

Inspection of Risley Lower Grammar CE (VC) Primary School

Derby Road, Risley, Derby, Derbyshire DE72 3SU

Inspection dates: 21 and 22 March 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	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this small school where everyone knows them. They feel happy and safe. They said they can be themselves and 'everyone is welcome here'.

Pupils know the main rule here is to be safe, kind and polite. They behave well. They said that they treat everyone as they would like to be treated. Bullying is rare and the adults always deal with it quickly.

Staff want pupils to have purpose, resilience and success. Along with reading, these three priorities run through the curriculum. Pupils learn to read well. They enjoy listening to stories and recommending books they have enjoyed to each other.

Pupils benefit from a rich programme for personal development. They learn to think hard about 'big questions' about the world. The many clubs on offer are popular with pupils. Through the curriculum and extra-curricular activities, pupils can discover and nurture their talents and skills.

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

Leaders have designed an ambitious curriculum. They have identified what they want pupils to know and be able to do in each subject. They have set out what pupils will learn and when so that learning builds year by year from Reception to Year 6. Leaders have taken account of the school's mixed-age classes. They ensure that pupils in each year have clearly defined endpoints that teachers work towards. In some subjects, leaders are refining their plans to ensure that pupils have time to apply their learning in high-quality work.

Senior leaders have given subject leaders effective support to develop their knowledge and skills. As a result, subject leaders provide good advice and training to teachers. Teachers value this training. The positive impact on pupils' learning is evident in lessons.

Teachers know their pupils and their subjects well. They give clear explanations and check that pupils understand. Teachers make well-informed, effective adaptations to their teaching to support individual pupils. Leaders ensure that assessment is meaningful. They use it to identify and address gaps in pupils' learning. Pupils grow in confidence and resilience because of the extra help teachers give them. On occasion, teachers do not address the misconceptions that they identify in lessons. When this is the case, pupils do not get the feedback they need to improve their work.

Reading is a priority for leaders. Pupils learn phonics from the start of the Reception year. Staff have the expertise to teach phonics and early reading consistently well. Teachers make sure that they read from books that are well matched to the sounds they know. Teachers give pupils the help they need to keep up, or catch up, with

their peers. Leaders ensure that pupils encounter a rich, diverse range of literature and texts. Pupils develop a love of reading through 'Friday library', reading buddies and story time.

The provision for pupils with special educational needs and/or disabilities (SEND) is strong. Leaders have been diligent in improving how they identify and meet pupils' needs. They value pupils' and parents' views. Leaders ensure that staff give pupils with SEND the specific support they need to achieve ambitious targets. Pupils' work shows the positive impact of this support on their learning.

Children in the early years benefit from carefully considered provision. They enjoy warm, secure relationships with staff. Children play and learn happily together. Teachers have designed the stimulating learning environment to support children to make good progress. Staff maintain a sharp focus on ensuring that children are ready for the next stage of learning. As a result, children learn to listen and communicate well.

Leaders have high expectations of pupils' behaviour. Clear routines contribute to the school being calm and orderly. Pupils want to do well. They attend well and work hard most of the time. Teachers deal with any disruptions to learning promptly. Staff provide sensitive support for pupils who need help to improve or change their behaviour.

Personal development is a strength at this school. For example, leaders make sure that pupils see their role in shaping and improving the world we live in. Pupils have an impressive understanding of the protected characteristics. They know how to show respect for people's different faiths. They learn how to stay mentally and physically healthy.

Staff are proud to work here. They value how approachable leaders are and the support leaders give them. Governors carry out their duties with commitment and skill. Together with leaders and staff, they are on a mission to keep improving the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Leaders bring considerable knowledge to their roles. They stay up to date with the potential risks children may face locally. They know pupils and their families well. Records show that leaders act on any concerns swiftly and take appropriate action to ensure that pupils get the right support.

Leaders ensure that all staff do comprehensive safeguarding training. As a result, staff know their duties very well. Pupils are knowledgeable, too. Leaders make sure that pupils learn to keep themselves and others safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always address pupils' misconceptions or take opportunities to give pupils feedback to improve their work. This means that pupils do not always produce work of a high standard. Leaders must ensure that all staff take the time to teach pupils to improve their work so that pupils consistently produce high-quality work.

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	112850
Local authority	Derbyshire
Inspection number	10282626
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Local authority
Chair of governing body	Marie Edinborough
Headteacher	Paul Bridgmount
Website	www.risley.derbyshire.sch.uk
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in November 2022.
- The school does not use the services of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art 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 some other subjects and visited a range of lessons.

- Inspectors met with the headteacher and other leaders. The lead inspector met with representatives of the governing body, including the chair. She spoke with a representative of the local authority.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the lead inspector reviewed the school's policies, procedures and records. She met with the designated safeguarding leads. Inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered responses to Ofsted's parent, pupil and staff questionnaires. An inspector also spoke with parents at the school.

Inspection team

Aoife Galletly, lead inspector

His Majesty's Inspector

Amanda Greaves

Ofsted Inspector

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