

Inspection of Darell Primary and Nursery School

Niton Road, Richmond, Surrey TW9 4LH

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders are ambitious for pupils. They have a clear focus on developing pupils' respect for others, sense of responsibility, enjoyment and aspirations. These aims are realised in many ways. For example, pupils in each year group pick up litter in the school and local area. Leaders want pupils to take responsibility for the environment in which they live and work. Pupils enjoy school. At breaktimes, they love the array of activities available in the playground, including basketball games, cricket matches and construction-toy equipment.

Pupils behave responsibly from the early years onwards. For example, pupils move around the school calmly and sensibly, including when unaccompanied by an adult. Pupils are highly respectful of adults and each other. Many pupils shared the view that teachers are good at sorting out any problems that may arise. Pupils are safe and feel safe.

Leaders want all pupils to benefit from the wider opportunities that they organise. This includes the wide-ranging educational visits. Leaders work collaboratively with staff, parents and carers to make sure that all pupils are able to attend. This includes pupils in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND).

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

All pupils, including pupils with SEND as well as pupils in the specially resourced provision, receive an effective education. Leaders work collaboratively with a range of external professionals. This includes therapists, psychologists and leaders of the nearby special school. Leaders and teaching staff receive a range of appropriate training. For example, specialist training on nurture enables staff to provide effective support for pupils' social, emotional and mental health. Teachers make effective adaptations so that pupils with SEND learn the intended curriculum. Leaders and teachers tailor the support pupils receive. For example, pupils in the specially resourced provision learn some subjects alongside their peers regularly.

Leaders work hard to build an ambitious curriculum. Subject leaders have strong knowledge of how pupils learn. Typically, leaders carefully select the most important knowledge and vocabulary for pupils to know and remember in different subjects. Leaders ensure that the early years curriculum sets the foundations for future learning across subjects. For example, in the Reception Year, children draw and use maps of the classroom and school. This is to prepare pupils for learning about maps of the local area in Year 1. Leaders and teaching staff work collaboratively to make sure the intended curriculum is implemented well. Some subjects are at an earlier stage of development than others. In a few subjects, leaders have not identified all the important knowledge that pupils need to know and remember from the early years upwards. As a result, pupils have a few gaps in their knowledge. Leaders have a clear plan to develop all subjects to the same high standard.

Leaders make sure that reading is given high priority. They provide many opportunities for pupils to read throughout the school day. For example, in the playground, pupils enjoy relaxing on cushions with a book under a tree. In the early years, teaching staff use stories to convey important messages about sharing and showing kindness. Phonics teaching begins in the early years. Teaching is matched to pupils' phonic knowledge. Teachers make sure that pupils read books which are matched to the sounds they know. Pupils who fall behind receive additional phonics teaching at different times during the school day. Pupils gain the knowledge and skills they need to read fluently and confidently. Published outcomes in phonics and at the end of Year 2 in 2022 are low. Leaders have identified specific difficulties caused by the COVID-19 pandemic for pupils and have taken appropriate action to address them.

Low-level misbehaviour rarely impacts learning. This is because pupils are engaged and motivated to learn. Many pupils said everyone has the right to learn.

Leaders provide many opportunities for pupils to learn about diverse cultures and different types of families. Pupils share and discuss their ideas. Many pupils said they are proud that the school recently won an inter-school debating competition. Leaders provide a wide range of extra-curricular clubs. This includes cheerleading, tag rugby and 'make' club. Pupils in all year groups take part in the school's eco-refill project. Many pupils in Year 6 said they enjoy calculating the profits gained from collecting and refilling bottles with washing liquids for parents.

The governing body provides effective support and challenge. They work effectively with leaders to ensure that staff workload is appropriate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide appropriate safeguarding training for school staff. Staff know the signs that indicate a pupil may need help or support. They report concerns swiftly. Leaders take effective action. They consult safeguarding partners appropriately. This includes safeguarding professionals at the local authority and the police. They are persistent and maintain detailed records about how concerns are followed up.

Pupils are taught about privacy and the importance of consent from the early years onwards in an age-appropriate way. They are taught how to stay safe. This includes pupils in the specially resourced provision. Pupils know what to do if they see something worrying online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are at an earlier stage of development than others. Leaders have not identified all the important knowledge pupils need to know and remember

from the early years across all subjects. As a result, pupils have a few gaps in their knowledge. Leaders must continue to implement their plans to develop and embed all subjects to the same high standard.

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	102884
Local authority	Richmond Upon Thames
Inspection number	10287199
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Janet Deboo
Headteacher	Joe Porter
Website	www.darell.richmond.sch.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up the post in September 2020.
- The school has a specially resourced provision for up to 18 pupils with moderate learning difficulties.
- Since September 2022, the school shares the site with Strathmore School, a special school for pupils with complex and severe learning difficulties.
- The school makes use of one unregistered alternative provision.
- The governing body organises and manages before-school and after-school childcare 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 headteacher, other senior leaders, representatives of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. 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 other subjects. This includes science, computing, religious education and physical education.
- Inspectors spoke with leaders and staff about safeguarding. Inspectors scrutinised leaders' monitoring of safeguarding. They also looked at records and checks made on school staff before they take up their posts.
- Inspectors visited the playground and dining hall to observe pupils' behaviour.
- Inspectors took account of pupils', parents' and staff's responses to Ofsted's online surveys.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

Meena Walia

Ofsted Inspector

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