

Inspection of a school judged good for overall effectiveness before September 2024: Horsley CofE (Controlled) Primary School

Church Street, Horsley, Derby, Derbyshire DE21 5BR

Inspection date: 11 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

There is a warm and welcoming atmosphere at this small and friendly school. Pupils receive a high level of care. They have trusted adults in school who they can talk to if they have a worry. Pupils understand the school rules of 'safe, ready, respectful'. Many pupils behave very well. They strive to earn rewards for modelling the school's values, which include being 'happy, motivated and keen to question'.

The school is determined that its pupils, including those with special educational needs and/or disabilities (SEND), will achieve well. It has developed a coherent curriculum. However, the implementation of the curriculum is inconsistent. The school's checks on pupils' learning are not securely in place. This means that the school does not know how well pupils learn and achieve in some subjects.

Pupils have ample opportunities to develop their talents and interests. Comic club and sporting competitions are particular favourites. Residential visits help pupils to develop their resilience and confidence. Pupils love to receive 'heroes and marvels' awards for demonstrating their citizenship skills.

Parents and carers appreciate the work of the school. They value the nurture and support given to their children. There is a real 'family feel' at this school.

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

The school has thoughtfully designed a curriculum so that it is broad and ambitious. The curriculum identifies the knowledge that pupils need to learn and when they need to learn it. In some subjects, the school makes checks on pupils' learning well. This information is used carefully to inform future teaching. In other subjects, the school's checks on pupils' learning are at a very early stage of development. As a result, the school does not have a clear oversight of how well the curriculum is taught and how well pupils achieve. In some subjects, the activities that pupils undertake do not help them consistently to achieve the aims of the intended curriculum. Consequently, pupils' knowledge is not as secure as it could be. Some pupils do not achieve as well as they could in these subjects.

Reading is a top priority of the school. This starts in the early years, where children make a strong start in learning to read. The school's programme to teach reading is effective. Staff routinely and robustly check pupils' reading skills and sounds that they know. When gaps are identified, targeted support helps pupils to catch up and keep up. As a result, pupils quickly gain the knowledge and skills that they need to become confident, fluent readers. Pupils have a passion for reading. They talk with enthusiasm about their favourite books and authors.

The school is effective in identifying pupils who need more support with their learning, including pupils with SEND. Staff know these pupils' needs well. Pupils with SEND are well supported to learn alongside their peers.

Expectations of the way that pupils behave and conduct themselves are clear and consistent. Typically, pupils behave well. Learning the school routines begins in the early years. Children are polite, kind and confident learners. They take turns, share and learn well together. Year 1 pupils are positive role models to their younger peers in the mixed-age class. Pupils say that bullying is rare. They have beautiful manners, holding doors open for others and greeting visitors with a cheery smile.

The personal, social and health education curriculum provides pupils with an understanding of themselves and of others. However, while pupils learn about important values including respect and tolerance, their knowledge of difference and diversity is not embedded fully. As a result, they are not prepared well enough for life in modern Britain. There is a strong and meaningful emphasis on listening to pupils' views and what they care about. The school helps pupils to discuss and debate issues that are important to them. Pupils, including those who are disadvantaged, enjoy the wider opportunities provided by the school. They learn how to play musical instruments and enjoy trips to the theatre. They make valuable contributions to the local community, performing in the local church and undertaking fundraising events.

Leaders and governors are mindful of the workload associated with working in a small school. Opportunities to work in partnership with another school have helped to ease this. Staff are overwhelmingly positive about working at the school. They are proud to be part of the school community. Governors use the information they are given to support leaders but also to challenge and hold them to account when needed. The school's focus on the teaching of reading and phonics has borne fruit. The most important actions required to

further improve the school have been prioritised. The school and the governors share the same determination to ensure that pupils achieve well at this school.

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, the school's checks on the impact of the curriculum and what pupils remember are at a very early stage. This means that there is not a secure understanding of how effectively the curriculum is impacting on pupils' learning. The school should continue to develop the checks it uses to fully understand what knowledge pupils have secured, so that staff can build on this as effectively as possible.
- In some subjects, the activities that pupils undertake do not support them to achieve the intended goals of the curriculum. In these subjects, pupils do not build a sufficient depth of knowledge. The school should ensure that staff make suitable pedagogical choices so that the intended curriculum is delivered as planned and pupils achieve as well as they could.
- Pupils' knowledge and understanding of the fundamental British values, including a range of faiths and cultures, is not secure. They are not as well prepared for life beyond the local community as they should be. The school should ensure that pupils' knowledge and understanding of British values is embedded fully so that pupils are prepared well for life in modern Britain.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in June 2019.

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	112830
Local authority	Derbyshire
Inspection number	10347375
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair of governing body	Charlie Dean
Headteacher	Richard Cripps (Executive headteacher)
Website	www.horsleycofeprimary.school
Date of previous inspection	11 June 2019, under section 8 of the Education Act 2005

Information about this school

- There has been a new executive headteacher since the last inspection, who has responsibility for one other school.
- This is a Church of England primary school which is part of the Diocese of Derby. The last section 48 inspection took place in October 2017. The next section 48 inspection is due this year.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation of 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 of their evaluation of the school.

- Inspectors met with the headteacher and other leaders. The lead inspector met with members of the governing body, including the chair of governors.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector observed some pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour around school, in lessons and at lunchtime.
- 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.
- Inspectors considered the views of parents through their responses to Ofsted's online survey for parents, Ofsted Parent View. They spoke to staff about their workload and well-being and also considered this through Ofsted's online survey for staff.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Christopher Wheatley

Ofsted Inspector

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