

Inspection of Borrow Wood Primary School

Arundel Drive, Spondon, Derby, Derbyshire DE21 7QW

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have high expectations of pupils at Borrow Wood Primary School. Pupils thrive because they understand and live out the expectations set by leaders. Pupils proudly demonstrate the school's values of 'Challenge, Honesty, Ownership, Inclusion, Care, Excellence (CHOICE)'. This prepares them well for life in modern society. The result is a happy school, where pupils are confident and motivated to learn. Pupils behave exceptionally well.

Relationships between staff and pupils are positive and respectful. Pupils feel safe. They know that they can talk to staff about any concerns they may have. Bullying does not happen very often at this school. Pupils are confident that if it does happen, staff will deal with it effectively.

Pupils are offered a wide range of experiences during their time at the school. They learn to play a musical instrument, raise money for charity and write newspaper articles in the journalism club. They enjoy visits to faith centres in the local community. Parents value the work that the school does to support their children. One parent stated: 'I could not have picked a better school to meet the needs of our child.'

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

Leaders have developed a curriculum that is ambitious and well-organised. They have identified the key knowledge, skills and vocabulary they want pupils to learn from the early years to Year 6. Subject leaders have received training to develop their expertise in curriculum development. Leaders are ensuring that the school's curriculum is implemented consistently across all subjects. In most subjects, the curriculum is implemented effectively. Teachers make regular checks to find out what pupils know. This helps teachers to identify and deal with gaps in pupils' knowledge. For example, in mathematics, memory tasks enable pupils to revisit what they have learned regularly. This helps pupils know more and remember more.

Leaders have made improvements to ensure that the curriculum for pupils with special educational needs and/or disabilities (SEND) is well suited to meet needs. Leaders identify pupils with SEND as soon as possible. Teachers receive training to support these pupils effectively. As a result, pupils with SEND access the full curriculum and are successful.

The teaching of reading is a priority at this school. Leaders ensure that reading starts from the early years. Staff teach phonics well because they have received precise training. Teachers make sure books are well matched to the sounds that pupils know. Pupils practise reading regularly to become fluent readers. Leaders identify pupils who may be falling behind in their reading. These pupils receive extra support to catch up. Leaders ensure that reading remains a focus throughout school. They have chosen texts carefully to ensure that pupils engage with reading as well

as develop vocabulary. The well-stocked library helps pupils to develop a love of reading.

Leaders have a clear vision and ambition for early years education. A well-sequenced curriculum ensures children are ready for the next stage of learning. Teachers establish clear routines for children quickly. Adults guide children effectively. Activities engage children and develop independence. There is a strong focus on children acquiring language and vocabulary. Children use the outside area well. Children have many opportunities to learn about writing, reading and how to work together. Visitors help children learn about jobs, such as being a scientist or a police drone operator.

Pupils have positive attitudes to their learning. They behave exceptionally well in lessons and around school. They are respectful and show compassion to others in the school community who may be experiencing difficulties. They take pride in their work and look after the school environment.

Leaders make frequent checks on pupils' attendance. They use a range of systems to reduce pupil absence. As a result, many families now ensure that their children attend school more regularly.

The curriculum that supports pupils' personal development is exceptional. Leaders have thought carefully about the types of opportunities that will prepare pupils well for life in modern Britain. Disadvantaged pupils gain many experiences that enrich their lives. The curriculum helps pupils learn how to debate and consider viewpoints. This helps pupils to empathise and be tolerant and respectful of all communities. For example, pupils consider the impact of war on refugees. Pupils develop a strong understanding of world religions. They learn about spirituality.

Leaders consider the workload and well-being of staff. Staff, including those new to teaching, say leaders support them well to be successful in their roles. Governors and members of the trust support and challenge leaders well.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Leaders make sure that staff receive the training they need to spot the signs that a pupil may be at risk. Staff are vigilant. Leaders ensure that all concerns are well recorded and where necessary, seek additional support from external agencies. Leaders know pupils and their families well. Pupils and their families get the help they need.

Leaders ensure that there are regular opportunities to teach pupils to keep themselves safe. Trustees check that the school's arrangements for safeguarding are robust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in the implementation of the school's curriculum. In a few subjects, the curriculum is not implemented as leaders intend. This means there are some inconsistencies in how well pupils can learn and recall knowledge across the whole curriculum. Leaders must ensure that the curriculum is well planned, sequenced and implemented effectively across all subjects.

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	146847
Local authority	Derby
Inspection number	10268373
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Appropriate authority	Board of trustees
Chair of trust	Jane Green
Headteacher	Zoe Fletcher
Website	www.borrowwood.derby.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Odyssey Collaborative Trust in March 2019. The most recent inspection of the predecessor school, Borrow Wood Primary School, took place in November 2017, when the school was judged to require improvement.
- The school does not use any alternative provision.

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 held meetings with the senior leaders, including the special educational needs and disabilities coordinator, curriculum leaders and the early years leader.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, science and physical education. To do this, they met with curriculum leaders,

visited lessons, looked at pupils' work and met with teachers and pupils. The lead inspector also observed some pupils reading to an adult.

- The lead inspector met with the chief executive officer of the multi-academy trust, representatives from the board of trustees and local governing body.
- Inspectors took account of the responses to the Ofsted online surveys for staff and parents. Inspectors spoke to some parents during the inspection. They considered the views of pupils throughout the inspection.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Stephen Long, lead inspector	Ofsted Inspector
Helen Atkins	Ofsted Inspector
George Huthart	Ofsted Inspector

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