

Inspection of Derwent Primary School

St Mark's Road, Derby, Derbyshire DE21 6AL

Inspection dates: 14–15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a friendly, inclusive school where pupils feel safe and happy. The school's curriculum is ambitious for pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. It is carefully planned with the intent for all pupils to have the knowledge and self-discipline to become anything and anyone they want to be.

Pupils receive a good-quality education. The teachers encourage pupils to be confident and curious learners. From Nursery Year, staff help children to develop their vocabulary. Teachers take time to help pupils to build their vocabulary. They learn the meaning of words in different contexts. Leaders provide a range of activities for pupils to experience both in and out of school. These activities broaden pupils' understanding of the world.

Pupils' behaviour is good. Incidents of bullying are few. Leaders take each incident seriously. Pupils are taught about the consequences of bullying. They know whom to talk to when worried. There are warm, caring relationships between staff and pupils.

Parents and carers are positive about the care and education their children receive. Many appreciate the support and guidance of school staff, who go above and beyond to help families in times of need.

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

Leaders have identified the essential knowledge and skills that they want pupils to learn before they leave the school. There is a variety of wider experiences, trips and opportunities for pupils. Leaders are looking forward to these continuing at pace now that the pandemic restrictions have been lifted. Before the pandemic, pupils held positions of responsibility. Pupils are beginning to take up these roles again. Playground Friends are already providing friendship at breaktimes. Pupils are about to elect a head boy and a head girl.

Teaching reading well is a priority for the school. Children in the Nursery classes develop early reading skills by learning about sounds and rhyme through songs, games and nursery rhymes. Children start to learn to read from the beginning of Reception Year. There is a structured programme in place to teach phonics. All staff are trained to teach this programme. Teachers make sure that pupils can read and understand the books they read. Leaders keep a close eye on how well pupils read. Pupils who struggle to keep up are well supported to catch up quickly by skilled staff. Leaders promote the joy of reading. Pupils enjoy sharing and listening to stories read by their teachers. They are thrilled to take home the 'reading bug' toy and a specially chosen book to share with their family. A book of the month is displayed in the school library and shared across the school. Pupils were eager to tell inspectors about the current book of the month, which celebrates diversity.

There is a well-sequenced and structured approach to the teaching of mathematics. It is clear what pupils need to know and remember from early years to Year 6. Pupils can make connections in their learning. They can explain how they use their knowledge to help them to solve problems. Teachers check frequently that pupils can remember and apply their knowledge. Where pupils, including those with SEND, need extra support, teachers break down learning into manageable chunks. They provide extra adult support and resources where necessary. Nevertheless, there are some inconsistencies in the teaching and implementation of the mathematics curriculum. Leaders have identified these and are working with teachers to ensure that there is a consistent approach embedded across the school.

The science and history curriculums are well sequenced. They set out for teachers what knowledge pupils, including children in early years, need to know. Scientific and historical knowledge build logically so that pupils can know more and remember more as they progress through school. Similarly, in design and technology and art, learning is set out logically for pupils to build knowledge and skills over time. However, as with mathematics, there are some inconsistencies in how these subjects are taught and implemented.

The board of trustees is determined for the school to make a positive difference to pupils' lives. The trustees believe that pupils are entitled to the best possible education and pastoral care. They have a comprehensive and realistic overview of the school's performance. They check often that work to improve the school is on track and that pupils are safe and well cared for. They ensure that staff have good-quality training. Staff appreciate these opportunities to improve their practice. They feel valued by leaders and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policy is up to date with the latest statutory guidance. Staff are acutely aware of pupils' possible vulnerabilities. Safeguarding concerns are routinely discussed. Trustees keep a sharp eye on the effectiveness of safeguarding arrangements. Leaders take swift and persistent actions when needed. They work effectively with external agencies to help pupils.

Leaders ensure that pupils are aware of potential risks to their safety. The personal, social and health education curriculum teaches pupils about potential risks and how to manage them. It teaches pupils the importance of good mental and physical health, keeping safe online and about healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have a clear intent for the curriculum. They have outlined what they want pupils to learn and when. However, there are some inconsistencies in the teaching

and implementation of some aspects in the curriculum. Leaders should ensure that all teachers understand how to teach pupils the important knowledge they need to know.

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.

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	144343
Local authority	Derby
Inspection number	10200439
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	Board of trustees
Chair of trust	Henrietta Robinson
Headteacher	Elizabeth Burke
Website	www.derwentprimary.net
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school opened as a new academy in June 2017.
- The school is a member of the Believe Academy Trust.
- The school has Nursery provision for children aged two years and above.
- The school runs a breakfast club on the school site.
- A community hall is attached to the school site. The main school is not accessible to those using the community hall.
- The board of trustees is currently operating as a local governing body to the school.

Information about this inspection

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

This was the first routine inspection the school had 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.

- The inspectors met with the headteacher, deputy headteacher and the director of teaching and learning for the trust. The lead inspector also held a video-conference call with the chief executive officer, the chair and three members of the board of trustees.
- Inspectors undertook deep dives in these subjects: early reading, mathematics, science and history. Inspectors met with the leaders of these subjects and visited classes from all year groups. Inspectors spoke with teachers about the lessons they deliver. Inspectors met with pupils and spoke with them about their work. Inspectors also looked at pupils' work in these subjects and others.
- Inspectors spoke with some parents informally at the start and end of the school day. Inspectors also took account of the seven responses to Ofsted's online survey, Ofsted Parent View, and 10 responses to Ofsted's survey for staff. Inspectors spoke with a variety of school staff. Inspectors also spoke with pupils about their school and took account of the four responses to Ofsted's survey for them.
- Inspectors looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; overviews of the school's curriculum planning; the school's most recent published information on the achievement and progress of pupils; information relating to safeguarding; information about behaviour management; information relating to the school's use of the pupil premium funding and funding for pupils with SEND; the school's most recent information relating to the attendance of pupils; and minutes from meetings of the board of trustees.

Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Jackie Thornalley	Ofsted Inspector
Christopher Wheatley	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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