

Inspection of Litton CofE Primary School

Litton, Buxton, Derbyshire SK17 8QU

Inspection dates:	26 and 27 February 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school is at the centre of village life. Pupils' education is significantly enriched through their engagement with the wider community. Pupils develop their character in very many ways. They relish events such as the unique custom of well dressing. They take pride in being part of the school's rich heritage.

The school's expectations of pupils' behaviour are extremely high. School rules are well understood. Pupils behave exceptionally well. They play and collaborate happily. Older pupils are wonderful role models for their younger peers. There is no unwanted silliness in lessons. Pupils show determination in their learning.

The school is ambitious for its pupils. The curriculum ensures that pupils are prepared well for their next stage in learning.

The school provides fantastic opportunities for pupils to broaden their education. Pupils are involved in many activities outside of the school day. All pupils are involved in the school productions. They are taught to play musical instruments and to sing. They play lots of sport. They take part in national competitions. Pupils say that attending the school makes them feel very safe and incredibly lucky. The school is a happy place in which to learn.

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

The curriculum is broad and ambitious. In most subjects the curriculum is carefully designed and appropriately sequenced for mixed-age teaching. There is a clear focus on the important knowledge that pupils need to know, and when they need to learn it. A great deal of thought is taken to ensure that pupils learn about their local context and the wider world around them. Pupils return to important knowledge so that they remember it long-term. In a few subjects, the curriculum is not as well planned and delivered as the best subjects are. There is not a precise enough focus on the knowledge that pupils need to learn over time. Some of the checks on pupils' level of understanding are inconsistent in quality. Pupils' learning does not stick as well as it could in these few subjects.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school identifies additional needs swiftly. The school determinedly ensures that pupils receive the help that they need. Teachers adapt learning suitably. Pupils with SEND achieve well.

Reading is a whole school priority. The school library is an inviting space in which pupils can relax and enjoy a book. The phonics curriculum is well organised. Pupils begin to learn to read as soon as they enter the school. The school supports pupils who fall behind in their reading effectively to help them catch up. Reading books closely match pupils' reading ability. Pupils show an enthusiasm for reading and for books.

Attendance procedures are extremely well managed. Pupils attend well. Pupils are keen to be in school. They want to be with their peers. They work together happily in class. They show care for each other in the playground. They said that they did not want to miss a minute of their learning.

The personal, social and health education (PHSE) curriculum is extremely well organised. Pupils learn the right things at the right time. The school has a strong understanding of the community. The curriculum is regularly reviewed to reflect any local concerns that may crop up. Pupils speak with authority about the ways in which they keep themselves safe from harm. Pastoral care of pupils is exceptionally strong. Every child is known exceptionally well. Pupils are highly confident that they can discuss matters that are important to them in a safe and accepting space.

Governors are highly ambitious for the school. They are knowledgeable and skilled. They show great commitment to the school and to the community. They carry out their role effectively.

Staff are extremely proud to work at the school. They act as important custodians of the school's heritage. The actions taken to support staff well-being are valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parts of the curriculum are not as carefully planned and taught as others. In a few subjects, the sequencing of the substantive and disciplinary knowledge is not fully embedded. Additionally, the checks on pupils' learning are not as strong in some lessons as in others. This means that there are small inconsistencies in the quality of education that pupils receive. The school should ensure that the curriculum is consistently and securely planned and implemented and that, as a result, pupils, including pupils with SEND, achieve exceptionally 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

Unique reference number	112886
Local authority	Derbyshire
Inspection number	10298394
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair of governing body	Gill Howland
Headteacher	Caroline Hicks
Website	www.littonprimary.co.uk
Dates of previous inspection	8 and 9 May 2012, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in April 2022.
- The school uses one unregistered alternative provision.
- The Statutory Inspection of Anglican and Methodist Schools (SIAMS) took place at this school in November 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors met with leaders to discuss pupils' attendance and behaviour.
- The inspectors met with the headteacher and a range of school staff.
- The inspectors met with members of the governing body. They spoke with a local authority representative.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. 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 sample of pupils' work. They reviewed the curriculum planning and pupils' learning in history, science and computing.
- Inspectors observed pupils' behaviour at various times in the school day, including the start and end of the day and at lunchtime and breaktime.
- Inspectors considered the response to Ofsted Parent View and the survey of staff.

Inspection team

Jayne Ashman, lead inspector

His Majesty's Inspector

Luella Dhoore

His Majesty's Inspector

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