

Inspection of Charlesworth Voluntary Controlled Primary School

Charlesworth Voluntary Controlled Primary School, Long Lane, Charlesworth,
Glossop, Derbyshire SK13 5ET

Inspection dates: 17 and 18 October 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 Good

What is it like to attend this school?

Charlesworth Voluntary Controlled Primary School is a caring and inclusive school. The school has high expectations for what pupils can achieve, including those with special educational needs and/or disabilities (SEND). Pupils said that they enjoy attending school. They like doing lots of different activities at lunchtime. They play well together and ensure that no one gets left out.

Pupils are polite and well mannered. Lessons are orderly. Pupils follow clear routines. They understand how they should behave. There are positive relationships between staff and pupils. Pupils are keen to do well and take part in lessons. They said that they get supported well by teachers. Pupils feel safe.

Many pupils attend after-school clubs. For example, they attend music club and sports club. Pupils attend forest school every week. They have also enjoyed trips to local museums and the pantomime. They have many opportunities to contribute to the life of the school. Pupils can be part of the school council, the safeguarding committee, the eco-council and the church council.

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

The school has ensured that there is an ambitious curriculum in place for all subjects. In most subjects, it is clear what pupils should learn and when. This helps teachers to deliver the curriculum well. As a result, pupils achieve well in these subjects. However, in some foundation subjects, what key knowledge pupils should learn and when are not always clear. This means that some pupils do not build on what they have already learned. Pupils do not always achieve as well as they could in these subjects.

Teachers use morning registration time well to recap previous learning and to develop accurate recall of key number facts. This helps pupils to become fluent with their times tables. The school has focused on improving pupils' writing. This work is at an early stage. Some pupils make basic punctuation and spelling mistakes. Teachers do not always correct these. This means that some pupils' writing is not always of a high quality.

Staff get detailed information about how to meet the needs of pupils with SEND. They adapt their teaching and use different resources so that these pupils can access the curriculum. Teaching assistants also support these pupils well. This helps pupils with SEND to be fully included in lessons and achieve well.

The school has prioritised reading. Children in Reception start to learn phonics as soon as they start school. Staff are well trained to deliver the phonics programme. The books pupils read match the sounds they know. Pupils who need help to keep up get extra support. This means that most pupils become fluent and confident readers. Daily story times help to develop pupils' love of reading.

Children in Reception learn in a nurturing environment. They follow clear routines. Staff model the behaviour they expect of the children. Children play and learn well together. They enjoy doing different activities that support their learning. Staff interact well with children to help them remember what they have been taught. For example, children were able to talk confidently about the different seasons they had recently learned about. Staff use story times well to develop the children's vocabulary. Children are well prepared for key stage 1.

The school has a clear system for managing pupils' behaviour. There are high expectations of how pupils should behave. Pupils understand these expectations. This means that pupils' learning is not interrupted. They said that staff are fair when dealing with any issues. Pupils enjoy getting rewards for behaving well and doing good work. Pupils attend school well.

The curriculum for pupils' personal development is well planned. Pupils learn how to keep themselves safe, including when online. They learn about healthy eating and the importance of personal hygiene. They know who they can talk to in school if they have any worries. They accept those who may be different from themselves. However, some pupils do not have a secure understanding of fundamental British values.

The school is well led and managed. Staff are proud to work at the school. They feel well supported. They said that leaders are considerate of their workload and well-being. Governors know the school well. They provide effective challenge and support. The school has developed its communication with parents. This helps to keep parents informed about how their child is doing.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, it is not clear what key knowledge pupils should learn and in what order. This means that teachers do not always deliver the curriculum well in these subjects. Some pupils do not learn as well as they could. The school should ensure that teachers are clear about what key knowledge pupils should learn and when.
- Some pupils' writing contains basic punctuation and spelling errors. Teachers do not always correct these. This means that some pupils' writing is not of a high quality. Teachers should ensure that they help pupils to develop their accuracy in spelling and punctuation so that the quality of their writing improves.
- Some pupils do not have a secure understanding of British values. The school should ensure that the personal development curriculum enables pupils to understand the importance of British values.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112877
Local authority	Derbyshire
Inspection number	10254848
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair of governing body	Dorothy Phillips
Headteacher	Philip Whiston
Website	www.charlesworthvcprimary.co.uk
Dates of previous inspection	24 January 2018, under section 8 of the Education Act 2005.

Information about this school

- The headteacher was appointed in November 2020.
- The deputy headteacher was appointed in September 2023.
- The school does not use any alternative provision.
- The school received a section 48 inspection in February 2017. The school's next section 48 inspection will be within eight school years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and the deputy headteacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration and assemblies.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- An inspector held telephone conversations with representatives of the local authority.
- The lead inspector met with governors, including the chair.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Peter Johnston

Ofsted Inspector

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Piccadilly Gate
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