

Inspection of Calow CofE VC Primary School

North Road, Calow, Chesterfield, Derbyshire S44 5BD

Inspection dates: 28 and 29 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Calow Church of England Primary School try their best to live out the school's motto of 'show your shine everywhere'. This is reflective of the high ambition that leaders have for pupils. They work and play together happily. Pupils say that everyone is kind. They show respect for one another and their teachers.

Right from the beginning of school, pupils behave well. They enjoy the rewards they receive for doing the right thing. They are proud of their school houses: Earth, Fire, Air and Water and celebrate when they are given a house point. Everyone wants their house to win. They are keen to take on one of the many responsibilities they can have around the school. They support each other as playground pals, eco monitors and anti-bullying ambassadors. Pupils say that bullying is rare. If it happens, they know to tell a member of staff who will deal with it straight away.

Pupils enjoy the school clubs that they can take part in. The school choir has an opportunity to sing in front of their families at church services. Other pupils enjoy the sports clubs. Cookery club is a popular choice where pupils learn to make a wide range of food from breakfast pots to homemade pizza.

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

Under the guidance of the new senior leadership team, the school has made significant progress. Leaders have gained the confidence of staff, governors and parents. Everyone is optimistic that the school will continue to go from strength to strength. One parent said: 'We have a fantastic new team who have brought great ideas to the school ... the staff are smiling again.'

Leaders have developed an ambitious curriculum. Curriculum plans identify what pupils need to learn, and when. Leaders have prioritised the teaching of subject-specific vocabulary. This is working well. In history, younger pupils discuss their understanding of chronology using the terms 'Before Christ' and 'Anno Domini'. In art and design, pupils talk about the 'tone' and 'exaggerated lines' they have used in their work.

In a very small number of foundation subjects, the key knowledge is not as precisely identified as it is in other subjects. This can mean that the activities pupils complete are not fully successful in enabling them to acquire new knowledge. While systems for checking on pupils' learning are well embedded in English and mathematics, this has yet to be developed as fully in the wider curriculum.

The teaching of phonics begins promptly in the early years. Children in the Nursery class play listening games to prepare them to hear the sounds in words that will help them to learn to read. Staff have received the training they need to teach phonics with confidence. Adults keep track of how well pupils are learning to acquire new sounds. Pupils who are at risk of not keeping up get extra help. Pupils are

positive about reading. They have access to a wide range of books in their attractive school library.

Leaders are ambitious that pupils with special educational needs and/or disabilities (SEND) will succeed. Staff have been provided with training so they can identify pupils' needs promptly. Staff say they are now much more confident in providing the right support for these pupils. Leaders have also ensured that the emotional needs of pupils with SEND are met. Strong pastoral care is provided. This support allows pupils to develop the social or emotional regulation skills they need to be fully included in all aspects of school life.

The school's personal, social and health education curriculum prepares pupils well for life in modern Britain. Pupils learn about healthy lifestyles and how important it is to value who they are and feel good about themselves. Pupils also learn about the diverse nature of society. They know that any kind of discrimination is wrong.

Leaders have high expectations of staff as well as pupils. They have invested heavily in training for staff. Staff embrace the opportunities they have been given for professional development. They say they feel valued and that leaders consider their workload.

Governors have worked closely with leaders to improve the school. They have sought external support to improve their skills as governors and to ensure that they fulfil their statutory responsibilities. They now have a clear understanding of the school's strengths and hold leaders to account for the improvements that have yet to be made.

Leaders and governors understand that much of the curriculum is new. They have yet to fully monitor the impact of the planned curriculum on what pupils know and remember in the long term.

Safeguarding

The arrangements for safeguarding are effective.

Every member of staff understands that safeguarding is their responsibility. They have received the training they need to fulfil their role effectively. They know when and how to report concerns they may have about a pupil. The designated safeguarding leads are experienced. They respond quickly to any concerns raised. They know the pupils and their families well. They have strong links with a range of agencies. They work relentlessly to make sure that vulnerable pupils and their families receive appropriate support.

Pupils know about potential risks to themselves and how to keep themselves safe in everyday life.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of foundation subjects, curriculum planning is not as precise as it could be. In these subjects, teachers are not clear enough about what they need to teach. Leaders should ensure that all curriculum plans clearly map out the key knowledge that pupils need to know and remember.
- Leaders have not developed a consistent approach to checking what pupils know in foundation subjects. As a result, teachers are not systematically checking that pupils remember prior knowledge or where they may have gaps in their learning. Leaders should develop an effective and proportionate approach to assessment so that teachers can accurately identify the next steps in pupils' learning.
- Leaders have ensured that significant improvements have been made to the school's curriculum. However, they have not yet checked that all of the changes made are successfully making a difference to what pupils know and remember in the long term. Leaders should ensure that their monitoring and evaluation of the school's curriculum is effective in enabling them to identify what is working well and where further improvements are needed.

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	112876
Local authority	Derbyshire
Inspection number	10241612
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair of governing body	Sheila Cotton
Headteacher	Sarah Wigfield
Website	www.calow.derbyshire.sch.uk
Date of previous inspection	25 and 26 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary controlled school and is part of the Diocese of Derby. The school's most recent section 48 inspection took place in March 2017.
- The headteacher was appointed in January 2022.
- The school does not use any alternative provision.
- The school runs a breakfast club that is managed by the governing body.

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, deputy headteacher and other senior leaders.

- The lead inspector met with three members of the governing body, including the chair of governors. She also held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers from the lessons visited. Inspectors spoke to pupils about their learning and viewed examples of their work. Inspectors also reviewed curriculum plans for geography, computing and physical education.
- To inspect safeguarding, the lead inspector met with the school's safeguarding leaders to discuss the school's arrangements for keeping pupils safe. She reviewed a wide range of safeguarding documentation, including records of concern and the single central record. Inspectors also spoke to staff and pupils about safeguarding.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors considered the response to Ofsted Parent View and Ofsted's free-text service. An inspector also spoke to parents at the start of the school day.
- Inspectors spoke to staff about their view of the school and considered their response to Ofsted's online survey.

Inspection team

Caroline Poole, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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