

Inspection of a good school: Blackwell Community Primary and Nursery School

Primrose Hill, Blackwell, Alfreton, Derbyshire DE55 5JG

Inspection date: 15 July 2021

Outcome

Blackwell Community Primary and Nursery School continues to be a good school.

What is it like to attend this school?

This is a happy school. Pupils say that they are safe and very well cared for. They accept responsibility and are proud of their school.

Pupils are thoughtful, polite and respectful. Their behaviour is good. They play sociably at breaktimes and enjoy each other's company.

Teachers have high expectations of pupils' learning. Pupils meet these expectations. They apply themselves well and make good progress in their learning. They take pride in their work and achievements.

Pupils understand what bullying is. They say that there is no bullying. Pupils are confident to share their concerns with a member of staff. They know that staff would deal with any issues promptly and effectively.

All parents and carers who responded to the Ofsted survey, Parent View, would recommend the school. They all commented very positively about their children's experiences at school, with one parent, expressing the views of many, writing, 'This is a wonderful school where all staff genuinely care about the children and families. Children are pushed appropriately in their learning, and achievements are celebrated. It feels a very inclusive school where everyone has equal chances and opportunities.'

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

Leaders and governors lead with a strong moral purpose. The school's motto, 'Unlocking potential, providing opportunities, achieving goals', is lived out. Parents and staff say that the school has improved since the previous inspection. Leaders have raised expectations of pupils' learning and behaviour.

The quality of education is good. Pupils experience a broad and ambitious curriculum. Leaders have reviewed the curriculum. Some subject curriculums, for example

mathematics, include the precise knowledge that pupils need to learn and when they should learn it. Leaders have made sure that in these subjects, plans enable pupils to build learning from one year to the next. In mathematics, learning is well planned. The curriculum is ambitious and well sequenced. Teachers have good subject knowledge. Pupils build on their learning and regularly revisit topics. Most pupils enjoy mathematics and know its value. As one pupil said, 'It is important for most aspects of life.'

The curriculum plans in some subjects are more advanced than in others. For example, leaders' plans to put in place an improved curriculum in computing has been delayed by the pandemic. In some subjects, such as history and art, for example, curriculum plans are less precise and do not identify the key knowledge that leaders want pupils to learn over time.

Leaders make sure that reading is a priority across the school. Pupils begin to learn to read when they start school in the early years. Phonics is taught well. Staff use consistent techniques when helping pupils to sound out words. They support those pupils who are at risk of falling behind. Parents are provided with guidance to help them when reading with their children at home. Younger pupils enjoy story time. Older pupils speak knowledgeably about their favourite authors. They use their class reading book to support their writing and topic learning.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The SEND coordinator works closely with teachers to provide any additional support that these pupils may need. This approach helps staff adapt the curriculum to meet the needs of these pupils. Parents of children with SEND appreciate the support their children receive.

Pupils behave themselves well. Older pupils are mature and keen to learn. They are focused and there is very little off-task behaviour. Younger pupils are enthusiastic to learn. Leaders' analysis of behaviour shows that pupils' attitudes and behaviour have improved significantly since the previous inspection.

Staff make sure that pupils are provided with a wide range of opportunities to support their personal development. They try and meet the school's Blackwell 'charter of opportunities'. The pandemic has affected some of this provision. However, staff have ensured that pupils have benefited from recent trips. Pupils also enjoyed a recent visit from some university students with their prototype solar car. Pupils have previously built links with the local community through charity fundraising and visiting a care home. Governors aspire for the school to be an even stronger part of the local community.

Governors and senior leaders are mindful of and support the well-being of staff. They consider staff workload when introducing changes that benefit pupils. Governors are very supportive yet appropriately challenging of senior leaders. They look out for senior leaders' well-being. Staff appreciate leaders' consideration and support, especially during the pandemic. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that there is a strong culture of safeguarding. Staff know pupils very well and care for them. They are trained and receive up-to-date safeguarding guidance. They are vigilant and know how to respond if they have concerns about a pupil's welfare or well-being.

Designated safeguarding leaders support pupils and families who need it. They engage external agencies when needed. Governors understand and fulfil their safeguarding responsibilities. Leaders complete all safer recruitment checks before adults start working with pupils. Pupils learn to understand risk in different situations, for example when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not as well developed as in others. As a result, pupils do not necessarily build on their learning from one year to the next. Leaders need to refine their subject curriculums to identify precisely the key knowledge and skills they want pupils to learn and acquire over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 6 and 7 July 2016.

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 are the school and you are 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	112506
Local authority	Derbyshire
Inspection number	10199916
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	117
Appropriate authority	Local authority
Chair of governing body	Jo Menzies
Headteacher	Rachel Boswell
Website	www.blackwellprimary.co.uk
Dates of previous inspection	6 and 7 July 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher started at the school in September 2016.
- Since the previous inspection, the senior leadership team has been extended with the appointment of an assistant headteacher.
- There have been many changes in the membership of the governing body. This includes a new chair and vice-chair.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- We met with the headteacher and other leaders. I met with four governors, including the chair and vice-chair. I spoke with a local authority officer on the telephone.

- We did deep dives in these subjects: reading, mathematics and history. We looked at a range of curriculum plans for other subjects.
- We visited 10 lessons, mostly with the headteacher. We looked at pupils' work and spoke with pupils. We met with subject leaders, class teachers and teaching assistants.
- We spoke with staff and pupils informally.
- We considered a range of documents. We looked at the school's website, minutes of governors' meetings, policies and published information about the school's performance.
- We observed pupils at breaktime and lunchtime. We observed an assembly.
- We met parents informally at the start of the school day. We considered the views of 20 parents who completed the Ofsted Parent View survey, as well as the 16 free-text responses received. We considered 16 responses to the staff questionnaires.

Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

Vondra Mays

Ofsted Inspector

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