

Inspection of Furness Vale Primary and Nursery School

Buxton Road, Furness Vale, High Peak, Derbyshire SK23 7PQ

Inspection dates:	1 and 2 October 2024
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?

Pupils love their school. They say that teachers are caring and are always there to help them. Pupils are proud to share their work and achievements with staff. Children in the early years quickly form trusting relationships with the adults they work with.

There is a strong sense of community at this school. Governors and staff work together to achieve the school's vision that pupils will have 'happy hearts, enquiring minds, positive futures'. Parents and carers are overwhelmingly supportive of the school. One parent, typical of many, described the school as 'extremely welcoming, inclusive and warm'.

Staff work hard to help pupils to achieve their potential. Pupils achieve well. They enthusiastically share their ideas during class discussions. Pupils play well together during social times. Playtime leaders help to ensure that everyone can take part in an activity and that playtime equipment is well-cared for.

Pupils benefit from a range of opportunities to develop their leadership skills. For example, they take up roles in the school council or as librarians. Some older pupils organise clubs for their younger peers. Pupils enjoy taking part in trips to build their confidence and independence including to experience outdoor and adventurous activities.

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

The curriculum has been carefully designed and sets out precisely what pupils should learn and when. This includes the most complex aspects of the subjects that pupils study, such as how to think like a scientist. In some subjects, the school has recently redesigned the curriculum to make it even more ambitious about what pupils will learn.

The early years curriculum is equally ambitious about what children should learn. Children are prepared well for key stage 1. They make the most of the outdoor environment to develop their physical and social skills. Staff regularly use questioning to help children develop their understanding. However, they do not always help children as well as they could to make links between what they have been taught and their independent learning.

Teachers explain new knowledge clearly so that pupils can access learning in each of the subjects they study. They check pupils' understanding. In most subjects, pupils have excellent knowledge of their recent learning. For example, they can share detailed explanations of the causes of the First World War and how to conduct a fair test in science. In some subjects, however, teachers do not consistently help pupils to revisit and remember previous learning. Pupils cannot consistently recall their prior learning in these subjects. In subjects where the curriculum and the checks on pupils' learning are new, the school has not yet been able to identify and address gaps in pupils' prior learning or identify areas for development in the curriculum.

Pupils enjoy reading. They read regularly at school and enjoy taking books home matched to their reading ability. Pupils can confidently talk about the books and authors they read.

Staff complete training to ensure that they have the skills to teach children how to read. Pupils who need extra help benefit from personalised support. They keep up with their peers and quickly become accurate readers.

Pupils with special educational needs and/or disabilities (SEND) have their needs promptly and accurately identified. Staff use strategies precisely tailored to pupils' needs to ensure that they build their confidence as well as their knowledge. Pupils with SEND are included in every aspect of school life and leave the school prepared for their next steps.

Pupils behave well. They treat one another with respect. Pupils understand the difference between right and wrong. New pupils are welcomed into the school community. Children in the early years settle quickly into the school routines. On occasion, pupils' enthusiasm for learning means they do not always wait for the right moment to share their ideas.

The school has a well sequenced personal, social, health and economic education curriculum in place. Pupils learn about faiths and beliefs different from their own. They have a secure understanding of British values. Pupils benefit from opportunities to discuss and debate important ideas, including current affairs. Community spirit is fostered as pupils take part in initiatives such as a kindness challenge. Some pupils take part in choir and reading club. Pupils say they would appreciate a greater range of clubs.

Governors visit the school regularly. They hold staff accountable for the quality of education they provide for pupils. The school takes account of staff workload and well-being. Staff say they feel supported. They are proud to work at this school. Staff benefit from training which helps them to improve.

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 subjects, teachers do not routinely use effective strategies which help pupils recall their learning. This means that, in these subjects, pupils recall of their prior learning is inconsistent. They cannot always connect current and prior learning. The school should ensure that teachers use strategies to help pupils remember what they have learned so that they know and remember more of the curriculum.
- In some subjects, the curriculum and the checks on pupils' learning are new. As a result, the school has not yet been able to evaluate the strengths and areas for development in those subjects. The school does not yet have a secure understanding of what pupils do and do not know in these subjects. The school should ensure that the information gathered about pupils' knowledge is used to identify areas for improvement in the curriculum so that they can be addressed and to help fill gaps in pupils' knowledge.

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	112648
Local authority	Derbyshire
Inspection number	10347357
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Hannah Pike
Headteacher	Ruth Parry
Website	www.furnessvale.derbyshire.sch.uk
Date of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school currently makes use of one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders, staff, the chair of the governing body and other governors.

- Inspectors carried out deep dives in reading, mathematics, science and history. 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 met with subject leaders in modern foreign languages (MFL) and music. They spoke with pupils about their learning in MFL, art, music, geography, physical education and RE.
- Inspectors met with leaders responsible for pupils' behaviour and attendance, and pupils' personal development. They also met with leaders responsible for the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years, visited the early years and spoke with children.
- Inspectors met formally and informally with groups of pupils.
- 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 responses received on Parent View, including free-text responses. They met with parents in person at the school gates. Inspectors also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

George Huthart

Ofsted Inspector

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