

# Inspection of a good school: Doveridge Primary School

14 Chapel Green, Doveridge, Ashbourne, Derbyshire DE6 5JY

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Inspection date: 29 November 2022

## Outcome

Doveridge Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy attending this small school where they know everybody. A typical pupil comment is, 'Everybody is friendly and will listen to your thoughts.' As a result, pupils say they feel safe. They say that bullying is rare. Pupils know who they should talk to if they have any concerns. They are confident that they can always talk to a teacher about their worries.

Pupils know the school values of 'ready, respect and safe'. They understand why these are important. Teachers are ambitious for pupils. Pupils say, 'They don't give up on you and help you to get it right.'

Pupils behave well in the school. They listen to each other respectfully. Pupils are kind and considerate. They know learning is important. Pupils try their best.

This school is at the heart of its rural community. Parents appreciate the many opportunities their children are offered at the school. The majority of parents spoken to feel that staff listen to any concerns they raise and respond swiftly. One parent, whose comment was typical of many, said: 'The pastoral support at this school is strong.'

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

Leaders have adopted a new approach to the teaching of phonics. They have clear expectations of how phonics needs to be taught. Staff have received appropriate training, and many have been quick to use this to improve their daily practice in teaching phonics. However, some staff still need more training to further refine their practice.

Checks on what pupils have learned are thorough and detailed. This means that teachers know what each pupil's next step is. Extra support is provided to pupils who are at risk of falling behind in phonics.

Pupils read from books that help them to practise the sounds they have learned in school. They read accurately from these books because they match their phonic knowledge well.

Other subjects are also well planned. Leaders have devised 'ladders' that detail the important skills that pupils need to be taught. These skills are built on year by year. Alongside the 'ladders', leaders have identified the important knowledge that pupils need to know in each subject. Teachers have thought carefully about the gaps in pupils' learning that have emerged during the three national lockdowns. Pupils receive additional teaching so they do not miss out on important parts of their learning. Not all staff are equally skilled in the delivery of key knowledge as leaders expect. For example, in lessons, not all staff are using assessment information well enough to ensure learning matches pupils' needs. As a result, a minority of pupils are not learning as well as they could.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate support. Leaders use information from assessments and support from outside agencies to identify next steps for pupils. Staff work alongside pupils with SEND in small groups or individually to provide help and guidance. However, the support pupils receive is not always closely linked to the targets they have been set. Therefore, they do not achieve as well as they could.

Parents and pupils value the many opportunities that leaders provide to support pupils' wider personal development. Pupils enjoy learning outdoors. They learn how to start a fire using a flint and steel and how to use a knife safely to carve. Pupils pursue and extend their interests through the clubs on offer in school. They enjoy opportunities to attend archery, dance and choir clubs. Pupils who are members of the newly formed 'action group' are working together to think of ways to raise money for new equipment in school. They are gathering ideas from other pupils using a suggestions box.

Children get off to a good start in the early years foundation stage. The environment offers them a broad range of learning opportunities. In the forest school, children scavenge for seeds after receiving a letter from a 'fairy'. They use words such as 'nocturnal' and 'diurnal' to describe animals they might see. Children learn about Henri Matisse and make a collage using his work as inspiration. Other activities on offer provide important opportunities to practise important skills which adults have taught them.

Staff appreciate the support they receive from leaders. They feel well supported and say their workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have forged good relationships with parents and carers. This enables them to provide the right help and support to vulnerable pupils and their families. The safeguarding lead is committed to ensuring the well-being and safety of all pupils. Safeguarding records are detailed. They show that leaders respond swiftly to any concerns raised.

Leaders have created a clear process for staff to report their concerns about pupils. This is understood by all staff. Staff and governors receive comprehensive safeguarding training. Leaders make regular checks to assure themselves that staff understand their duties and can spot the signs of possible abuse.

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

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

- A small number of staff are not as skilled as others in implementing leaders' clear expectations for how pupils should be taught. As a result, pupils are not learning as much as they could. Leaders need to provide further training and support to ensure all staff can teach effectively.
- Some learning activities are not matched precisely enough to pupils' needs. For a small number of pupils, this means they do not always acquire the intended learning. Leaders need to ensure that all staff use assessment information to provide learning activities that will support pupils to learn as well as they can.

## **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 May 2013.

## **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>	112537
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10240812
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Godfrey
<b>Headteacher</b>	Natasha Clark
<b>Website</b>	<a href="http://www.doveridge.derbyshire.sch.uk">www.doveridge.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	20 June 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes to the school since the last inspection.
- The school does not use 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.
- The inspectors held meetings with the headteacher, subject leaders and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics and science. For each deep dive, the inspector 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 considered the curriculum in all other subjects.
- The inspectors heard pupils in different year groups read.

- The inspectors reviewed the responses received on Parent View and considered the results of Ofsted's surveys for staff and pupils.
- To judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff, and met with the safeguarding team. The inspector also spoke with staff and pupils.

### **Inspection team**

Andy Lakatos, lead inspector

Ofsted Inspector

Ged Philbin

Ofsted Inspector

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