

Inspection of The Curzon CofE Primary School

Church Road, Quarndon, Derby, Derbyshire DE22 5JA

Inspection dates:	19 and 20 November 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?

This is a happy and welcoming school where pupils are safe. Parents and carers value the high-quality pastoral support that the school provides for their children's well-being. Many would recommend the school to others. As one parent, reflecting the view of many said: 'The school has a lovely family feel when you enter it'.

The school ensures that its ambitious curriculum provides purposeful opportunities and experiences which stretch pupils' thinking and deepen their knowledge. The school ensures that the curriculum is interesting and enjoyable. External trips, such as to a space centre linked with science, enthuse pupils. Pupils achieve well and enjoy their learning in all areas.

Pupils are sociable and confident. They are good friends to each other. Pupils understand and respond well to the school's high expectations for behaviour. Occasional small reminders from staff ensure that pupils make good behaviour choices. Pupils understand and act on the school's values and the positive ethos of care that the school promotes. Pupils have high regard for the school's value of 'respect'.

Everyone is welcome here. The school's 'equality code' and its inclusive ethos nurtures pupils' positive attitudes. Pupils are respectful of the fact that people have a range of diverse beliefs. Difference is celebrated and discrimination in any form is not tolerated.

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

The school's curriculum meets and exceeds in some respects, the ambition of the national curriculum. Across all subjects, the curriculum builds sequenced and connected knowledge effectively. For instance, pupils are taught about a 'sense of place' in geography such as the location of key European countries that underpins later understanding in history for the Second World War. The curriculum places a sharp focus on developing pupils' technical vocabulary well. However, a handful of subject curriculums have not been implemented effectively. This means that some gaps in pupils' previous knowledge and understanding have not been addressed securely. Consequently, in some subjects, pupils do not build their new knowledge on prior understanding securely enough.

Teachers use their subject expertise to introduce and explain new knowledge effectively. They rephrase and repeat important information to help pupils secure the new ideas they are learning. Staff use effective strategies to help pupils remember important content including, for example, through using appropriate questions to probe pupils' understanding. Occasionally, teachers do not respond effectively to resolve minor errors or misconceptions in pupils' knowledge and understanding.

Reading is prioritised. The school has a well-sequenced curriculum for reading. Staff use their expert knowledge of phonics to teach different letters and sounds effectively. The school uses its sharp focus on routine checks to ensure that reading books match the

stages pupils are working at. The school provides specific interventions to help pupils catch up quickly. As a result, pupils achieve well.

Pupils with special educational needs and/or disabilities (SEND) are well-supported to learn alongside their peers. The school identifies and meets their needs well. For instance, in mathematics, they benefit from well-designed, effective activities that support them to access the subject content more readily. Pupils with SEND achieve well.

The early years is a nurturing environment where children are sociable, confident and curious. Staff encourage children's interests and engagement effectively. For instance, staff skilfully extend children's playful conversations through role-play, with maps and atlases that introduce wider vocabulary and knowledge of the world. Staff encourage children to be independent and creative through their selection of cardboard to join materials to make products. Children benefit from a range of appropriate activities to support their knowledge of counting and early number. Children are prepared well for Year 1.

Pupils' behaviour and attitudes to learning are positive. At social times of the day, pupils play happily and show appropriate safe behaviours with the arrival of wintery snow and ice. The school has orderly routines for eating lunch. Pupils are adamant that bullying does not happen. If any friendship matters do arise, pupils have confidence in trusted adults who respond swiftly. Pupils are proud of the awards they get that commend their positive sporting attitudes in sports competitions that they attend.

The school nurtures pupils' character development well. Pupils learn to become positive and responsible citizens. They raise money for charity as school councillors. As mini leaders, they organise games at lunchtime. Pupils raise awareness of safe internet use in their roles as 'ivengers'. They learn how to stay safe online. Pupils understand confidently some key aspects of life in modern Britain.

The school team is strong and supportive of each other. Staff value the quality of professional development opportunities that they have. They appreciate leaders' support and recognition of their well-being and workload. Governors are effective. They check on the improvements that the school is making and understand their legal responsibilities well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not yet fully implemented. The curriculum ambition of what will be learned and understood in all subjects is not fully realised. This means that pupils have some gaps in their prior knowledge and do not build or deepen their understanding fully and securely. The school should embed the curriculum effectively so that pupils build on their prior understanding securely in all subjects.
- Teachers do not consistently address errors in some pupils' knowledge and understanding of the concepts taught. This means that sometimes pupils do not learn as well as they could. The school should support staff to use effective strategies to address any gaps and misconceptions consistently and so ensure that pupils' knowledge and understanding is secure in all areas.

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	112981
Local authority	Derbyshire
Inspection number	10347383
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair of governing body	Leanne Gelderd
Headteacher	Amanda Fletcher
Website	www.curzon.derbyshire.sch.uk
Date of previous inspection	6 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school with a Christian ethos. Its most recent section 48 inspection, for schools with a religious character, took place in October 2022. The school's next section 48 inspection is due to take place within the next 3 years.
- The school uses one registered alternative provision.

Information about this inspection

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 and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 senior leaders from the school. The lead inspector also met with some governors and spoke with a representative from the local authority.
- Inspectors carried out deep dives in reading, mathematics 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 spoke to leaders about the curriculums in some other subjects.
- Inspectors considered the support provided for pupils with SEND and spoke with school leaders about the SEND provision.
- The lead inspector met with the leader responsible for the early years, visited the early years and spoke with children.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils to discuss their views of the school.
- Inspectors discussed pupils' attendance and behaviour with school leaders.
- Inspectors considered the views of parents who responded to Ofsted Parent View, including any free-text comments. One inspector met with parents at the school gates.
- Inspectors reviewed responses to Ofsted's online survey for staff. They held discussions with staff.
- Inspectors considered a wide range of evidence, including the documents published on the school's website.
- 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.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

David Carter

His Majesty's Inspector

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