

Inspection of William Gilbert Endowed Church of England Primary School

Vicarage Lane, Duffield, Belper, Derbyshire DE56 4EB

Inspection dates: 14 and 15 November 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 Helen Britten. 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, Dr Sarah Clark, and overseen by a board of trustees, chaired by Dr Sarah Charles.

What is it like to attend this school?

Pupils flourish at this exceptional school where differences between people are nurtured and valued. One pupil, typical of many, said, 'You can be your own person, everybody is treated equally.' Pupils are proud to belong to this caring school. They are happy and feel safe.

The Christian ethos of the school supports pupils to develop strong moral values. The school's vision for excellence permeates throughout the school. Pupils are 'challenged, excited by their learning, and inspired to be lifelong learners'. Pupils' behaviour is exemplary. This is because they know what is expected of them and they live up to those expectations. They relish the array of rewards that they receive for following the school rules. Younger pupils love to move their 'tigers' up the rewards chart. Older pupils are proud to earn team points.

The school has exceptionally high expectations of all pupils to achieve across each area of the curriculum. Pupils thrive academically and in their wider personal development. They strive to be the very best they can be in all that they do.

Pupils relish the wide range of enrichment experiences on offer. They benefit from an array of extra-curricular activities. Pupils embrace leadership roles, such as mini leaders and eco committee members.

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

The school has a clear and ambitious curriculum. This centres on providing a very high-quality education for its pupils alongside preparing them for life in modern Britain. The curriculum flows seamlessly from the early years to Year 6. The school also considers what Year 6 pupils will learn in Year 7. This enables pupils to be well prepared for the next stages of their education. The curriculum sets out the essential knowledge that pupils will learn with precision. The attention to detail given by the school to the order in which pupils learn new topics and concepts is exemplary.

Staff receive effective professional development so that pupils can benefit from expert subject knowledge. There are highly-consistent approaches to teaching and assessment to plan and support pupils' learning. Carefully-thought-out links enable pupils to recall and build on what they already know. Pupils regularly revisit and consolidate what they learn. This means pupils can recall complex knowledge well.

Children in the early years get off to a flying start. The activities are purposeful and exciting. Children learn through stories, singing, rhymes and so much more. They are curious, independent, and happy learners. There are stimulating, precisely-planned activities, so that children can understand and practise new skills and vocabulary.

The school has ensured that reading sits at the very heart of the curriculum. Pupils love to read the diverse range of books that are available from the well-stocked library. They enjoy listening to teachers enthusiastically reading carefully-chosen books at story times. The curriculum for phonics is clearly set out. Staff are well trained so that they teach this exceptionally well. Children in the Nursery encounter and practise new words frequently. Children in the Reception class rapidly start putting these sounds together to read words and books. Regular checks ensure that any pupils who need extra support receive it. Older pupils love to read. Typical comments include, 'I like reading, as it is like dreaming and takes you to a different world.'

Pupils with special educational needs and/or disabilities (SEND), follow the same curriculum as their peers. The school provides strong support and advice when required. Staff know their pupils well. Resources are adapted and extra support given in lessons. As a result, pupils with SEND produce work of a high standard across the curriculum.

The atmosphere around the school, including during breaktimes, is friendly and calm. There are always staff on hand who will listen to any concerns pupils may have. Additional provision at lunchtimes provides a haven of games and conversation for pupils who need it. The nurture and care for vulnerable pupils is exemplary.

The curriculum to promote pupils' personal development is praiseworthy. Pupils benefit from an exceptional set of experiences, from performing in concerts to visiting Westminster Abbey. Pupils understand the concepts of democracy, respect and tolerance. They understand that rules are there to keep them safe. Pupils speak with considerable maturity when discussing difference and diversity.

The trust, governors and the school work exceptionally well together to ensure that pupils receive the highest quality of education. Staff appreciate the steps that the school takes to support their workload and well-being.

The school works diligently with parents and carers. Parents are overwhelmingly positive about the school. Typical comments include, 'The school is superb, I can't think of a better primary school.'

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	141850
Local authority	Derbyshire
Inspection number	10229005
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	246
Appropriate authority	Board of trustees
Chair of trust	Dr Sarah Charles
CEO of Trust	Dr Sarah Clark
Headteacher	Helen Britten
Website	www.williamgilbertend.derbyshire.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school is part of Derby Diocesan Academy Trust.
- The school uses no alternative providers.
- The school is part of the Diocese of Derby. The last section 48 inspection took place in April 2018. This is an inspection of the school's religious character.

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. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- During the inspection, the inspectors met with the headteacher, the deputy headteacher and a range of staff.
- The lead inspector met with members of the board of trustees, the deputy chief executive officer of the multi-academy trust and governors, including the chair of the governing body.
- The inspectors carried out deep dives in early reading, mathematics, physical education and computing. For each deep dive, the 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. The inspectors also met with the leaders of English and design and technology. The lead inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff and pupil survey.

Inspection team

Kirsty Norbury, lead inspector	His Majesty's Inspector
Caroline Evans	Ofsted Inspector
Roary Pownall	Ofsted Inspector

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