

# Inspection of Old Dalby Church of England Primary School

Longcliff Hill, Old Dalby, Melton Mowbray, Leicestershire LE14 3JY

---

Inspection dates: 16 and 17 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Good

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

Pupils enjoy attending this inclusive and caring school. The school values of 'love, honesty, community, teamwork and friendship' are woven into daily school life. This is evident in the calm and orderly environment and pupils' positive behaviour. Pupils respond well to the rewards of house points and merits. They earn these for modelling the school values and positive behaviour.

Pupils feel safe and valued by adults and their peers. There is a respectful school culture. Pupils demonstrate this through their actions towards each other and staff.

There are high expectations for every pupil to achieve as well as they can. Most pupils have a positive attitude to working hard. They enjoy the challenges they are set in lessons. Pupils with special needs and/or disabilities (SEND) do not always have the right resources they need to help them well enough in some lessons. This includes children in the early years.

Children in the early years are eager to learn. However, they do not always benefit from meaningful learning opportunities. Some children struggle to listen and manage their own emotions.

Parents and carers are extremely positive about the school. One comment, typical of many, is: 'Old Dalby School provides a wonderful, supportive and creative environment for children.'

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

Since the last inspection, leaders have significantly improved the curriculum. It is well sequenced and builds on the knowledge pupils should know and when. This has a positive impact on pupils' outcomes.

Most teachers have secure subject knowledge and impart it well to pupils. Teachers make links with other subjects to deepen pupils' understanding effectively. For example, in art, teachers use pictures of old artefacts and their physical features to help pupils to understand how to complete a line drawing of a recognisable artefact.

Teachers regularly check what pupils know. They use this information to plan pupils' next steps in learning. Teachers plan demanding challenges for pupils in most lessons. The degree of challenge builds according to coloured keys. Pupils feel a real accomplishment when they achieve the 'blue key', which is the most demanding. Most pupils know and remember what they learn.

Leaders have prioritised early reading. Children learn to read as soon as they start school. Teachers follow a phonics scheme, which all have received training to teach. Pupils who fall behind in their reading get the support to help them catch up. They use their phonics knowledge to sound out unfamiliar words. Teachers promote the

love of reading, to help pupils become more confident, fluent readers. Most pupils say they enjoy reading.

Children in the early years enjoy playing with their friends. The learning environment and delivery of the curriculum do not yet match leaders' ambitious intent. For example, opportunities for children to write accurately are few. The environment does little to develop children's communication and language skills. Children talk about what they are doing during activities, but do not know what they are learning. The activities children engage in often do not match what adults want them to learn. Children struggle to remember what they learn in the early years. They are not prepared well enough for Year 1.

Pupils with SEND access the same curriculum as their peers. Teachers do not always adapt their teaching well enough to ensure that these pupils make sufficient progress.

The personal development opportunities equip pupils well for their next steps. For example, pupils in Year 6 say they feel well prepared for secondary school. They know the importance of their school values and British values well. Pupils have a good understanding of different religions and can compare and contrast different beliefs. They understand the importance of respecting differences and know that everyone is equal. Pupils are less knowledgeable about different cultures.

Pupils enjoy the many clubs in schools. They even set up and run their own clubs linked to their own interests, including a 'comic club'. Pupils enjoy taking on responsibilities, such as being a prefect or a 'vision champion'. These pupils check on younger pupils and help to resolve any friendship issues.

All staff are proud to work at this school. They feel supported by leaders with their well-being and workloads.

Leaders have worked hard to improve the effectiveness of the local governing body. Governors receive training to support them in their role. They have undertaken significant monitoring of the quality of education and safeguarding. Governors know the strengths and areas for development of the school. They work well with leaders to bring about the necessary improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is everyone's responsibility. Staff receive regular training and updates to keep them informed. They know how to identify pupils who may be at risk of harm. All staff report any concerns they may have to the designated safeguarding leads. Leaders' actions are effective and support pupils and their families. Leaders work well with external agencies to get pupils the right support.

Pupils know how to keep themselves safe. They understand the importance of e-safety. All pupils have a trusted adult in school, and they know how to raise concerns if they have any worries.

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

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

- Teachers do not always adapt their teaching to support pupils with SEND well enough. As a result, some pupils with SEND do not make as much progress as they could. Leaders should ensure that all staff know how best to support the learning of pupils with SEND, so that these pupils achieve as well as they can.
- In the early years, teachers do not always set tasks that focus clearly on enabling the children to learn the key knowledge they should. Often, children are able to recall what they have done rather than what they have learned. As a result, they do not readily recall the key knowledge that would prepare them well for Year 1. Leaders should ensure that the manner in which teachers deliver the curriculum in the early years enables the children to learn securely, and be able to recall confidently, the knowledge they require to help them prepare effectively for key stage 1.

## **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>	140095
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10240417
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christine Todd
<b>Headteacher</b>	Rosie Browne
<b>Website</b>	<a href="http://www.olddalbyschool.org.uk">www.olddalbyschool.org.uk</a>
<b>Date of previous inspection</b>	17 November 2021, under section 8 of the Education Act 2005

## Information about this school

- Old Dalby Church of England Primary School is a school with a Christian ethos. The school's last SIAMS inspection took place in March 2017.
- There is a breakfast and after-school club managed by the school.
- 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 second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with: the headteacher; the deputy headteachers; and members of the local governing body, including the chair of governors.

- Inspectors undertook deep dives in the following subjects: reading; mathematics; history and art. Inspectors met with subject leaders, teachers and groups of pupils. They visited lessons and looked at pupils' work.
- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated leader for safeguarding.
- Inspectors met with leaders responsible for: behaviour; personal development; looked after children; pupil premium; attendance; and the provision for pupils with SEND.
- Inspectors considered responses to Ofsted's online parental survey, Ofsted Parent View, including free-text comments.
- Inspectors considered the views of staff gathered through meetings with groups of staff and through the responses to Ofsted's online questionnaire for school staff.
- Inspectors spoke to pupils in lessons and considered responses to Ofsted's online questionnaire for pupils. They observed behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors looked at a range of documentation, including that related to: self-evaluation; school improvement; attendance and behaviour; the curriculum; and governance.

### **Inspection team**

Anita Denman, lead inspector

His Majesty's Inspector

Ann Glynne-Jones

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023