

Inspection of a good school: Parwich Primary School

Parwich, Parwich Primary School, Parwich, Ashbourne, Derbyshire DE6 1QJ

Inspection date: 10 May 2022

Outcome

Parwich Primary School continues to be a good school.

What is it like to attend this school?

Parwich Primary School is a flourishing school. There is a family feel about the place. Pupils are happy and enjoy their learning. They told inspectors, 'It's amazing at this school. Everyone looks out for everyone. We all care for each other'. Pupils say that they feel safe. They are proud of their school.

Leaders promote pupils' personal and academic development well. Pupils enjoy making a positive contribution to the life of the school as school councillors and sports leaders. They like it when they are chosen to receive team points and merits for their efforts. Staff have very high expectations of pupils. Pupils like to work hard and achieve. They are highly motivated and aspirational.

Pupils really care for each other. They behave very well. Pupils are polite and respectful. They know that staff quickly sort out any problems and that bullying is not tolerated. Pupils have a very clear understanding of equality.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said, 'The staff know the children's needs so well that nobody goes unnoticed'. Parents like that the school staff are so welcoming.

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

Leaders have developed a strong curriculum in many subjects. The curriculum has been organised to ensure that pupils build their knowledge and skills gradually. Leaders ensure that pupils' vocabulary develops progressively. Pupils can explain the meaning of complex subject vocabulary. For example, in art, pupils can explain how they have used natural materials to create a sculpture. Other pupils know about hues, tones and tints when using colour in art. Some curriculum thinking is not as ambitious. In some subjects, leaders have not identified precisely the key knowledge that pupils need to learn from Reception to the end of key stage 2. In some subjects, leaders do not have a consistent approach to checking how successfully pupils learn this important knowledge.

Reading is a priority in the school. From the moment pupils join the school, they learn to read in a very systematic way. The daily phonics sessions are highly structured. Pupils use their decoding skills well to sound out unfamiliar words. Books are matched to the letters and sounds that pupils are learning. Staff regularly check how successfully pupils learn new sounds. If pupils fall behind, staff provide timely support. Leaders provide pupils with a wide range of high-quality books. Pupils enjoy reading and talking about books.

Leaders have planned the mathematics curriculum carefully. It is set out so that pupils build their understanding and skills securely. Pupils understand, and use, mathematical vocabulary precisely. For example, they identify and describe the properties of shapes, including the number of edges, vertices and faces. Other pupils explain how to change an improper fraction to a mixed number. Teachers frequently check pupils' learning. They provide regular opportunities for pupils to recap their knowledge. Staff provide mathematical equipment to help pupils understand what they are learning. For example, some pupils use protractors to measure angles.

Relationships are very positive between children and adults in the early years. Leaders ensure that there is a sharp focus on developing children's communication and language. Teachers provide tasks related to children's learning. For example, children work independently on tasks such as adding two numbers to make 10. They are confident in using vocabulary such as 'bigger,' 'smaller,' and 'number bonds'. Staff ask questions such as, 'How many more do I need to make 10?' so that children can apply their understanding.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Pupils access the curriculum well. Teachers provide strong support and ensure that resources are suited to pupils' needs. Leaders work well with external agencies. They communicate well with parents.

Leaders support pupils to be confident and to develop strength of character. They provide opportunities for pupils to be responsible. Pupils know that their views are valued. Staff promote equality of opportunity and diversity very effectively. Pupils know how to eat healthily and keep fit. A high proportion of pupils attend extra-curricular clubs. Pupils' knowledge of different faiths and beliefs is strong. They have a secure understanding of British values, including democracy.

Governors and representatives of the local authority know the school well. They understand the school's strengths and what needs to improve. Leaders engage well with staff. They consider staff workload. Staff are very positive about the school's leaders and the professional support they have received from the local authority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe, including when working online. Pupils say that they know who to go to if they have a concern. They know that staff will take their concerns seriously.

There is a strong culture of care at the school. Leaders provide support to vulnerable pupils. Staff pass on concerns promptly. Record-keeping is detailed and comprehensive. Leaders ensure that they provide regular safeguarding training for staff and governors. They check that staff know how to spot pupils at risk. Governors regularly check the school's safeguarding procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in modern foreign languages and design technology is not sufficiently well considered and sequenced, unlike in other areas of the curriculum. In these subjects, it is not yet fully clear what pupils should learn and by when, to build their knowledge over time. Leaders should ensure that curriculum thinking for all subjects sets out precisely the knowledge that all pupils, including those with SEND, should know and by when.
- Leaders have not established consistent systems to identify gaps in pupils' learning in some subjects. Where curriculum thinking is less clear, teachers do not check effectively how successfully pupils acquire knowledge and use it fluently. Leaders should ensure that assessment consistently assists teachers in determining clear next steps for pupils without causing unnecessary burdens for staff and pupils.

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 March 2017.

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	112604
Local authority	Derbyshire
Inspection number	10227820
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	23
Appropriate authority	The governing body
Chair of governing body	Jennifer Barker
Headteacher	Fiona Tomblin
Website	www.parwich.derbyshire.sch.uk
Date of previous inspection	9 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- The inspectors met with the headteacher, curriculum leaders, the leader with responsibility for provision for pupils with SEND, and a sample of teaching and support staff.
- One inspector met with representatives of the governing body and the local authority.
- The inspectors carried out deep dives in reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to leaders about the curriculum in some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.

- The inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- One inspector considered responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. He also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

Sarah Fielding

Ofsted Inspector

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