

# Inspection of a good school: Shirland Primary School

Park Lane, Shirland, Alfreton, Derbyshire DE55 6BH

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Inspection dates:

26 and 27 January 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

This is a happy school where pupils are looked after and work hard. Pupils are proud of their school and the positive contribution that they make. They enjoy being office workers, school councillors, mini leaders and the computing 'I-vengers'.

Pupils know the school rules well. They understand why it is important to be ready, be safe and be respectful. They value the rewards that they can earn for good behaviour and hard work. They understand the consequences of poor behaviour. Poor behaviour is rare.

Pupils understand what bullying is. They know the different forms that it can take. They say that bullying is rare. This matches leaders' records. However, pupils know what to do should it occur. They are confident that adults in school would help them.

Pupils know how to stay safe in a range of situations. They know how to recognise and assess risks. They have a good grasp of how to stay safe online.

Pupils work hard in lessons. However, there are weaknesses in the school's curriculum that have yet to be addressed. As a result, pupils do not learn and remember the curriculum consistently, over time.

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

Senior leaders have improved the curriculum since arriving at the school. However, there is still much to do. Leaders recognise this and are working systematically to ensure that the curriculum is well sequenced across all subjects.

The teaching of phonics is well planned and sequenced. The school's programme sets out the sounds that pupils should know at each stage of their education. Phonics is taught

consistently well. Teachers assess pupils regularly. Pupils who need extra help get it quickly. Pupils know and remember the sounds that they have learned. They become fluent readers quickly.

Older pupils enjoy reading. As one pupil said: 'Reading entertains you. You just get immersed and want to be in that story.' Pupils read a wide range of genres and authors. The 'gem rewards' motivate pupils to read regularly. Teachers help pupils to read and understand increasingly challenging texts. Teachers do this well.

Leaders have improved some subjects, including reading, mathematics and personal, social and health education (PSHE). These subjects are well planned and sequenced. Teaching builds systematically on what pupils know. Pupils remember what they have learned. However, some subjects are at a much earlier stage of development. Some have been appropriately sequenced, but are not yet resulting in pupils knowing and remembering more. Other subjects have not yet been sequenced. This means that pupils are not gaining knowledge in a systematic way. This makes it difficult for them to recall what they have been taught in these subjects.

Children enjoy their time in the early years. They are happy, work cooperatively and are well cared for. However, the early years curriculum is not yet sequenced across all the areas of learning. It does not make clear what children are expected to know and do during the Reception Year. As a result, children do not learn as well as they could.

Pupils with special educational needs and/or disabilities get the help that they need. Leaders make sure that the right sort of help is in place. They check to make sure it is working as it should. The special educational needs coordinator (SENCo) ensures that all staff know what is working well and what needs to improve in this area of provision.

The school's PSHE curriculum ensures that pupils are well prepared for life in modern Britain. Pupils know that everyone should be treated equally. They enjoy the wide range of extra-curricular activities that are available to them.

Senior leaders have an accurate view of what needs to be improved at the school. They know what is working well. They are working systematically to improve the curriculum. Leaders regularly consult pupils, parents and staff to ensure that everyone is involved in the school's improvement journey. Leaders are determined that pupils receive a good quality of education. However, leaders responsible for subjects or aspects of the school's work do not yet have a consistent understanding of their role. Staff have received limited access to training to address this.

Governors know the school well and share leaders' ambition. The work of the governing body is well organised. Governors understand their roles and responsibilities. They make regular checks to ensure that the school is becoming better in the areas identified on their improvement plans.

The majority of parents are complimentary of the school. They are positive about the improvements that have been made. They say that communication has improved.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils are kept safe. Relationships between staff and pupils are positive. Staff are quick to recognise and flag up any concerns that arise. Leaders address these swiftly. However, safeguarding records are not always robust enough. They do not consistently evidence the actions taken, by whom and when.

The learning mentor provides a wide range of support for pupils and their families. Leaders work effectively with other agencies to bring about improvements. Leaders challenge other agencies if they think they are not playing their part.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The school's curriculum is not yet well planned and sequenced across all subjects. This means that pupils do not systematically learn and remember content across the full range of subjects. Leaders should ensure that the curriculum is fully planned and sequenced across all subjects so that pupils are able to recall what they have been taught.
- Training for subject and middle leaders is in its infancy. These leaders do not play a sufficiently robust enough role in planning, sequencing, implementing and assessing subjects across the school. Senior leaders should ensure that subject and middle leaders are trained to carry out their role effectively.
- The early years curriculum is not well planned and sequenced. This means that children do not learn the curriculum systematically across each of the areas of learning. Leaders should ensure that the early years curriculum is well planned and sequenced, across each of the areas of learning, so that children are able to receive a strong start to their education.
- The quality of safeguarding records is inconsistent. Leaders are not always recording the actions they have taken to keep pupils safe. Leaders should strengthen their practice. This is to ensure that safeguarding records are detailed, robust and show the actions that have been taken, by whom and when.

## 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 evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2013.

## **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

<b>Unique reference number</b>	112620
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10212524
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Maria Tunncliffe
<b>Headteacher</b>	Louise Needham
<b>Website</b>	<a href="http://www.shirland.derbyshire.sch.uk/">www.shirland.derbyshire.sch.uk/</a>
<b>Date of previous inspection</b>	25 January 2017, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher took up post in September 2020.
- A new deputy headteacher took up post in January 2022.
- The school uses one, unregistered alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, curriculum leaders, the SENCo and the early years leader.
- The inspector carried out deep dives in three subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. The inspector also looked at curriculum documentation in music and PSHE.

- The inspector met with three governors, including the chair. He had a telephone conversation with a representative of the local authority.
- The inspector took account of 28 responses to the Ofsted Parent View survey and 20 written comments from parents. He also considered 18 responses to Ofsted's staff survey. The inspector spoke informally to parents outside the school.
- The inspector met with safeguarding leaders. He reviewed school documents relating to safeguarding and attendance.
- The inspector visited the alternative provision used by the school.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

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