

# Inspection of a good school: D'Eyncourt Primary School

Mullett Road, Wednesfield, Wolverhampton, West Midlands WV11 1DD

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Inspection dates: 21 and 22 June 2022

## **Outcome**

D'Eyncourt Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils and staff all have one thing in common: they live and breathe the school's aim to be their 'BEST'. Being kind and caring, excelling in learning, showing respect and taking on challenge are palpable throughout school life. All pupils achieve well.

A golden thread of deep respect and value for and of individuals runs through every lesson and conversation. One pupil, sharing a corporate view, says, 'The only thing that should be separated by colour is washing'. Pupils are convincing in their commitment to making the world a better place to live in, both for people and the planet.

The range of pupil roles and responsibilities are many. Peer mentors, digital and BEST ambassadors and school councillors all work together for the good of the school. Pupils are rightly proud of getting through the challenging interview process for these roles. They see it as their responsibility to help younger pupils, for example at lunchtime and when playing games outside.

Behaviour is commendable. Pupils are safe. They told the inspector that they have lots of trustworthy adults around them. Bullying is rare. There are many mechanisms in place, such as class worry boxes, that ensure any worries, including bullying, get sorted.

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

Trust and school leaders work together effectively to give all pupils the best chance of success in the next stages of their education. Not only that, but they have also kept staff workload and well-being at the front and centre of all they do. A recent well-being award is testament to the exceptional work leaders do in this area.

Leaders have invested in quality reading resources to support their phonics scheme. There is more to do. Pupils are learning to read. They learn their sounds and use these to help them to sound out and read words with increasing fluency. However, some of the books going home could be better matched to the sounds pupils know or offer a wider

variety of story books. Leaders promote enjoyment of reading. Pupils talk about books they have read and can name familiar authors.

School leaders have spent time and energy on improving the curriculum. It is carefully thought out and well suited to the mixed-age class structure. Staff have worked closely together to set out the sequence and order of what pupils will learn. This is working well. Leaders ensure that provision for pupils with special educational needs/and or disabilities is carefully adapted to meet their needs. Additional support ties in closely to helping them learn in small steps in a way that suits them best.

Pupils enjoy their learning. They know and remember much about many different things. For example, they can clearly explain the concept of invasion in history over many eras and link this to the invasion of privacy in personal development.

Leaders and staff seize every opportunity to weave personal development across the curriculum. Pupils gain from this. For instance, pupils talk about concentration, consideration and positivity in physical education. They know as much about this as they do about the many skills needed to throw a javelin with accuracy, power and success.

Leaders and Reception teachers have also worked carefully to construct the early years curriculum. They have made sure it meets requirements and feeds into the Year 1 curriculum and beyond. The indoor and outdoor environments promote inquisitive, independent and collaborative learning. This is not quite the case for resources in adult-led activities. These sometimes stray away from being at the right level for the intended learning. They curb children from showing the depth and richness of what they know.

Leaders have created a vibrant, informative and inclusive learning environment. The well-placed and well-presented displays showcase the curriculum breadth and depth. The learning displayed is of a high quality. Each display invites you to spend time studying them. The more you look, the more you see.

Pupils clearly strive to achieve the 'excel in learning' aspect of BEST. Following COVID-19, leaders are taking the right actions to ensure pupils are back on track. Key stage 2 pupils achieve well. Teachers' focus on improving handwriting and stamina in writing in key stage 1 is working. Teachers use a range of assessment effectively to check pupils' learning and progress.

Leaders plan a rich set of experiences for pupils. No event, club or visit happens without a reason. Pupils speak of their duty to 'raise awareness' on a range of matters. Their mature attitude and their belief in themselves as citizens of the future are clear to see and hear.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are rigorous in their recording and monitoring of safeguarding. Leaders provide a range of training to staff. Staff know what to do in the case of any concerns and they do it. Leaders make the right checks on adults in being safe to work with pupils.

Leaders ensure pupils learn about keeping themselves safe. Swimming, cycle training and visits from the emergency services and the school nurse all help pupils to know about a range of safety aspects. Pupils have a sensible attitude to and age-appropriate knowledge of learning about relationships and sex education, and health education.

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

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

- Reading materials that go home with pupils do not fully uphold leaders' ambitious vision for reading. They could be better matched to the sounds pupils know or offer a wider variety of story books. This means pupils sometimes struggle to read the books given or miss out on being able to share rich story books with their parents and carers. Leaders need to continue to extend the range of quality reading resources in both phonics and stories.
- Resources provided for adult-led activities in Reception do not always align closely enough with the intended curriculum. This hinders opportunities for children to show what they know. Leaders need to further develop the resources used across the curriculum in focused sessions to make sure that children have every opportunity to share what they know and understand.

## **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 first section 8 inspection since we judged the predecessor school, D'Eyncourt Primary School to be good in July 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

<b>Unique reference number</b>	145395
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10227748
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	314
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Turton
<b>Headteacher</b>	Danielle Darby
<b>Website</b>	<a href="http://www.deyncourtprimary.co.uk/">www.deyncourtprimary.co.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school makes use of a registered alternative provider.
- The school joined the Central Learning Partnership Trust on 1 February 2018.

## 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, assistant headteachers and the special educational needs coordinator.
- The inspector carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, she 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 inspector met with the chief executive officer and the vice-chair of the trust board.
- The inspector met with the chair of the local executive governing body.

- The inspector listened to a sample of pupils read and had a tour of the school with the BEST ambassadors.
- The inspector observed pupils' behaviour in lessons and around the school, including at lunchtimes. She spoke formally with groups of pupils, as well as talking to pupils informally in lessons and around school.
- The inspector reviewed responses to Ofsted's online parent, pupil and staff surveys.
- The inspector met with leaders about the school's safeguarding procedures. She reviewed policies and records relating to safeguarding, behaviour and attendance. The inspector spoke to pupils and staff about pupils' safety.
- The inspector reviewed a range of documentation, including the school's evaluation and improvement plans, and information on the school's website.

### **Inspection team**

Kirsty Foulkes, lead inspector

Her Majesty's Inspector

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