

# Inspection of a good school: Deer Park Primary School

New Road, Wingerworth, Chesterfield, Derbyshire S42 6TD

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Inspection dates:

7 and 8 March 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. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

Pupils say that it is 'brilliant' to be at Deer Park. The school is a happy place to learn. The 'kindness ambassadors' make sure that they care for others and spread kindness through the school. Pupils make sure that everyone is welcome.

Behaviour is positive. The new behaviour system encourages pupils to follow the rules. Pupils understand the rewards and consequences. They enjoy receiving rewards for working hard and for helping others. Playtimes and lunchtimes are calm and happy. Pupils say that bullying rarely happens. When it does, they know staff will deal with it. Pupils say they feel safe at school.

The majority of parents, carers and staff are proud of the school. They appreciate the recent changes that have been made. One parent said: 'Every child shines here. Pupils are treated as individuals'. Staff say that leaders are considerate of their workload. They enjoy working together as a team.

Leaders are highly ambitious for pupils. They want pupils to achieve well, both personally and academically. However, there are some weaknesses in the curriculum that are still to be tackled. Leaders have made a start on this but there is more to do.

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

Recently appointed senior leaders have ensured that all staff know what needs to improve at the school. They have secured significant improvements in a relatively short period of time. Leaders have identified the right priorities and have begun to tackle these with vigour.

Leaders have prioritised the teaching of reading. Pupils enjoy reading. They like the newly introduced 'Drop Everything Everybody Read' time at the end of each day where they share their favourite books. The school's phonics programme is relatively new. It is beginning to have a positive impact. All staff have received training and follow the programme closely. However, too many pupils in Years 2 and 3 are behind where they should be. More time is needed for the phonics programme to embed and to result in pupils consistently knowing the sounds that they should.

Leaders have begun to tackle the weaknesses in the curriculum. In some subjects, the curriculum is well planned and sequenced. It makes clear the content that pupils are expected to know and remember. Content builds incrementally over time. Pupils are helped to remember what they have learned. However, other subjects are less well developed. In these subjects, the curriculum does not make clear the precise content that needs to be taught. Content is not always taught in the best order. As a result, pupils' learning across the curriculum is inconsistent.

Work to develop the role and expertise subject leaders has begun. In many subjects, leaders check on how the curriculum is being taught. They check on how well pupils remember content. They provide training and support so that staff know the best way to teach their subject. However, this has yet to be rolled out to all subject leaders.

Leaders and staff share the same ambition for pupils with special educational needs and/or disabilities (SEND). These pupils receive well-tailored support. Teachers adapt lessons to make sure that pupils with SEND learn the curriculum alongside their peers. The special educational needs coordinator (SENCo) carries out regular checks to make sure that the help in place is working effectively. Changes are quickly made where they are needed.

Children in the early years are happy and get along well with each other. They respond well to instructions and suitable routines in place. However, the early years curriculum is not yet fully developed. It does not set out fully what children are expected to be able to do at each stage of their education. Until recently, insufficient thought had been given to how children's play contributed to their learning. Leaders identified these weaknesses and have begun to address them. However, this work is in its infancy.

Pupils' personal development is well catered for. Pupils are valued as individuals. They are given opportunities to flourish. Pupils say that: 'Everyone here is different. That's normal.' Pupils take on different roles, including those of reading and kindness ambassadors. They take on these responsibilities with pride. Pupils benefit from a wide range of visits, trips and residential visits.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there is a positive culture of safeguarding at the school. All staff understand and apply the school's policies and procedures. All concerns, regardless

of how minor they might appear, are recorded. Leaders quickly identify any pupils who need support. They follow up concerns diligently.

Pupils feel safe. They know that they can talk to any 'trusted adult' or a 'peer listener' if they have any concerns. Pupils are taught how to stay safe in a range of situations, including online. Online safety training is provided for the wider community.

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

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

- In some subjects, the curriculum does not make clear the precise content that needs to be taught. Content has not been fully sequenced. As a result, pupils' learning across the curriculum is inconsistent. Leaders should ensure that the curriculum is fully planned and sequenced consistently, across all subjects.
- The school's phonics programme is relatively new. It is beginning to have a positive impact. However, too many pupils are behind where they should be. Leaders should ensure that the phonics programme is fully embedded and results in pupils consistently knowing the sounds that they should.
- The early years curriculum does not set out fully what children are expected to be able to do at each stage of their education. Insufficient thought has been given to how children's play contributes to their learning. As a result, children in the early years are not yet achieving as well as they should. Leaders should ensure that the curriculum sets out precisely what children are expected to know and to do at each stage of their education, including through continuous provision.

## **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 January 2014.

## 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>	112651
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10254956
<b>Type of school</b>	Primary
<b>School category</b>	Community school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ben Bentley
<b>Headteacher</b>	Annette Lupton
<b>Website</b>	<a href="https://deerpark.derbyshire.sch.uk">https://deerpark.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	11 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2022.
- The chair of governors was appointed in September 2022.
- The school uses an external provider for pre- and after-school provision which is based on the school site.
- The school uses one unregistered alternative education provision that is run by the local authority.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and the deputy headteacher. The inspector met with five members of the governing body. The inspector also spoke with a representative of the local authority on the telephone.

- The inspector carried out deep dives in three subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils from the lessons. The inspector observed pupils reading to a member of staff.
- The inspector spoke with the early years coordinator and visited the early years setting. She met with the SENCo and looked at pupils' support plans.
- A wide variety of school documents were considered, including external reviews of the school and minutes from governing body meetings.
- To inspect safeguarding, the inspector undertook a range of activities. These included: speaking to the designated safeguarding leader; scrutinising the single central record; and reviewing safeguarding records. Furthermore, risk assessments and information about alternative provision were reviewed. The inspector spoke to staff about their safeguarding training and their understanding of the safeguarding procedures in school. The inspector also spoke with pupils about how safe they feel in school.
- The inspector met parents at the start of the school day. She also took account of the views of pupils, parents and staff through Ofsted's online surveys.

## **Inspection team**

Ann Davey, lead inspector

Ofsted Inspector

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