

# Inspection of a good school: Breadsall CofE VC Primary School

Moor Road, Breadsall, Derby, Derbyshire DE21 5LA

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Inspection date:

2 November 2022

## **Outcome**

Breadsall CofE VC Primary School continues to be a good school.

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

Breadsall CofE VC Primary School is a flourishing school. Pupils are happy and enjoy their learning. They told inspectors, 'We're a small school, but we're a friendly school.' Pupils are proud of their school. They say that they feel safe.

Pupils really care for each other. Pupils are polite and respectful. They behave very well. One pupil told inspectors: 'There is no bullying, and everyone gets along. The learning is fun, and the adults really look after us.' Pupils know that staff quickly sort out any problems and that bullying is not tolerated. Pupils know what is expected of them. They have a very clear understanding of equality.

Leaders prioritise pupils' personal and academic development. Leaders promote the school's values of: 'Love, Hope and Respect'. Pupils know and understand these values. Pupils like to work hard and achieve. They enjoy making a positive contribution to the life of the school as head prefects, house captains and school councillors.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said, 'The school has high expectations for its pupils and the values are well promoted.' Parents like the broad range of extra-curricular clubs available for pupils.

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

Leaders have developed a sequenced and coherent curriculum. They ensure that pupils build their knowledge and skills gradually over time. Pupils usually remember what they have learned. For example, pupils recall learning about the Great Fire of London. Other pupils can recall facts about Samuel Pepys. However, there are inconsistencies in what some pupils can remember about their learning over time. For example, in history, some pupils are unable to remember key knowledge that leaders have planned for them. Other pupils are not always clear on what they have learned about British values. Leaders are reviewing the school's approach to assessment. In some subjects, teachers check

carefully how well pupils acquire knowledge and use it fluently. In other subjects, approaches to assessment do not identify gaps in pupils' learning well enough.

Reading is a priority in the school. From the moment pupils join the school in the early years, they begin learning to read in a very structured way. Pupils use their knowledge of phonics to sound out unfamiliar words. Books are closely matched to the letters and sounds that pupils are learning. Staff regularly check how successfully pupils learn new sounds. They are quick to provide support if pupils fall behind. Nothing is left to chance. Leaders are determined that all pupils will read well. Pupils say that they enjoy reading.

Pupils also say that they enjoy mathematics. Leaders have set out the order in which pupils learn new knowledge. Pupils gradually build their understanding and skills over time. Pupils explain their learning well, using mathematical vocabulary. For example, pupils use 'square number' and 'prime number' when discussing number facts. Other pupils confidently round three-digit numbers to the nearest 1,000. Pupils have regular opportunities to revisit their learning in 'Fluent in 5' activities. Some pupils use mathematical equipment well, to support their learning.

Leaders ensure that there is a sharp focus on developing children's communication and language in the early years. Children work independently on tasks such as segmenting and blending unfamiliar words. Children are confident in using sounds which have two or three letters representing them in phonics. Staff ensure that children correctly form the different letters of the alphabet when they are writing. Staff ask questions which deepen children's understanding.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Teachers provide strong support and ensure that resources are suited to these pupils' needs. They regularly check how successfully pupils with SEND access the curriculum. Leaders regularly seek advice from external agencies, to ensure that pupils with SEND thrive at school.

Leaders help pupils to develop resilience and to express their emotions. Leaders promote the right for pupils to be safe and happy through their 'Speak out and we will listen' campaign. Pupils know how to keep fit and eat healthily. A high proportion of pupils attend extra-curricular clubs. Pupils' knowledge of different faiths and beliefs is strong. Pupils show respect for people who may be different from themselves. There is some inconsistency in some pupils' knowledge of the fundamental British values.

Staff are overwhelmingly positive about the school's leaders and the professional support that they receive. Governors and representatives of the local authority know the school well. They fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders provide regular training for staff and governors. Staff know how to spot pupils who may be at risk. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record-keeping is detailed. Governors regularly check the school's safeguarding procedures.

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

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

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

- Leaders have developed a coherently planned and well-sequenced curriculum. On occasions, there are inconsistencies in what pupils can recall about their learning in some subjects. Pupils are not always clear on what they have learned about fundamental British values. Leaders should ensure that all pupils, including those with SEND, know more and remember more of the school's curriculum thinking, including the curriculum for pupils' personal development, from early years to the end of key stage 2.
- Staff regularly assess what pupils know in the core subjects. However, leaders have not developed assessment systems for the foundation subjects, including for pupils with SEND. As a result, teachers do not regularly check how successfully pupils access the wider curriculum. Leaders need to develop a consistent approach to assessment in the wider curriculum subjects and ensure that the use of assessment does not place unnecessary burdens on staff or 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 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 second ungraded inspection since we judged the school to be good in January 2012.

## 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>	112805
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10227229
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Adam Gomes
<b>Headteacher</b>	Rachel Payne
<b>Website</b>	<a href="http://www.breadsallprimary.com">http://www.breadsallprimary.com</a>
<b>Date of previous inspection</b>	31 January 2012, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The last section 48 inspection of Anglican and Methodist schools took place in February 2017. This is an inspection of the school's religious character.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the assistant 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 history. For each deep dive, the inspectors 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 inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- One 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

His Majesty's Inspector

Kelly Lee

Ofsted Inspector

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