

# Inspection of a good school: Fritchley CofE (Aided) Primary & Nursery School

Church Street, Fritchley, Belper, Derbyshire DE56 2FQ

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Inspection date:

8 May 2024

## Outcome

Fritchley CofE (Aided) Primary & Nursery School continues to be a good school.

## What is it like to attend this school?

In this small school, staff know the pupils well and want the best for them. They work closely with parents and carers to ensure that pupils thrive. The school is the hub of the local community. As one parent commented, 'The school has been there every step of the way offering help and support not only to the children, but to me as well.'

In recent years, the school has revised the curriculum and developed its approach to teaching. New plans have been introduced. This means that there is now clear curriculum planning in place for all subjects. Teachers deliver the curriculum effectively. As a result, pupils achieve well.

The school works hard to ensure that pupils are happy in school and ready to learn. For example, pupils start the afternoon with a short meditation session to prepare for learning. They enjoy their lessons and take part enthusiastically.

Pupils feel safe in school. They learn how to develop positive relationships and how to stay safe online. The school is a harmonious community, and relationships are strong. The school tracks bullying incidents and monitors patterns over time. Staff deal with any bullying incidents well. Bullying is rare.

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

Pupils study a broad range of subjects. Staff have revised and restructured the curriculum to ensure that it meets the needs of pupils. It is well planned in most subjects. Important knowledge and skills are identified. These are taught in a logical sequence, building on pupils' previous learning. As a result, pupils gain knowledge in a systematic way.

In some subjects, the curriculum is less developed. As a result, the sequence of learning is not as clear in these areas. The school has plans to continue the development of the curriculum to ensure that all subjects are equally well planned.

The school's phonics curriculum is designed to help pupils to build their reading knowledge over time. Staff have been trained to deliver this curriculum. However, not all staff teach this consistently well. On occasion, teachers do not ensure that all pupils participate fully. When teaching is more effective, pupils' reading skills are increasingly secure. They use these in their independent reading. Pupils enjoy reading, and listening to stories. As they get older, they read with increasing fluency.

Teachers choose activities carefully to ensure that pupils in mixed-age classes are given work that is appropriate. Teachers use classroom displays well to support pupils' learning. Teachers have sound subject knowledge, and use this well to deliver the curriculum. They use questions and model their thinking well. Their instructions and explanations are clear and concise. Pupils respond positively and attentively. Lessons start with a 'flashback session'. This helps pupils to recall prior learning in preparation for the lesson ahead. Teachers use assessment well to identify gaps in pupils' learning. They adapt their plans accordingly. They provide additional support to pupils who need it.

The school identifies pupils who have special educational needs and/or disabilities (SEND) quickly, and puts appropriate support in place. Each pupil has a detailed plan that sets out their needs and the support that is provided. Teachers review these plans regularly. The curriculum is adapted to ensure that pupils with SEND can access the same curriculum content as their peers. Teaching assistants provide skilful and well-targeted support.

Pupils make good progress through the curriculum. They can recall key knowledge that they have been taught. Year 6 pupils said that they feel well prepared for the next stage in their education.

Children in the early years access a wide range of activities to support their learning. There is a variety of teacher-led and independent activities. This helps children to learn well. Children develop early reading skills particularly well.

The school is calm and orderly. Pupils understand the school's rules and respect them. On the rare occasions when learning is disrupted by off-task behaviour, teachers deal with it well. Pupils engage well with learning activities. They have positive attitudes to learning. Relationships between staff and pupils are positive and nurturing.

The school takes swift action to address any pupil's absence. Staff work closely with families to help remove barriers to attendance, such as problems with transport. Attendance is improving.

The school's personal development curriculum ensures that pupils learn about life beyond school. They understand and celebrate the differences between people. They know the school's values and how to demonstrate them in their actions. Pupils are given opportunities to develop leadership skills. For example, members of the school council have made recommendations that have been adopted by the school, such as the introduction of 'calm' areas in the playground.

Teachers receive good-quality training and development. Their workload is considered and they feel valued by school leaders. Governors provide good support and know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's curriculum has undergone significant changes in recent years. These changes are more established in some subjects than they are in others. As a result, the sequence of learning is not as clear in some subjects. The school should continue to develop and embed the full curriculum so that pupils are secure in their knowledge and can recall and apply it over time.
- The school has adopted a new phonics scheme. This is not yet delivered consistently well in all sessions, and pupils do not always engage fully. As a result, some pupils do not quickly become secure in their phonics knowledge. The school should ensure that the early reading programme is delivered in line with the plan in all lessons, so that pupils make secure and steady progress.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2018.

## **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

<b>Unique reference number</b>	112880
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10339657
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Co-chairs of governing body</b>	Nicola Lancaster and Gwen Roe
<b>Headteacher</b>	Rosie Turner
<b>Website</b>	<a href="http://www.fritchley.derbyshire.sch.uk">www.fritchley.derbyshire.sch.uk</a>
<b>Dates of previous inspection</b>	11 and 12 December 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is smaller than average.
- The school does not use alternative provision.
- The school is a Church of England school and last received a section 48 inspection in November 2019.

## Information about this inspection

- 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 carried out deep dives in three subjects: early reading, mathematics and art. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to pupils read to a familiar adult.

- Inspectors met with senior leaders, including the leader responsible for the provision for pupils with SEND and leaders responsible for behaviour and personal development.
- Inspectors met with members of the governing body.
- Inspectors looked at information about behaviour, attendance and enrichment opportunities.
- Inspectors spoke to a range of staff.
- 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.
- Inspectors considered the responses to the online survey, Ofsted Parent View.

### **Inspection team**

Paul Heery, lead inspector

Ofsted Inspector

Amanda Greaves

Ofsted Inspector

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