

Inspection of a good school: Diseworth Church of England Primary School

Grimesgate, Diseworth, Derby, Derbyshire DE74 2QD

Inspection date:

19 January 2023

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?

Diseworth Church of England Primary School is a happy place. Pupils enjoy their learning. One pupil said: 'We respect one another. We enjoy teamwork and being kind.' Pupils say that they feel safe. They are proud of their school.

Pupils know that staff expect them to behave well. Pupils behave well in lessons and around school. They understand what bullying is and say that staff sort it out quickly if it happens. Pupils listen to each other and play well together during breaks. Older pupils care for younger pupils. Pupils told inspectors that they like the recent changes to the school's behaviour policy.

Leaders have made recent improvements to the curriculum. However, they know that there is more to do. In some subjects, including reading, the curriculum is not taught well enough. This means that some pupils do not gain the knowledge and skills they should.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said: 'Since the new leadership team started, the school has dramatically improved. We receive regular updates on what is happening in school. The school team are friendly and approachable, and this creates a nice atmosphere.'

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

Leaders are implementing a new curriculum. In some subjects, leaders have precisely identified the knowledge pupils should learn. Where the curriculum is set out clearly into small steps, teachers know what to teach and when. Leaders are refining other areas of the curriculum. In some subjects, leaders have not yet decided on the knowledge they want pupils to learn. As a result, pupils do not build their knowledge over time. Leaders have not established ways to teach the curriculum content successfully in some

subjects. This hampers some pupils from remembering the most important knowledge and building their understanding over time. Curriculum leaders in many subjects are new. They have not yet acquired the expertise they need to lead their subjects. This limits their ability to bring about improvements, including through leading on curriculum development.

Reading is prioritised across the school. Leaders have recently introduced a new approach to teaching phonics. Leaders have ensured that the order in which pupils learn phonics is well planned. Leaders ensure reading books are closely suited to the level at which pupils are reading. However, there has not been sufficient training to ensure consistency in how all staff teach phonics. On occasions, staff do not pick up on pupils' mistakes. As a result of this, some pupils continue to make the same errors and their learning slows.

Plans are in place to support pupils with special educational needs and/or disabilities (SEND). Leaders are in the process of reviewing the school's approach to ensuring pupils with SEND fully access the curriculum. Leaders have recognised that some of the guidance on how to support pupils with SEND is not precise enough. On occasions, teachers do not provide sufficient support for pupils. As a result, some pupils with SEND do not make the progress that they could.

Relationships are positive between children and adults in the early years. Children in the early years are well cared for. They are polite and well mannered. Staff ensure that the learning environment is engaging. Staff provide tasks related to children's learning. For example, children work independently on tasks such as counting the number of cups of pasta to fill a container. Children confidently use their counting skills to build and apply their understanding of shape, space and measures.

Pupils are a credit to the school. They behave well and like the school's behaviour systems. Pupils play happily together at breaktimes. Staff quickly establish clear routines in the early years.

The curriculum extends beyond the academic. Pupils know how to keep fit and eat healthily. Pupils have some knowledge of different faiths and beliefs. Pupils show respect for people who may be different from themselves. Pupils like to be house captains, well-being ambassadors and library monitors. They like to contribute to school life. There are a limited range of after-school clubs. Leaders acknowledge the need to provide more opportunities to enhance pupils' personal development.

School leaders, with support from the local authority, have brought about recent improvements in the quality of education in the school. Staff are overwhelmingly positive about the school's leaders. They appreciate the professional support that they receive. Leaders work well with staff. They consider staff's well-being and workload. Governors and representatives of the local authority know the school well. They fulfil their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority. Staff know pupils and their families well. Leaders ensure that staff are trained to fulfil their role in keeping pupils safe. Staff understand their safeguarding responsibilities and know how to raise concerns. Leaders act promptly when concerns are raised. They keep detailed records and follow up referrals to external agencies thoroughly.

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

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders, including subject leaders, have not thought in enough detail about what pupils should be learning and how pupils should be helped to remember this important knowledge. Because of this, learning is sometimes limited. Leaders, including subject leaders, should review and develop the curriculum further so that teachers know exactly what to teach and how to teach it. They should do this to help pupils learn more, remember more and be able to do more.
- Staff are inconsistent in their implementation of the school's phonics programme. Some staff do not pronounce sounds correctly. They have not been trained well enough to deliver the school's phonics programme consistently. As a result, some pupils across the school struggle to read unfamiliar words and find it difficult to access the curriculum. Leaders should ensure that staff have the knowledge and skills to deliver the school's phonics programme successfully.
- Leaders do not always provide staff with sufficiently precise guidance to support pupils with SEND. As a result, pupils with SEND have not always benefited fully from a good-quality education. Leaders have very recently established rigorous systems to assess and meet these pupils' individual needs. Leaders should make sure that all pupils with SEND continue to receive the support they need to enable them to access the full curriculum and achieve as highly 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 July 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

Unique reference number	120127
Local authority	Leicestershire
Inspection number	10227218
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair of governing body	Richard Baker
Headteacher	Emma Pepper (Executive Headteacher) Lynne Heath (Head of school)
Website	www.diseworthprimary.co.uk
Date of previous inspection	26 January 2017, under section 8 of the Education Act 2005

Information about this school

- The last section 48 inspection of Anglican and Methodist schools took place in June 2017. This is an inspection of the school's religious character.
- The executive headteacher and head of school were appointed in April 2022.
- The chair of governors took up his post in August 2021.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 8 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 executive headteacher, the headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and

support staff.

- The inspectors carried out deep dives in reading, mathematics and physical education. For each deep dive, 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.
- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the 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

Shaheen Hussain

His Majesty's Inspector

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