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Mrs Faye Novak-Lemmings
Headteacher
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Dear Mrs Novak-Lemmings

Short inspection of Duffield the Meadows Primary School

Following my visit to the school on 2 July 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2016.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since then you have moved into the post of headteacher and worked with governors to reshape the leadership team. You continue to work closely and in partnership with the local authority and the local cluster of schools. The school is positioned at the heart of the local community and is extremely popular with parents and carers. They offer high praise for your energetic and ambitious vision for continuing success and consider the school to be a warm and welcoming place to learn.

Together with governors, you offer a clear and accurate assessment of the strengths and areas for development at the school. Pupils demonstrate clear understanding of the school's values and express significant pride in their school. The pupil parliament takes an active lead in continuing to improve the school site and enables the school to model the principles of democracy in action. Staff provide a range of trips and clubs which allow pupils to benefit from varied extra-curricular experiences and participate in the wider life of the school.

Recent investment in the design of a creative curriculum offers pupils rich opportunities to learn about a range of subjects from environmental change to the Trojan War. This has enabled you to grow a culture in which pupils 'achieve and enjoy', developing curiosity and wonder as they develop new knowledge. The school is developing an innovative forest school environment in which pupils can make independent choices about their learning. Project-based curriculum planning is

valued by pupils and parents for the opportunities to apply knowledge and skills. Older pupils acted as entrepreneurs in creating designs for ice lollies which were presented to a high street supermarket and subsequently made for sale.

Since the last inspection, leaders have improved their approach to the use of the additional pupil premium funding. Governors also hold leaders sharply to account for the use of this funding. A detailed provision map is now in place which ensures that the needs of pupils are well met through appropriate planning of interventions. Leaders closely monitor the quality of teaching and ensure that teachers have sufficient time to plan sequences of learning which contain appropriate support and challenge. As a result, all pupils have been able to develop their skills in reading, writing and mathematics. Over time, at the end of key stage 2 in all three subjects the proportions of pupils attaining both the expected and higher standard have increased.

Leaders have a good understanding of information about pupils' performance and use this to identify school priorities. The progress of pupils who join the school at times other than the start of the academic year is discretely tracked. A range of assessment tools are used in mathematics and English to gather information which can be compared with that which was transferred from other settings. Subject coordinators for core subjects monitor pupils' progress and regularly analyse assessment data. This ensures that leaders at all levels are able to confidently identify gaps in knowledge and understanding and design appropriate provision which meets pupils' needs.

Safeguarding is effective.

The school has developed a highly effective culture of safeguarding for pupils. The child protection policy is comprehensive and includes reference to procedures for referring any concerns. Leaders demonstrate a good level of understanding of the importance of rapid referral to relevant external agencies to ensure that early help is sought. The well-being of pupils is closely monitored by all staff, who receive regular training and are clear about their responsibilities for keeping pupils safe. Training includes information about the indicators of abuse as well as the importance of maintaining vigilance for signs of radicalisation. Staff are also regularly updated on issues of public concern such as sexting and gang-related violence. The medical needs of pupils are also addressed through information sharing and training of relevant staff.

The governing body contains a well-qualified safeguarding lead who holds the school leaders to account for the effectiveness of their practice. The single central record is comprehensive, compliant and securely maintained and safer recruitment practice is robust.

Both pupils and parents consider that the school provides a safe and welcoming environment and that incidents of bullying are rare. The behaviour policy outlines high expectations for positive behaviour in lessons and around the school site. Pupils have a good level of understanding of the acorn values system and are keen

to gain rewards for good conduct. Where the behaviour of pupils is more challenging, they can spend time in a well-resourced reflective space which is designed to promote positive change. Pupils understand how to keep themselves safe in a digital environment. They are also clear about the different relationship and lifestyle choices that people might make in modern society and are proud of their tolerant school.

Attendance levels of pupils at the school are above the national average and have remained so for the last few years. You demonstrate strong understanding of the link between positive attendance and strong progress and communicate these messages to parents.

Inspection findings

- Historically, boys have attained less well than girls in school across both key stages. At the end of key stage 2 in 2018 in writing and mathematics boys also performed less favourably than girls when compared with national averages. Current progress information suggests that these gaps are rapidly closing. Scrutiny of work in books indicates that boys produce pieces of writing and approach mathematics challenges with confidence and resilience. However, presentation of work by boys does not always meet the school's high standards.
- The leader for mathematics has developed sharp and well-focused improvement plans designed to accelerate pupils' progress. Teaching resources have been significantly refreshed in order to promote engagement and develop mathematical fluency. Classrooms contain appropriate wall displays designed to signpost mathematical functions and improve problem-solving skills. As a result, pupils express enthusiasm for their learning of mathematics.
- The school has invested significantly in developing teachers' skills in the teaching of phonics and early reading. As a result, the proportion of pupils achieving the expected standard in the phonics screening check is above both the local and national averages. Average scaled scores in reading at the end of key stage 2 have also improved over the last three years. In 2018, pupils' attainment in reading at the end of key stage 1 was in the top 10% of schools nationally. Pupils value the school's highly visible approach to reading and books are positioned in all corners of the school.
- Gaps in the progress and attainment of pupils who are disadvantaged and those of other pupils in the school are closing. Teachers have a detailed understanding of pupils' needs and plan appropriate additional activities designed to stretch and challenge their thinking. Provision for pupils with special educational needs and/or disabilities (SEND) is less effective. Although appropriate targets are established, the monitoring of progress is not always as sharp as it might be. With the proportion of pupils with SEND rising, leaders recognise the importance of ensuring that regular checks of the quality and appropriateness of provision is a key priority for the school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to improve the progress and attainment of pupils who are disadvantaged by closely tracking the impact of specific support packages
- provision for pupils with SEND is managed with greater coherence and swiftly adjusted in order to precisely meet needs.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Emma Hollis-Brown
Ofsted Inspector

Information about the inspection

During the inspection, I met with you and shared my lines of enquiry. I also met with the subject leader for English and mathematics and with the vice chair of the governing body. I considered the responses of parents to Ofsted's online survey, Parent View, along with some free-text comments, and met with parents at the start of the school day. Together with you, I visited a range of classes in the school and considered pupils' work in books. I observed pupils' behaviour and met with a group of pupils to discuss their experiences of the school. I viewed a range of documents including leaders' evaluation of the school's current performance, its plans for further improvement and information on pupils' current progress. I considered a number of policy documents including those related to safeguarding and support for pupils with SEND. I also considered recruitment checks in order to confirm the robustness of your safer recruitment practice.