

Inspection of a good school: Dinting Church of England Voluntary Aided Primary School

Dinting Vale, Glossop, Derbyshire SK13 6NX

Inspection date:

2 March 2023

Outcome

Dinting Church of England Voluntary Aided Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of the school. Staff and pupils live out the school's motto of 'Love your neighbour as yourself'. There is a strong sense of family and belonging. Pupils are respectful and are happy to be part of the school.

Staff have high expectations of pupils' behaviour. Pupils meet these expectations. The school is calm, purposeful and orderly. Pupils behave well. They focus on their learning. Bullying rarely happens. Pupils know that staff would deal with it if it did occur.

Leaders prioritise pupils' personal development. Pastoral care is very positive. Staff nurture pupils to become confident, resilient and successful. Staff provide pupils with meaningful opportunities that support pupils' personal development. Older pupils are proud to be buddies with Reception children. Pupils value the range of experiences they have. They take pride in their work and achievements. They enjoyed the school's 'Star-books' event in the neighbouring church. They liked identifying the 'book in a jam-jar', created by other pupils.

Parents and carers are overwhelmingly positive about the school. Typically, a parent commented, 'I adore this school. I adore the staff and the entire school community. They are wonderful people who work hard for the children to make sure they are safe, happy and well educated.'

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

Pupils experience a broad and ambitious curriculum. Leaders have developed ambitious curriculums in most subjects. Most subject curriculums identify the precise knowledge that pupils need to learn and when they should learn it. Leaders ensure that these subject curriculums enable pupils to build learning from one year to the next. For example, in mathematics, computing and physical education (PE), the curriculums are ambitious and

well sequenced. However, some subject curriculums are less ambitious than others. For example, the curriculums in geography and art lack the necessary aspiration to ensure that pupils achieve as highly as they should.

Teachers have good subject knowledge. They check pupils' learning regularly. Pupils build on their learning by revisiting topics regularly.

Leaders make sure that reading is a priority across the school. Pupils begin to read when they start school in Reception. All staff are trained to use phonics resources well. Staff use consistent techniques when helping pupils sound out words to become fluent in their reading. Staff assess pupils regularly. They support those pupils who are falling behind. Parents are given guidance to help them when reading with their children at home. All pupils engage in reading daily. Pupils enjoy their story times. They develop a love of reading.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff are skilled in identifying and providing for these pupils' different needs. Teachers adapt their teaching to ensure that they cater for the needs of pupils with SEND. Parents of these pupils appreciate the support their children receive.

Staff provide a range of opportunities that promote pupils' personal development. Pupils are well prepared for life in modern Britain. They learn to understand diversity, equality and respect. They learn about healthy living, including the value of physical activity, the benefits of a balanced diet and the importance of sleep. Leaders make sure that the personal, social, health and economic (PSHE) education is well thought through. Leaders adapt what is taught through PSHE to address potential local risks. Pupils learn about age-appropriate relationships and sex education. Staff promote pupils' spiritual development. Pupils learn about different religions and cultures. They learn about right and wrong. Pupils are actively involved in the local community. For example, they support a food bank and visit a local bookshop.

Leaders and governors lead with a strong moral purpose. The school's values underpin its leadership and work. Governors are supportive. They appropriately challenge leaders. Governors visit the school regularly. They know the school's strengths and priorities for development. They are mindful of, and actively support, teachers' well-being and workload.

Staff appreciate leaders' consideration and support. They value opportunities for their professional development. For example, teachers benefit from being able to develop their knowledge and skills to lead curriculum subjects. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They prioritise pupils' safety and welfare. Leaders and staff know pupils and their backgrounds very well. Staff receive regular training and updates. They know their responsibilities well. Leaders take

appropriate steps when they have concerns about pupils' welfare. They work with external agencies to provide additional help when needed.

Leaders and governors regularly monitor safeguarding procedures. They make sure that the school's safeguarding arrangements are appropriate. Pupils learn about potential risks and how to be safe, for example when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not as well developed and ambitious as others. As a result, pupils do not necessarily build their key learning over time across all subjects. Leaders need to ensure that all subject curriculums are equally ambitious, so enabling pupils to know and remember more over time and achieve as well as they should in all subjects.

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 March 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

Unique reference number	112884
Local authority	Derbyshire
Inspection number	10254909
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair of governing body	Catherine Gee
Headteacher	Lynn Elliott
Website	www.dinting.derbyshire.sch.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England voluntary-aided school. It received its Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in January 2021. The next SIAMS inspection is not overdue.
- The school does not use the services of any alternative provision.

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 and the special educational needs and disabilities coordinator. They met with four governors, including the chair.
- An inspector spoke with a local authority officer by telephone.
- The inspectors carried out deep dives in these subjects: reading, mathematics and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke with pupils about their learning and looked at samples of pupils' work.

work. They listened to pupils read.

- In addition, inspectors considered other subjects, including computing, art and geography. They sampled pupils' work and reviewed curriculum planning.
- The inspectors met with safeguarding leaders. They reviewed the single central record, the safeguarding policy and related documents.
- The inspectors met with staff and pupils to discuss different aspects of school life. They observed pupils at lunchtime. They spoke with pupils informally.
- An inspector visited the school's gathering for collective worship.
- The inspectors scrutinised a range of documents. These included behaviour records and various policies. They reviewed information published on the school's website.
- The inspectors considered the views of parents who completed the Ofsted survey, Ofsted Parent View, including free-text responses. The inspectors spoke with the parents. They reviewed responses to Ofsted's staff survey.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Chris Stevens

His Majesty's Inspector

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