

Inspection of Denfield Park Primary School

Victoria Road, Rushden, Northamptonshire NN10 0DA

Inspection dates: 7 and 8 February 2023

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 Good

What is it like to attend this school?

Pupils at this school are happy. They show positive attitudes to learning. Teachers have high expectations of behaviour. Pupils respond well to these expectations. They know the school's values well. Pupils say they are proud to be part of the school. Pupils learn to respect each other's differences. One pupil said, 'Everyone is different and this school teaches you to be proud of who you are.'

Pupils say that bullying does not happen very often at this school. They say that if it does happen, teachers deal with it well.

Pupils learn how to keep themselves safe and well. They learn about physical and mental health. Pupils know whom to talk to if they have any worries. Teachers and other adults provide lots of support for pupils with emotional or mental health worries. Pupils appreciate this. They say that they feel well cared for.

Pupils with special educational needs and/or disabilities (SEND) enjoy all aspects of school life. They attend extra-curricular activities, such as choir and sports clubs. Teachers are ambitious for pupils with SEND. They know these pupils very well. Pupils with SEND access the same learning opportunities as other pupils.

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

Leaders have developed a curriculum that is ambitious for all pupils. They have recognised that teaching vocabulary is important, to help pupils learn well in all subjects. The curriculum plans identify the vocabulary and knowledge they want pupils to learn. Leaders have thought carefully about the order in which pupils will learn knowledge, from the early years through to Year 6.

Historically, too many pupils have not performed as well as they should in national tests in reading, writing and phonics. Consequently, leaders have improved the curriculum in English. They have improved plans for teaching reading and writing, to make sure pupils have the skills they need to be ready for their next steps.

Teachers plan activities that help pupils learn the grammar and vocabulary they need in order to write. In some English lessons, teachers do not give pupils the time they need to practise their writing. In other lessons, when teachers do give such opportunities, pupils use the knowledge they have learned and write well. In the early years, teachers help children to develop the skills they need for writing. Leaders have not yet planned well enough how to support pupils to develop their handwriting in key stage 1. Pupils practise their handwriting but do not learn the skills they need to improve.

Leaders have a strong focus on reading. They have trained all staff in the school to be expert at teaching phonics. Teachers begin teaching phonics in the early years. Leaders check on pupils' progress in reading often. They use these checks to make sure that pupils get the right teaching to help them quickly learn to read. Teachers

know which pupils need extra help. They take time every day to give them individual support. Pupils across the school enjoy opportunities to read daily. Teachers read to pupils to share their love of reading.

In other subjects, teachers use their strong subject knowledge to plan engaging lessons. They ask questions to check what pupils know. Teachers adapt their plans to make sure that all pupils, including pupils with SEND, learn well. Teachers plan activities to help pupils remember what they have learned.

Leaders make sure that teachers and other adults understand the needs of pupils with SEND. Pupils with SEND get excellent support, both in the specialist unit and in mainstream classes. Parents and carers speak positively about the progress their children make and the care they receive.

Pupils behave well in lessons. They say disruptions are rare. Teachers use rewards to promote good behaviour. Pupils appreciate the rewards they can earn for behaving and learning well. In the early years, children learn clear routines. Teachers help them develop independence so that they are ready for key stage 1.

Leaders have thought carefully about how to make sure that pupils are ready for the wider world. Pupils learn about healthy relationships, different faiths and cultures, respecting diversity and looking after themselves. Pupils of all ages said that they had not learned about fundamental British values. Leaders recognise this. They have planned a new curriculum for personal, social and health education (PSHE), including the teaching of these values.

Governors share leaders' ambition for all pupils. They recognise the importance of improving outcomes for pupils. Leaders have prioritised professional development for all staff. Staff value this. They are positive about the school and say they are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a system that supports staff to raise any concerns about pupils' safety and well-being. They act quickly to make sure pupils are not at risk. Leaders work with families and other agencies to make sure pupils are safe.

All staff and governors understand their role in keeping children safe. Leaders deliver regular training updates.

Pupils learn how to keep themselves safe. They learn about e-safety in computing lessons. Teachers use resources from the NSPCC and Childline to deliver important messages to pupils. Pupils say they feel safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The knowledge pupils need to learn in order to write is clearly defined in the curriculum. Teachers plan activities to help pupils learn this knowledge. However, in some classrooms, pupils are not given enough time to practise writing. Teachers need to make sure that pupils get time to practise writing and to apply the knowledge they have learned.
- Leaders have not carefully planned how to teach handwriting. Across the key stages, pupils' handwriting is too variable. Pupils do not learn the knowledge and skills they need to improve their handwriting. Leaders should ensure that plans identify the component knowledge that pupils need to learn to improve their handwriting.
- There is a new curriculum in place for PSHE that includes planning for the teaching of the fundamental British values. Pupils do not know these values. Leaders must ensure that pupils understand the fundamental British values.

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	121942
Local authority	North Northamptonshire
Inspection number	10254836
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair of governing body	Robert Remedios
Headteacher	Angela Griffiths
Website	www.denfieldparkprimary.co.uk
Date of previous inspection	21 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with autism spectrum disorder, which caters for 14 pupils.
- The school uses two unregistered alternative providers.

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, the deputy headteacher and the special educational needs coordinator. They also met with some curriculum leaders, teachers and other staff members.
- The lead inspector met with the chair of the governing body and another governor.

- The lead inspector spoke to the local authority school improvement partner.
- Inspectors carried out deep dives in these subjects: reading, English, mathematics, computing 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. The lead inspector observed some pupils reading to a familiar adult.
- Inspectors also looked at curriculum plans for the early years and for PSHE.
- Inspectors considered the responses to the parent, staff and pupil surveys.
- Inspectors spoke with pupils to hear their experiences of the school.
- The lead inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

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