

# Inspection of Shardlow Primary School

Shardlow Primary School, London Road, Shardlow, Derby, Derbyshire DE72 2GR

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Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005
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Ofsted has not previously inspected Shardlow Primary School as an academy school under section 5 of the Education Act 2005, as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

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

This is a small school with a happy and caring ethos. Pupils praise the interesting lessons and activities provided for them. They say, 'There is lots of fun and the right amount of time to learn.'

Pupils behave well in lessons and around school. They cooperate well and are kind to each other. Pupils say that they feel safe at school because their friends and teachers look after them well. They enjoy taking on roles such as 'junior leader' and 'eco ambassador'. These roles help to develop pupils' sense of responsibility and leadership. Pupils can take part in a range of clubs and activities, such as sports, music, book club, coding club and robotics club. Leaders ensure that these are inclusive activities, open to all pupils.

Pupils understand the meaning of bullying. They know that it is wrong and that they should tell an adult, or use the 'worry box', if they have any concerns. Bullying rarely happens. However, pupils are confident that adults take any such concerns seriously.

Children in the early years settle quickly into well-planned routines. They are ready to learn and make the most of the range of activities provided for them, across all areas of learning.

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

In recent years, leaders have rewritten the curriculum in all subjects. They have identified the important knowledge and skills that pupils should gain as they progress through the school. The curriculum builds progressively from Reception to Year 6. This work to revise the curriculum is almost complete. Leaders have planned some further refinements in art, design and technology, and computing.

Leaders have ensured that teachers receive regular training to deliver the curriculum. Staff provide good-quality resources to support pupils to make the most of their learning. However, in lessons, teachers do not always check pupils' understanding as quickly as they should. This means that some pupils do not receive the support they need in lessons. In some subjects, for example in geography and religious education, pupils could not confidently remember and explain what they had learned.

In mathematics, the curriculum is strong. Pupils approach new concepts with confidence. This is because teachers encourage them to apply what they already know. Pupils find the regular 'warm up' starter sessions helpful. For example, pupils in Years 1 and 2 could successfully recall number bonds to 20. Older pupils worked systematically to identify common multiples of given numbers. As a result, pupils know and remember more over time in mathematics.

Leaders prioritise reading, saying that it is 'at the heart of everything' across the school. Pupils of all ages enjoy taking part in the 'Rainbow Reading Challenge'. This

scheme encourages all pupils to read widely and often. There is a well-constructed programme for teaching phonics to pupils of any age who are in the early stages of reading. Children begin learning to read as soon as they join the school in the Reception class. Staff use careful assessments to plan the daily phonics groups. Pupils read from books that match their phonics knowledge. They develop well as fluent readers.

Leaders and staff are ambitious for pupils with special educational needs and/or disabilities (SEND) to achieve as well as possible. Leaders ensure that they identify pupils' needs quickly so that they can provide the right support. Staff liaise regularly with parents and with a range of external support services. Pupils with SEND can participate fully in the wider life of the school.

Leaders promote pupils' broader development well. The school's values, known as the 'Shardlow Spirits', are a constant thread in all aspects of school life. Qualities such as respect and resilience are encouraged and celebrated widely. Pupils understand the importance of treating everyone equally, regardless of race, religion or disability. Support for pupils' physical and mental health is a strength of the school's provision. Pupils typically participate in a wide range of sports and other activities. Leaders and staff are ambitious for pupils to develop an awareness of the world beyond the school gates. There are positive links with community organisations, such as the Royal British Legion.

Governors are experienced and skilled in their role. Together with the multi-academy trust, they provide strong support and challenge for the school. Governors fulfil their statutory duties. They are considerate of staff's workload and well-being, including that of the senior leaders. Staff praise the training and development opportunities they receive. Staff also appreciate leaders' approachability and concern for their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff describe safeguarding as their 'top priority'. There are strong systems in place to ensure that all staff and governors receive regular training. Records of concerns show that staff are meticulous in reporting and recording concerns as soon as they occur. Staff are aware of the risks to pupils online. They make sure pupils understand about online bullying and harmful behaviour.

Through the personal, social and health education curriculum, and in assemblies, pupils learn how to keep themselves safe. There is a family liaison officer, who is available to support pupils and families in need.

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

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

- Leaders have revised the curriculum to ensure that it sets out what pupils should know, and be able to do, from the early years to Year 6. This work is almost complete. In a small number of foundation subjects, further refinements are required to the curriculum design and implementation. Leaders should ensure that the curriculum is fully planned and sequenced in all subjects and enables all pupils to know and remember more as they progress through the school.
- In some areas of the curriculum, teachers do not pick up on pupils' misconceptions as quickly as they should in lessons. They do not always step in to provide the support that pupils require. When this happens, pupils are unclear about the key content they should know and remember. They are at risk of falling behind and developing gaps in knowledge and skills that may impede their progress. Leaders should ensure that teachers understand how best to check pupils' understanding, to enable them to address pupils' misconceptions, and provide timely support, so that pupils know more and remember more over time.

## 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.

## 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>	141544
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10228923
<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>	96
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Pip Dean
<b>Headteacher</b>	Kylie Magner
<b>Website</b>	<a href="http://www.shardlowprimary.co.uk/">www.shardlowprimary.co.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Shardlow Primary School became an academy in January 2015. When its predecessor school, Shardlow Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Willow Academy Trust.
- The headteacher was appointed to her role in 2018.
- The assistant headteacher was appointed in September 2022.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the assistant headteacher and curriculum leaders.
- The lead inspector met with the chief executive officer from the multi-academy trust as well as with the chair and vice-chair of the local governing board.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a familiar adult.
- Inspectors also discussed the curriculum, reviewed curriculum planning and looked at samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

### **Inspection team**

Christine Watkins, lead inspector

His Majesty's Inspector

Caroline Evans

Ofsted Inspector

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