

Inspection of Griffie Field Primary School

Grosvenor Drive, Littleover, Derby, Derbyshire DE23 3UQ

Inspection dates: 10 and 11 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Emma Mitchell. This school is part of Derby Diocesan Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Clark, and overseen by a board of trustees, chaired by Sarah Charles.

Ofsted has not previously inspected Griffie Field Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged the predecessor school, Griffie Field Primary School, to be outstanding before it opened as the current Griffie Field Primary School as a result of conversion to academy status.

What is it like to attend this school?

Griffe Field is a vibrant learning community. The school sets out to 'develop successful, fulfilled young people, well skilled, with enquiring minds and positive, responsible attitudes'. Pupils achieve this with great accomplishment. Pupils talk confidently about the work they do to improve the school. They have a sense of pride in how they support one another. For example, the 'reading buddies' not only encourage younger pupils to love reading but they develop deep and meaningful friendships with each other.

The school has the highest of expectations for all to achieve well. It removes known barriers and sets no ceiling to what pupils can achieve. As a consequence, pupils work hard. They are ambitious for themselves and support one another in the process. Relationships between adults and pupils are particularly strong.

The development of pupils' character is impressive. The school enables pupils to understand the significance of making suitable choices about the skills needed to overcome problems. Pupils debate and discuss which skills they should use in a mature manner. A group of pupils agreed when exploring the concept of teamwork that it was about 'majority thinking, consensus, negotiating, including everyone and listening to everyone's ideas'.

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

The school has established an exceptionally ambitious curriculum. It sets out in great detail what pupils need to learn over time in all subjects and across all year groups. Teacher subject knowledge is excellent. Teachers construct lessons making strong connections with prior learning. Pupils make conceptual connections of great depth within subjects and across them. Pupils can articulate clearly what they have learned. For instance, in geography, pupils talked in detail about volcanoes and their locations and about biomes and vegetation belts. The systems to check what pupils have remembered are simplistic but highly effective. The school ensures that pupils experience a rich and ambitious range of vocabulary. This is clearly identified in all curriculum subjects. Adults interact really effectively with pupils to develop use of this vocabulary and obtain greater meaning.

The school is extremely ambitious for all pupils to be able to read well. The school is highly successful at this. Staff are especially skilled in teaching pupils phonics. There is a rigorous and systematic approach to teaching phonics. Beyond phonics, the reading curriculum continues with the same degree of focus. Pupils understand the significance of being able to read and exploring a range of books. Pupils are really proud of their library. Books have prominence throughout the school. These books enable pupils to explore challenging topics such as diversity and inclusion.

The school is aspirational for all pupils, especially the most disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils with SEND access

support swiftly. The school removes any barriers to learning. Teachers are highly skilled at supporting pupils with SEND.

In the early years foundation stage, there is an extensive and detailed curriculum. Thoughtfully constructed activities pique children's interests. Staff design activities to develop independence, problem-solving and collaboration. In many instances, there are no bounds to what children can achieve. Interactions between children and adults are highly effective. Children's engagement levels are impressive. They demonstrate sustained levels of concentration, determination and effort.

Pupils' attitude to their learning is exceptional. This is because the school has high expectations and treats everyone with respect. The 'key skills' the school has identified develops independence in pupils. This ensures that pupils are highly motivated to work hard and achieve well. All pupils behave well in and around school. Playtimes are busy, yet pupils play well together. There is an excited buzz in and around the school.

The school's approach to personal development is exemplary. The school ensures that all pupils participate in a wide and rich set of experiences. The '5 by 5', '7 by 7' and '11 by 11' enable pupils to play instruments, compete with conkers and undertake charity work, for example. The school council establishes key priorities for the school by gathering other pupils' views. It sets about achieving this with vigour. Developing pupils' character starts in the early years. This is a key thread throughout the school. The school ensures that all pupils are aspirational. There are opportunities to develop curiosity, creativity and courage in clubs such as the 'aerodynamics stem club' or 'engineering club'.

Leaders at all levels are passionate for their school to be the best it can be. They take every opportunity to check that their vision is realised. Staff say they are highly supported with excellent professional development. All staff share the school's aspirations.

Safeguarding

The arrangements for safeguarding are effective.

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	146579
Local authority	Derby
Inspection number	10298525
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	Board of trustees
Chair of trust	Sarah Charles
CEO of the trust	Sarah Clark
Headteacher	Emma Mitchell
Website	www.griffefield.derby.sch.uk
Date of previous inspection	Not inspected under section 5 of the Education Act 2005

Information about this school

- The school is a part of the Derby Diocesan Academy Trust. It joined the trust on 1 January 2019. When the predecessor school, Griffefield Primary School, was last inspected by Ofsted in January 2012, it was judged to be outstanding overall.
- The school does not use any alternative providers.
- There is a before-school club managed by the school.

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 judgment 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 held meetings with the headteacher and the SEND coordinator.
- Inspectors carried out deep dives in five subjects: reading, mathematics, science, art and design and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for geography, physical education and personal, social, health and economic education and spoke with pupils about these subjects.
- The lead inspector met with seven members of the governing body including the chair of the local governing board and the chair of trustees.
- The lead inspector met with the chief executive officer (CEO) and the deputy CEO of the multi-academy trust.
- Inspectors took account of the responses to the Parent View, including free-text responses, Ofsted's survey for school staff and pupil survey. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Rob della-Spina	Ofsted Inspector
Helen Atkins	Ofsted Inspector

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