

Inspection of a good school: Donisthorpe Primary School

Ashby Road, Donisthorpe, Swadlincote, Derbyshire DE12 7QF

Inspection dates: 10 and 11 May 2022

Outcome

Donisthorpe Primary School continues to be a good school.

What is it like to attend this school?

Donisthorpe Primary School is a happy, caring and supportive place for pupils to learn. Pupils are proud of their school and the history of their village. Pupils value the strong relationships they form with the staff. They say that they enjoy coming to school and appreciate how their teachers help them. Pupils told the inspector: 'Everyone is just so nice here.'

Pupils behave well. They demonstrate 'the Donisthorpe way' and say this helps them to know right from wrong. Pupils are polite and well mannered. They are confident that if bullying did occur it would be dealt with very quickly by any member of staff. Pupils feel safe. They said that staff always take time to listen to them.

Leaders are ambitious for all pupils. Teachers select topics that really engage and interest pupils in their learning. In lessons, pupils are challenged to think. Pupils achieve well.

Pupils take great pride in the responsibilities they hold. These include being character ambassadors, which helps them develop their resilience and confidence. Pupils strive to earn the 'positive pig' award for demonstrating their character values. 'Eco ambassadors' speak with joy about growing their own vegetables and flowers for the bees.

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

Leaders prioritise reading throughout the school. Right from the start, children learn phonics using a well-organised programme that carefully builds their knowledge. Adults are well trained. They make sure the children have well-structured opportunities to practise new sounds, and the sounds they already know. Teachers ensure that the books pupils read match the sounds they know. This gives pupils confidence and helps them to become fluent readers. Pupils, including those with special educational needs and/or disabilities (SEND), become confident and adept readers. Those who may need extra help are supported well. Leaders have made sure that events and displays around the school

help pupils to develop a love of reading. Pupils enjoy reading and listening to stories read by their class teachers.

Leaders have been proactive in designing a curriculum to suit their school. Pupils learn about the history of their village. They speak with pride when discussing how Donisthorpe used to be a successful mining village and is now part of The National Forest.

Leaders have identified the essential knowledge that pupils need to learn in all subjects. Subject leaders have made sure that their plans meet the needs of all pupils, including those with SEND. Curriculum planning is well-sequenced and builds on what pupils already know. Teachers provide opportunities for pupils to revisit what they have learned before. In some subjects, including mathematics, the curriculum is well embedded. Pupils know more and remember more. In a small number of subjects, the curriculum is still quite new. Pupils' knowledge is developing in these subjects.

Teaching in the early years enables children to be confident, independent learners. Children demonstrate the values of kindness and respect. Staff in the early years encourage children to cooperate and develop their creative thinking skills. Children learn from real-life experiences. They spoke with excitement about their newly hatched chicks and how their caterpillars will soon turn into butterflies. The early years is a positive, vibrant environment where children are happy and enthusiastic learners.

Leaders have made sure that the school is highly inclusive. No pupil misses out on anything the school offers. Teachers identify pupils with SEND early. The skilled special educational needs coordinator ensures that these pupils learn alongside their classmates. If necessary, small changes are made for pupils with SEND. These could be how work is recorded or providing extra adult support if they need it. Pupils value the nurture provision in school. They benefit from time in the 'rainbow room', where they can talk about any worries they have.

There is a respectful culture in the school. Pupils and staff treat each other with courtesy. Pupils understand responsibility and are ready to be active members of their community. They described singing to elderly members of the village in the local church. They also learn clear messages about equality. Pupils explained that it is fine to be different as that is what makes you unique. Pupils' knowledge of Christianity is secure. However, their knowledge of other faiths and cultures is less secure.

Staff feel well supported by leaders and all have a shared vision for the school. They share leaders' ambition for what pupils can achieve. Staff confirm that leaders consider their workload and well-being. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that messages about safety are clearly delivered to pupils. Older pupils can explain how to keep themselves safe online and younger pupils explain about road safety and trusted adults. Staff are clear about how to report any concerns and are

vigilant in their attention to pupils' welfare. Staff receive regular training and updates. They understand the dangers and challenges that pupils may face.

Leaders work with outside agencies to keep pupils safe. Referrals are made quickly to ensure that pupils and families receive the support that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not have a detailed enough knowledge of diversity, for example of cultures and families that are different from their own. Leaders should make sure that the curriculum contains effective opportunities for pupils to develop their knowledge of diversity.

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

Unique reference number	119944
Local authority	Leicestershire
Inspection number	10227869
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Joanne Lee
Headteacher	Sylvie Newman
Website	www.donisthorpeprimary.org
Date of previous inspection	23 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- During the inspection, the inspector met with the headteacher, the deputy headteacher, senior leaders and a range of staff.
- The inspector met with members of the governing body and spoke with a representative of the local authority.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspector reviewed school policies, procedures and records. The inspector met with the designated safeguarding lead and spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, spoke

with teachers, and spoke with pupils about their learning. The inspector visited lessons and looked at samples of pupils' work. The inspector observed pupils reading to a familiar adult.

- The inspector observed pupils' behaviour in lessons and around school. She considered responses to Ofsted Parent View, including free-text comments. The inspector met with groups of staff and pupils and considered responses to Ofsted's surveys.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

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