

Inspection of Netherseal St Peter's CofE (C) Primary School

Main Street, Swadlincote, Derbyshire DE12 8BZ

Inspection dates: 17–18 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this school?

Pupils are proud to come to this school. They know that everyone wants them to try their best and achieve well. Pupils respect each other and the staff. They told us that no one is left out and they all get on. During playtime, we saw pupils of all ages providing support and friendship to others. Pupils told us that everyone feels like they belong and are valued.

Most pupils behave extremely well. Their lessons are not disrupted by others. On the rare occasions that bullying happens, pupils know that adults will sort it out. Playground buddies and anti-bullying ambassadors help to resolve any problems.

Pupils feel safe in school. They talked to us about how they can reduce any risks they may face, for instance when they are online, when they are near roads or if there is a fire.

The school has a strong sense of community. Staff help pupils to make a positive difference to others. For example, pupils regularly visit a local care home for people with disabilities, and support a child in India to go to school. In the words of one parent, the school 'prepares the pupils in values and qualities to set them up for life'.

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

The headteacher knows how the school can improve. In some subjects, leaders are only in the early stages of thinking about the order in which they will teach subject content to pupils. Leaders have introduced new themes so that pupils can make links between different subjects. However, their plans do not always help pupils to remember what they have learned, including pupils with special educational needs and/or disabilities (SEND). This is the case, for example, in religious education (RE), physical education (PE) and science.

When she joined the school, the headteacher made sure that reading, writing and mathematics all improved quickly. Teachers have had useful training in these subjects so that they understand how best to teach them. Teachers have not yet had the same training in other subjects. They do not always think carefully enough about what they are going to teach or how. This is particularly so in mixed-aged classes. Without these skills, teachers do not always make sure that the work they set pupils is demanding enough.

Pupils achieve well in writing and mathematics. The teaching of reading has improved. Teachers give each pupil a book to take home on the pupil's first day. Younger pupils learn phonics (letters and the sounds they represent) as soon as they start school. Teachers ensure that pupils' reading books closely match the sounds they know. Older pupils continue to use their phonics skills to read unfamiliar words. Teachers' enthusiasm for reading stories with pupils is infectious. For instance, we saw pupils fascinated by the teacher's telling of the story 'Suddenly'. Pupils love to share their story books with others.

Pupils are keen to learn and they take part in activities and discussions enthusiastically. Their good attendance reflects their enjoyment of school life.

Staff and pupils try their best to live out the school's motto of 'PRIDE' (power, respect, independence, determination, eco-friendly). Teachers encourage pupils to be compassionate and charitable. For instance, pupils understand how, by supporting 'Jeans for Genes' day at school, they can help children and families affected by genetic disorders.

Pupils enjoy taking part in a range of different activities. Many of these activities teach them about the natural environment. Links with schools in other countries ensure that pupils learn about different cultures and faiths.

Staff feel that the headteacher and governors support them well. They are very positive about the recent improvements in school.

Governors have managed a period of change in the school successfully. They have a good understanding of how well pupils achieve in English and mathematics. They have not made sure that other subjects are planned and taught as well. They do not know whether leaders ensure that the curriculum meets the needs of all pupils, particularly those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe and well cared for in school. Staff teach pupils how to keep themselves safe. Outside organisations sometimes provide additional guidance, for instance the National Society for the Prevention of Cruelty to Children. It has taught pupils about 'The Underwear Rule'.

Staff use their training well to recognise when a pupil needs help. They report their concerns to a safeguarding leader, who responds swiftly. Sometimes, leaders work with organisations to support pupils and their families.

Before staff or governors start working at the school, leaders carry out thorough checks on their suitability to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In English and mathematics, leaders have ensured that the order of what pupils will learn is clear and well sequenced. However, this level of detail is lacking in many foundation subjects. Teachers have not planned a logical sequence of learning for pupils to follow in these subjects in order to help them to build on what they have learned previously. Leaders must ensure that the content and sequence of the curriculum are precisely planned for all subjects and that they

put detailed plans in place to enable teachers to teach these subjects effectively.

- Teachers have benefited from training in reading, writing and mathematics. However, they have not received similarly effective training in the foundation subjects. As they develop the details of the new curriculum, leaders must ensure that staff are fully trained so that they have the necessary subject knowledge and the pedagogical subject knowledge to implement the new curriculum successfully.
- Governors do not have a clear oversight of some aspects of the school's work. They know how well pupils are doing English and mathematics. They have not challenged leaders about the curriculum in other subjects. Governors must ensure that they hold leaders to account for the quality of education in all subjects so that all pupils learn well, including those with SEND.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112844
Local authority	Derbyshire
Inspection number	10110074
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	Local authority
Chair of governing body	Louise Davies-Jones
Headteacher	Melanie Machell
Website	www.netherseal.derbyshire.sch.uk
Date of previous inspection	3 October 2018

Information about this school

- The headteacher and a new chair of the governing body were appointed in April 2019.
- The school is a Church of England voluntary controlled school. It is part of the Diocese of Derby.
- The school's previous section 48 inspection (an inspection of RE that is carried out in schools that have a religious character) took place on 2 October 2014.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher.
- The lead inspector met with the chair of the governing body. She also met with a representative of the local authority.
- Inspectors looked in detail at four subjects – reading, mathematics, RE and PE. Inspectors met with curriculum leaders, visited lessons, listened to pupils reading, looked at pupils' workbooks and met with pupils and teachers.

- The lead inspector met with the coordinator for the provision for pupils with SEND and the leader of the early years provision.
- Inspectors observed the behaviour of pupils at playtime and lunchtime and spoke with pupils informally.
- Inspectors took into account the 12 responses to Ofsted’s online questionnaire, Parent View, the seven responses to the staff survey and the four responses to the pupil questionnaire.
- The inspection team reviewed a range of documentation, including the school improvement plan, leaders’ self-evaluation of the school’s performance, curriculum plans and information concerning pupils’ attendance and behaviour.
- The lead inspector met with the headteacher to discuss safeguarding. Inspectors also spoke with staff and pupils about safeguarding. The lead inspector looked at documentation relating to safeguarding, the school’s system for recruiting staff and the school’s single central register.
- Inspectors have not given a separate effectiveness grade to the early years provision. There are too few children in the Reception class to report on the provision without risking identifying individuals.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty’s Inspector

Emma Hollis-Brown

Ofsted Inspector

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