

Inspection of a good school: Street Lane Primary School

Street Lane, Denby, Ripley, Derbyshire DE5 8NE

Inspection date: 28 September 2022

Outcome

Street Lane Primary School continues to be a good school.

What is it like to attend this school?

Pupils love coming to this school. It is a happy and caring school. Pupils understand the importance of working to uphold the school's values of respect, kindness, resilience, honesty and ambition. They are proud of the badges they earn when they demonstrate the meaning of the school's values through their actions and words.

Pupils say they feel safe at school. Parents and carers agree. Pupils say bullying is very rare. They are confident that any occurrence would be sorted out quickly. Pupils know they can go to any adult in school if they have a concern or worry. They know that staff will listen and help them.

Expectations are high for everyone. All pupils have access to the same curriculum, which leaders have designed to meet pupils' needs.

Pupils enjoy having opportunities to lead. Well-being ambassadors help others who may need a kind word or a listening ear. Members of the school council are proud of the work they do to help develop the school. Currently, the school council is mindful of reminding everyone to save energy by turning off unnecessary lights and encouraging pupils to have healthy and waste-free snacks.

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

The school provides a good quality of education. Leaders and other staff have worked hard to improve the curriculum they offer pupils. They have a clear vision for how they want to develop the school further.

Leaders have been developing the curriculum to make sure that it meets the needs of pupils in this small school. Pupils learn in mixed-age classes. Most subjects are well thought out and carefully planned. In these subjects, teachers make sure that pupils understand what they are learning and how it builds on what they already know.

However, leaders have more work to do in a few subjects to make sure that pupils deepen their knowledge over time.

Teachers use their good subject knowledge to explain new ideas to pupils clearly. Pupils enjoy their lessons and can articulate their learning in detail. For example, pupils confidently discuss what algorithms are and how they are used in computing.

In mathematics, leaders have planned the curriculum around pupils' needs. Leaders want pupils to be able to understand numbers and to use them to identify patterns and solve equations. Children in the early years are keen to show their knowledge of numbers up to six.

Leaders have made reading a high priority. Pupils say they enjoy reading. Story time at the end of each day is a highlight. There is a consistent approach to the teaching of phonics. Staff have high expectations and are well trained. Children begin to learn the sounds that letters make early on. They settle well into the routines of learning phonics and are keen to join in. They are excited to demonstrate their knowledge of the sounds they have learned by writing words on their own. Staff pay close attention to how well pupils know their sounds. However, leaders do not always provide support quickly enough for some pupils who struggle to read well. Occasionally, the books given to these pupils to help them learn to read are too difficult.

Pupils with special educational needs and/or disabilities (SEND) are well supported to succeed in school. Staff make effective use of resources to identify these pupils' needs quickly and provide them with suitable support. Pupils with SEND receive the extra help they need so that they can learn the same curriculum as their peers.

Pupils have opportunities to develop both within and beyond the taught curriculum. Leaders plan trips and experiences that enrich pupils' lives. Pupils enjoy a range of after-school clubs such as archery, fencing and learning to play the handbells. Leaders have developed a strong link with the community and families. Parents are often invited into school to take part in activities such as observing how phonics is taught or to join in the school's version of 'Come Dine with Me'.

Governors regularly visit the school. They ensure that leaders keep them well informed. Staff are proud to work at the school. They say that senior leaders have everyone's well-being at the heart of all they do.

Safeguarding

The arrangements for safeguarding are effective.

Staff have developed trusting relationships with pupils and families. Pupils and parents say that school is a safe place. Staff teach pupils how to stay safe both inside and outside school. Pupils learn how to stay safe, including when using the internet and social media.

Staff know the warning signs that a pupil may be in danger and understand what to do if they have a concern. Leaders respond to these concerns quickly. They keep detailed

records of the action they take to keep pupils safe. They work closely with external organisations when pupils need extra help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are taught in mixed-age classes. Leaders have designed and implemented a curriculum that rotates on a cycle. However, in a small number of subjects, the curriculum plans are not as progressive as they should be. Some pupils do not have the knowledge they need to successfully build on. Leaders, including subject leaders, need to check the progression of their curriculum plans closely to ensure that these plans allow all pupils to build on their prior knowledge.
- Leaders have implemented a consistent approach to the teaching and assessment of phonics. Teachers have good knowledge of the gaps in pupils' learning. However, some pupils who find reading difficult do not always receive the support they need quickly enough. Sometimes, the books they are given to read are too difficult. These pupils are not as fluent readers as they should be. Leaders must ensure that these pupils get effective support swiftly. They must make sure that the books pupils read are appropriate to their knowledge of phonics.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Street Lane Primary School, to be good in April 2015.

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

Unique reference number	145251
Local authority	Derbyshire
Inspection number	10240406
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	Board of trustees
Chair of trust	Dr Andrew Hindmarsh
Headteacher	Mrs Natasha Austin-Cooke
Website	www.streetlane.derbyshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Street Lane Primary School converted to become an academy school in May 2018. When its predecessor school, Street Lane Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not make use of any alternative provision.

Information about this inspection

- 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 and other leaders.
- The lead inspector met with three members of the trust, including the chair of the board of trustees. She met with the chair and vice-chair of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some

pupils about their learning and looked at a sample of pupils' work. They also looked at the school's curriculum overview of their two-year rolling cycle.

- Inspectors spoke with parents. Account was taken of the responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors also spoke to groups of pupils and staff.
- The lead inspector met with leaders to discuss safeguarding. Inspectors met with staff to discuss their understanding of the safeguarding risks and reviewed the school's procedures to keep pupils safe. Inspectors considered documentation relating to safeguarding, the school's single central record and the system for undertaking checks on new staff.

Inspection team

Heidi Malliff, lead inspector

Ofsted Inspector

Julian Scholefield

Ofsted Inspector

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