

# Inspection of a good school: Crich Church of England Infant School

Bowns Hill, Crich, Matlock, Derbyshire DE4 5DG

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Inspection date:

6 December 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## What is it like to attend this school?

Pupils at this small village infant school are happy and safe. Parents and carers appreciate the family ethos and nurturing environment. They feel that staff know their children well and take steps to support them. The school's motto 'caring, learning and praying together' is expressed through the daily act of worship. Pupils benefit from opportunities to participate in forest school when they enjoy the local landscape. School leaders place a high value on the promotion of pupils' mental health and well-being.

In daily phonics sessions, staff demonstrate high expectations for every child. As a result, pupils develop the necessary skills in reading. However, in other areas of the curriculum, activities are not always sufficiently ambitious. This means that pupils do not always develop the depth of knowledge and understanding that they could.

Behaviour at this school is generally good. There are few incidents of disruption and there are positive relationships between pupils and staff. Pupils are not concerned about bullying and say that staff deal quickly with any incidents. The golden rules focus on kindness and honesty. Pupils value the staff awarding them 'jewels' to recognise their contributions to school life.

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

Leaders demonstrate a good understanding of the phonic sequence. In the early years, there is skilful teaching of the sounds children must learn. As a result, children develop confidence in blending and decoding words. Pupils are generally given books to read that match the sounds they know. Pupils are encouraged to choose other books which interest them and help to develop vocabulary. Staff identify which pupils need additional support. However, they do not keep close checks on the impact of the 'keep up' provision.

In science, pupils are provided with opportunities to work scientifically in practical lessons which are designed to promote curiosity. For example, Year 1 pupils investigate the properties of materials using a range of objects, while Year 2 pupils work outside to explore magnetic forces. However, staff do not reliably provide opportunities for pupils to recall what they have previously learned.

In other subjects, leaders have begun to identify the key knowledge that they want pupils to learn. Subject leaders have not yet had the training they need to transfer this information into coherent curriculum plans. As a result, activities are not always purposeful or help pupils to know more and remember more. Leaders have not checked whether the curriculum is being well implemented. The school's approach to assessment is unclear. During lessons, pupils receive some feedback on how well they are learning. However, subject leaders are not confident in identifying how they will know whether pupils have remembered what they have been taught.

In the early years, children benefit from a range of creative learning opportunities. Children are keen to share their learning journals. These include artwork developed in response to significant events such as bonfire night and remembrance day. Staff plan activities in both indoor and outdoor learning spaces. Interactions between adults and children are language rich and this helps to promote learning. Nevertheless, it is not always clear how activities build on prior learning.

Provision for pupils with special educational needs and/or disabilities (SEND) is not well planned. Individual plans for pupils are not precise. They lack the specific targets which will help to ensure that pupils receive the support they need. Leaders have not ensured that staff adapt activities to match these pupils' different starting points.

The behaviour of pupils in lessons and around school is positive. In personal, social, health and economic education lessons, pupils learn about the characteristics of positive relationships. They explore ideas of tolerance and equality. Pupils behave respectfully. Incidents of poor behaviour are rare. In recent years, pupils have benefitted from opportunities to meet representatives from the local community. However, opportunities for pupils to engage in activities beyond the academic are currently limited.

Leaders support staff's workload and well-being. Governors recognise that the development of subject leaders is a key priority for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding policy is detailed and contains important information for staff on how to raise and record any concerns. Staff receive regular training, including on the risks of radicalisation and issues of concern in the local area. Leaders take care to identify pupils who may need early help or who are at risk of abuse, neglect or exploitation or who have been harmed. Where appropriate, leaders work with external agencies to support pupils who may need additional support. Leaders conduct safer recruitment checks and ensure that staff understand how to use the whistleblowing policy should the need arise.

Leaders ensure that pupils are provided with information about potential safeguarding risks and where to get help if they need it. Pupils also learn about online safety.

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

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

- Subject leaders have not had the appropriate support to enable them to develop and implement effective curriculum plans. As a result, pupils do not always learn step by step. Senior leaders should ensure that they work with subject leaders to secure well-sequenced curriculum plans which can be used to help pupils to know more and remember more.
- Leaders have not developed effective systems for checking that pupils learn and remember key information. Staff do not reliably ensure that activities match pupils' starting points. Leaders should ensure that they carefully design a strategy for checking what pupils know and remember across all areas of the curriculum.
- Provision for pupils with SEND is not fully effective. Staff do not have the necessary information to help them to respond to the specific needs of pupils. Leaders should ensure that pupil profiles are fully comprehensive, including the design of specific targets and the identification of appropriate strategies.
- Pupils do not benefit fully from a rich, wider curriculum. As a result, there are missed opportunities for them to develop cultural capital. Leaders should take steps to ensure pupils benefit from a wide range of opportunities.

## **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 September 2017.

## **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>	112867
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10241719
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Susan Rix
<b>Headteacher</b>	Julie Kirk
<b>Website</b>	<a href="http://www.crich-inf.derbyshire.sch.uk">www.crich-inf.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	19 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school's most recent section 48 inspection took place in February 2020. This is an inspection of the school's religious character.
- 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.
- Inspectors met with senior leaders to discuss a range of aspects of the work of the school.
- Inspectors carried out deep dives into reading, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to pupils about their learning and looked at samples of their work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.

- To examine safeguarding practice, inspectors considered records of work with external agencies and employment checks.
- Inspectors spoke with staff about workload and well-being and considered responses to the Ofsted staff survey.
- Inspectors also considered the responses to the online survey for parents, Ofsted Parent View.

### **Inspection team**

Emma Hollis-Brown, lead inspector	Ofsted Inspector
Jeremy Spencer	Ofsted Inspector

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