

Inspection of a good school: Denton Primary School

Vicarage Lane, Denton, Northampton, Northamptonshire NN7 1DT

Inspection dates:

1 July 2021

Outcome

Denton Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They are polite and articulate. In lessons, they listen carefully and are keen to contribute. Pupils behave well and want to achieve. They have strong relationships with adults in this caring community.

Staff know the pupils well. They make sure that pupils have time to talk about any problems. For example, pupils use 'feelings flowers' and 'helping hands' to let staff know how they are feeling. Pupils know that staff will help them if they are upset or anxious. One pupil said, 'The teachers make you feel safe and confident.'

Pupils say that bullying is rare. They are confident that staff deal quickly with any incidents that occur. Pupils say that staff give them the knowledge that they need to stay safe.

Parents and carers are overwhelmingly happy with the school. Typically, they say that the school has 'children's best interests at heart'. Parents appreciate that staff are approachable and communication is strong. They recognise that staff do their best to help all pupils, including those with special educational needs and/or disabilities (SEND).

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

Leaders, governors and staff work well together. They make sure that reading is a high priority. The teaching of early reading starts in Nursery. Effective teaching ensures that pupils get off to a good start. Everyone follows the same approach. Staff help pupils to catch up effectively when they fall behind. They make sure that the books they give pupils match the sounds pupils know. Leaders promote a love of reading and pupils like talking about the books that they read.

Leaders make sure the curriculum is ambitious. Pupils' knowledge builds effectively over time. Most teachers have strong subject knowledge, and they present subject matter clearly. Teachers make sure that understand vocabulary such as 'millimetres', 'centimetres'

and 'decimetres'. Teachers skilfully question pupils to check their understanding. They check what pupils know and remember. For example, in Year 1, teachers asked questions such as 'Which day comes three days before Sunday?' to check whether pupils know what is meant by 'before' and 'after.' Teachers asked pupils in Year 5 'How many metres are there in a kilometre?'

On occasions, ideas are not covered well enough for pupils to fully understand. In some subjects, leaders' checks of strengths and weaknesses are not sharp enough.

The school's 'global curriculum' aims to develop pupils' knowledge and understanding of the world beyond Denton. The curriculum reflects leaders' ambition that pupils learn about an interconnected world. Pupils learn about human rights and sustainable development. Pupils in Year 6 explained important differences in temperature patterns and precipitation in the UK and Guatemala. Pupils asked thoughtful questions about which landscapes sustain crops. Pupils in key stage 1 can explain differences between the UK and India.

However, in some subjects, the curriculum is not planned as well as it could be. Sometimes, pupils are not sure where the learning fits with their previous learning and are confused by links with other subjects. In some subjects, leaders have not planned the detail of what pupils will know and remember by the end of each term and by the end of each year. As a result, pupils' understanding of concepts and ideas is not always secure.

Leaders make sure that pupils with SEND receive effective support. Staff work closely with families and provide resources which enable pupils to access learning. As a result, pupils with SEND achieve well.

Leaders ensure that the curriculum extends beyond the academic. Pupils' personal development is an integral part of their learning. Pupils enjoy being house captains and looking after the library. They like being 'buddies' to younger pupils and attending residential visits and after-school clubs such as the Eco Club. Pupils have opportunities to learn about different faiths, backgrounds, cultures and societies. They are tolerant and show a strong awareness of equality.

Staff receive a range of training to support their development and subject knowledge. Staff are proud to work at the school and say that leaders take account of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff take the safeguarding of pupils very seriously. They know their needs well and what action to take if they have a concern. Leaders work closely with pupils and their families to support them.

Staff receive up-to-date safeguarding training. Leaders work closely with external agencies when this is required. Pupils know that if they are worried about something, there is always a trusted adult they can speak to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum subjects are not planned as well as they could be. When this happens, pupils' knowledge does not build as well as it could over time. Leaders should plan carefully what they want pupils to know and remember in all subjects.
- Curriculum leaders do not have a sharp enough understanding of what is working well in some subjects and what needs to improve. They are not sure how well pupils are remembering different parts of the curriculum. Leaders should check more carefully what pupils learn and remember in all subjects.

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 second section 8 inspection since we judged the school to be good on 15 March 2011.

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	121814
Local authority	West Northamptonshire
Inspection number	10199147
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair of governing body	Anthony Williamson
Headteacher	Louise Brown
Website	www.dentonprimary.net/
Date of previous inspection	3 February 2016, under section 8 of the Education Act 2005

Information about this school

- Denton Primary School is a smaller than the average-sized school.
- The early years provision currently comprises a Nursery class and a Reception class.
- Since the previous inspection, there have been significant staffing changes.
- The school is a member of the Ashby Federation with Yardley Hastings Primary School. The headteacher is the headteacher for both schools.
- The school offers wraparound care for pupils at the school. This care is managed by school leaders and run by non-teaching staff.

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 the school and have taken that into account in their evaluation of the school.
- We met with senior leaders, staff, pupils and members of the governing body. We also spoke with representatives from the local authority.

- We considered the 21 responses to the confidential staff survey. We also took account of the 37 responses to Ofsted’s Parent View questionnaire, including 34 free-text comments.
- To evaluate the effectiveness of safeguarding, we reviewed the school’s policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked the school’s record of checks for adults working at the school and spoke with governors.
- To explore the quality of education, we did deep dives in reading, mathematics and geography. We discussed the curriculum with subject leaders, staff and pupils, visited lessons, looked at pupils’ work and listened to pupils read.
- We scrutinised documentation, including the school’s plans for improvement, behaviour records, and records relating to pupils’ safety.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

John Lawson

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021