

# Inspection of a good school: Egginton Primary School

Church Road, Egginton, Derby, Derbyshire DE65 6HP

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Inspection date:

11 May 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?

This is a friendly school where pupils are supported to 'be the best that they can be'. Pupils say that they feel happy in school. Pupils are well prepared for their next steps in education.

Pupils say that they feel safe at school. They know who to talk to if they have any worries. They know that staff care about them. Pupils know that adults will help them sort out any difficulties they may have. Pupils enjoy the 'Well-being Wednesday' sessions. Pupils enjoy having the time to talk.

Pupils say that 'everyone is so nice'. Pupils know and understand the school's golden rules. They are respectful. Pupils meet the high expectations of behaviour. They behave very well. Bullying is rare, and staff deal quickly with any incidents that arise.

Pupils of all ages play well together during social times. Some pupils take on roles of responsibility. Year 6 pupils enjoy the responsibility of being lunchtime table monitors.

Pupils are not achieving consistently well in all subjects. In some subjects, leaders have not made it clear what pupils need to know and remember.

Parents and carers are positive about the school. Typically, a parent commented on the 'togetherness of a unique school'.

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

Leaders have developed a curriculum that reflects the breadth of the national curriculum. They have identified the key knowledge that they want pupils to learn in mathematics. However, leaders have not determined the most important knowledge pupils need to know and remember in some other subjects.

Teachers plan lessons that build on what pupils have learned before in some subjects. Teachers use assessment to identify what pupils have learned and remember in mathematics and English. However, leaders have not ensured that assessment is as well developed in other subjects. As a result, some pupils develop misconceptions and do not learn the intended curriculum.

Leaders have developed a mathematics curriculum that logically builds pupils' learning over time. Teachers plan activities that appropriately challenge pupils. Expectations of what pupils can achieve in each year group are high. Ongoing assessment helps teachers to check what pupils have learned and identify gaps in learning. Teachers make sure that pupils who need extra help receive targeted support. Children in the early years are focused on their learning and achieve well.

Leaders are beginning to prioritise reading. Pupils begin to learn phonics as soon as they start in Reception. They read books that are matched to the phonic knowledge that they are learning. They quickly build their confidence and learn to read fluently. Staff have been trained to deliver the phonics programme. They help pupils to keep up if they begin to fall behind. Pupils develop a love of reading in their younger years. However, leaders have not ensured that pupils have access to a breadth of texts as they move through the school. Teachers do not regularly read stories to their class. The reading curriculum does not logically build learning over time.

Pupils with special educational needs and/or disabilities learn well alongside their peers. Teachers adapt the curriculum effectively to meet these pupils' needs. For example, they provide additional resources and ask relevant questions that deepen understanding.

The school's golden rules underpin all activities in school. Pupils know their importance. Leaders have prioritised pupils' well-being. Pupils speak confidently about respecting each other. Pupils gain from a variety of activities and trips that enrich their time at school. Leaders provide pupils with opportunities to learn about different faiths and equality through the curriculum and assemblies. However, pupils cannot recall what they have learned. Pupils cannot talk about the fundamental British values. They are not clear about different faiths or cultures.

Staff say they feel proud to be members of a happy and respected team. Staff appreciate the efforts that leaders make to manage their workload and well-being. Parents report that their children are happy and safe at school.

Those responsible for governance have created an effective team. They understand their role.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that an effective culture of safeguarding underpins the school's work. Staff know pupils and their families well. Staff receive regular training to ensure they are

up to date with statutory guidance. They are swift to act on any concerns. Leaders work effectively with external agencies. They ensure that pupils and their families receive the help that they need. Leaders complete appropriate pre-employment checks on adults before they start working with pupils.

Pupils learn how to keep themselves safe, for example when in the community and online.

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

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

- In some foundation subjects, leaders have not identified the key knowledge that pupils need to learn and when. As a result, pupils do not gain and consolidate the knowledge that they should learn in these subjects. Leaders need to ensure that foundation subject curriculums set out the precise knowledge that all pupils should learn and when.
- Teachers regularly check what pupils have learned in the core subjects. However, leaders have not developed a consistent approach to assessment of learning in the foundation subjects. As a result, teachers do not clearly know what pupils have learned in these subjects. Leaders need to develop a consistent approach to assess pupils' learning in foundation subjects.
- Leaders have not ensured that reading texts are suitable and appropriately challenging. As a result, pupils do not develop sufficient knowledge of different types of text and do not engage well with the texts they read. Leaders should ensure that pupils are provided with ambitious reading texts, carefully chosen to promote pupils' knowledge and skills as well as their love of reading.
- Pupils do not have sufficient opportunities to learn about diversity and equality. As a result, they are not as well prepared as they need to be for life in modern Britain. Leaders need to ensure that pupils have appropriate opportunities to develop a secure understanding of diversity and equality to be better prepared for life in modern Britain.

## **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 October 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

<b>Unique reference number</b>	112547
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10269040
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andy Farrow
<b>Headteacher</b>	Jason Cunningham
<b>Website</b>	<a href="http://www.egginton.derbyshire.sch.uk">www.egginton.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	14 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in January 2023.
- The school does not make use of 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 members of staff. The inspectors met with governors and a local authority representative.
- The inspectors carried out deep dives in reading, mathematics and art. For each of these subjects, the inspectors held discussions with subject leaders, visited lessons, looked at pupils' work and spoke with teachers and pupils. The inspectors listened to pupils reading.
- The inspectors reviewed a range of documents, including the school improvement plan, various policies and curriculum planning.
- The inspectors observed playtime. The inspectors spoke to a range of staff and pupils

informally.

- The inspectors spoke with safeguarding leaders, pupils and staff about the school's work to keep pupils safe. The inspectors reviewed safeguarding records and the single central record.
- The inspectors considered the parental responses to the Ofsted Parent View survey, including the free-text comments. The inspectors also considered pupil responses to the online survey and responses from staff.

### **Inspection team**

Donna Chambers, lead inspector

Ofsted Inspector

Liz White

Ofsted Inspector

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