

Inspection of Bakewell C of E Infant School

Bath Street, Bakewell, Derbyshire DE45 1BX

Inspection dates: 21 and 22 June 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Bakewell C of E Infants School is a happy place. Leaders have created a safe and caring environment in which pupils thrive. Pupils enjoy learning here. They appreciate the positive relationships they have with teachers and other adults. Teachers have high expectations for what all pupils can achieve. They know pupils very well and provide lessons that meet the needs of all. Pupils try hard in lessons.

At playtimes, pupils benefit from a large and well-equipped outside area. Staff organise sports and other activities. Pupils play together enthusiastically. They experience opportunities to visit the wider local area for art projects and to learn about local history. Pupils in key stage 1 enjoy weekly swimming sessions at the nearby swimming pool. Children in the early years learn and play in a well-planned and interesting environment.

Pupils are confident and polite. They behave well. Teachers help them to learn positive behaviours and routines. In daily collective worship, pupils learn about Christian values such as kindness, generosity and respect. Pupils enjoy rewards that they get for demonstrating these values in school. They enjoy listening to stories and singing together.

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

Since their appointment in April 2022, the executive headteacher and head of school have developed an ambitious curriculum for all pupils. Pupils learn a wide range of different subjects. Leaders have thought carefully about what pupils will learn from the early years through to the end of key stage 1. They have worked on the curriculum with leaders from the nearby junior school to make sure that pupils are ready for the next stage of their education. In some subjects, leaders have not provided enough detail about what they want pupils to learn. In these subjects, lesson activities do not always help pupils to learn and remember the important knowledge they need to deepen their understanding over time.

Leaders have prioritised reading. In phonics lessons, teachers model the sounds and give pupils opportunities to practise. On some occasions, teachers do not model sounds as clearly as they might. Teachers check pupils' reading regularly. They make sure that all pupils practise reading from books that match the sounds they know. As a result, most pupils quickly become fluent readers. Pupils who struggle with reading get extra support from teachers and other adults. All pupils read daily from high-quality texts. Teachers provide books that match pupils' interests and help them to develop their understanding of the world. Pupils enjoy reading.

In the early years, teachers help children to develop the fine motor skills they need for writing. In English lessons in key stage 1, pupils gain the knowledge they need to write well. They get lots of opportunities to practise. Teachers give pupils regular

feedback that helps them to improve their spelling, punctuation and grammar. Pupils learn how to edit their own work. This helps them become better writers over time.

In mathematics lessons, teachers make sure that pupils learn the right concepts at the right time. They provide clear explanations and ask pupils questions to check their understanding. Pupils get lots of opportunities to revisit knowledge. This helps them to remember what they have learned. Children in the early years enjoy a variety of interesting activities that help them gain the number sense they need to be ready for key stage 1.

Teachers use strong subject knowledge to plan interesting lessons. Sometimes, their explanations are not as clear as they need to be to help pupils learn new knowledge quickly. Teachers check pupils' understanding often. This helps them to make sure that lessons meet the needs of all pupils. Teachers and other adults provide excellent support for pupils with special educational needs and/or disabilities to make sure they learn as well as their peers.

There is a well-considered curriculum for personal, social and health education (PSHE). Pupils learn how to keep themselves safe and healthy. Through PSHE lessons, collective worship and other lessons, pupils learn about equality, diversity and fundamental British values. They learn about Christianity and other religions and cultures.

Leaders have worked hard to establish stability for the school after a period in which there have been a number of changes to leadership and staffing. They have improved links with the community and the local junior school. Leaders from the multi-academy trust along with trustees and governors know the school well. They provide strong support to leaders to continue to develop the curriculum. Staff say that they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding in the school. Staff know how to identify and report any concerns about pupils. When they have concerns, leaders act quickly and effectively. They work well with other agencies and keep detailed records. Leaders provide strong support for vulnerable pupils.

Leaders make sure that they make appropriate checks on staff and visitors to the school. All staff receive regular and detailed safeguarding training.

Pupils say they feel safe and cared for at the school. They know how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum thinking does not identify precisely enough what pupils should learn and when. The plans contain broad goals for pupils to achieve but they do not describe the components of knowledge pupils will need to learn to achieve these goals. Pupils do not always know what the important knowledge is that they should remember. They cannot always recall what they have learned. Leaders need to ensure that the curriculums are detailed enough to support teachers to deliver lessons that help pupils deepen their understanding over time.
- In some lessons, new knowledge is not presented as clearly as it might be. Sometimes, teachers present too much information too quickly. When this happens, pupils do not learn as well as they might. Teachers need to consistently present knowledge to pupils so that they learn quickly and remember what they have learned.

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	148107
Local authority	Derbyshire
Inspection number	10268802
Type of school	Nursery
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	Board of trustees
Chair	Dr. Sarah Charles
Executive Headteacher	Susan Davies-Beckett
Website	www.bakewellinfantschool.com
Date of previous inspection	Not previously inspected

Information about this school

- Bakewell C of E Infants School converted to become an academy school in September 2020. When its predecessor school, also known as Bakewell C of E Infants School, was last inspected by Ofsted, it was judged to be good.
- The school became part of the Derby Diocesan Academy Trust in September 2022.
- This is a Church of England School. The most recent section 48 inspection was of the predecessor school and took place in October 2017.
- The executive headteacher and head of school were appointed in April 2022.
- The school uses no alternative providers.

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 met with the executive headteacher and head of school.
- The lead inspector met with leaders from the Derby Diocesan Academy Trust and representatives of the board of trustees and the local governing body.
- Inspectors carried out deep dives in these subjects: reading, English, mathematics and history. 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. The lead inspector observed some pupils reading to their teacher.
- Inspectors also looked at curriculum plans and pupils' work in some other subjects.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks, reviewing other records and holding discussions with leaders, staff and pupils.
- Inspectors looked at behaviour and attendance records and discussed these with leaders.
- Inspectors considered the responses to pupil, parent and staff surveys.
- Inspectors spoke with pupils and staff to hear their experiences of the school.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Liz White

Ofsted Inspector

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