and interests in music and sport.

Parents and carers are overwhelmingly positive about the school. One parent represented the views of others by describing Stanton-in-Peak as 'an amazing little school that embraces excellent core values and is helping to nurture the future'.

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

The school is passionate about giving every pupil the best possible education it can. Staff want all pupils to achieve their full potential. These aspirations are consistently realised.

The school provides a high-quality education for all pupils in all subjects. Pupils, including those with special educational needs and/or disabilities (SEND), produce work of a high standard and achieve exceptionally well. Across the school, pupils demonstrate excellent subject knowledge and show a real love of learning. For example, in history, pupils can talk confidently about life in ancient Greece and the use of propaganda in World War II. They know about historical concepts, such as invasion and empire, as well as how primary and secondary sources help them to understand the past.

Pupils revisit what they have learned through regular memory tasks. This helps pupils retain important knowledge and make connections between previous and current learning. Staff are experts in the subjects they teach. They check precisely what pupils know. In reading and mathematics, for example, staff identify pupils who have gaps in their learning. These pupils receive high-quality extra support that helps them to improve.

Leaders identify pupils with SEND quickly. Plans to support their learning are clear and effective. The school ensures that staff are trained to meet the needs of pupils with SEND. Staff adapt their teaching so that pupils with SEND can fully access the curriculum and achieve highly.

There is a relentless focus on reading across the school. This begins straight away in the Reception Year. All staff teach the school's phonics programme consistently well. Staff read to pupils every day. Pupils read carefully chosen, engaging texts in lessons. Pupils practise their reading, and they read widely. They become confident, fluent readers who appreciate books.

Children get off to a very positive start in the early years. They have excellent opportunities to play and learn. They enjoy learning through well-planned activities. Staff receive training to help them to deliver the early years curriculum. They prioritise children's personal, social and emotional development. Whether pretending to be palaeontologists or digging for treasure, children learn to be curious, resilient and sociable. Staff engage meaningfully and purposefully with children. Routines are very well established.

Pupils attend well. The school monitors pupils' attendance closely. It works well with families to ensure that pupils attend as often as possible.

The curriculum for pupils' personal development is exceptional. Pupils broaden their horizons and develop their character during their time at this school. They have a mature understanding of equality, diversity and fundamental British values. Pupils have a strong understanding of world religions. They learn how to keep themselves healthy and safe. Pupils learn about the importance of good mental health and healthy relationships. Pupils fundraise for the local community and for Bhowanipur School in Kolkata, India. Weekly forest school sessions help pupils to develop physically, socially and spiritually. The school helps pupils to become responsible and thoughtful citizens.

Staff enjoy working at the school and feel well supported. The school ensures that staff receive excellent regular training.

The school is very well led. Governors understand the school extremely well and hold leaders to account highly effectively. They are rightly proud that this school is at the heart of the community and provides an outstanding education to its pupils.

Safeguarding

The arrangements for safeguarding are effective.

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	112856
Local authority	Derbyshire
Inspection number	10288408
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	58
Appropriate authority	The governing body
Chair of governing body	Adrian Thornhill
Executive headteacher	Alexia Wyer
Website	www.stantoninpeakschool.co.uk
Date of previous inspection	21 September 2022, under section 8 of the Education Act 2005

Information about this school

- Stanton-in-Peak CofE Primary School is part of the Peak Tor Federation, along with Rowsley CofE (Controlled) Primary School. The two schools share a governing body and an executive headteacher.
- 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 held meetings with leaders, including curriculum leaders and the leader with responsibility for pupils with SEND.

- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in a range of other subjects, including English, science, modern foreign languages and art and design.
- The lead inspector listened to pupils reading to a familiar adult.
- 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 considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses to Ofsted's online surveys for staff and parents. The lead inspector also spoke to parents during the inspection.
- The lead inspector met with governors, including the chair of the governing body.
- The lead inspector spoke with the school's local authority school improvement adviser on the telephone.

Inspection team

Stephen Long, lead inspector	Ofsted Inspector
Angela Sweeting	Ofsted Inspector

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