

Inspection of a good school: Pilsley Church of England Primary School

Pilsley Village, Bakewell, Derbyshire DE45 1UF

Inspection date:

27 April 2022

Outcome

Pilsley Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils like coming to Pilsley because it is a small school where 'everyone is friends'. They are happy and safe. Pupils enjoy learning because adults make it fun. Most parents and carers are proud of the school. They told inspectors that the school nurtures pupils and 'brings out the best in them'.

The school is calm and welcoming. Pupils can concentrate on learning because adults have high expectations of their behaviour. Pupils enjoy lunchtime activities and move around school in an orderly way. They are polite and respectful to all adults and visitors. They strive to earn a 'PhD' by living out the school's Christian values of PRAISE, which include, among others, perseverance, respect, enthusiasm and kindness, both in school and in the local community. Pupils say that bullying does not happen in school. They know who to speak to if they had any worries or concerns.

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

Leaders have recently revised the school's curriculum. It is ambitious and helps pupils make links across different subjects. Pupils know more of the school's curriculum because key ideas and knowledge are repeated. For example, in history pupils develop their understanding of words such as 'retreat', 'allies' and 'tactics' through different periods of history including the Tudor war, ancient civilisations and the Battle of Bosworth. However, some aspects of the school's curriculum do not set out exactly what pupils need to know and remember.

Leaders have the same high ambition for all pupils, including those with special educational needs and/or disabilities (SEND). These pupils are supported well by staff who help them to know more, and remember more, of what they have been taught. Pupils with SEND are encouraged to participate in all aspects of school life.

Leaders prioritise reading. They ensure that all staff have the expertise to teach the school's early reading programme. Children in the early years develop their

communication and language through songs, rhymes and books with repeating language patterns. Pupils learn to read from the beginning of the Reception Year. Leaders keep a close eye on how well pupils are learning to read. If pupils need additional support, specific help is put in place. Teachers help pupils to develop a love of reading. They understand what interests a pupil may have and seek out books that will help them to enjoy reading. For example, leaders supported pupils with SEND to foster an enjoyment of reading by providing books about nature and the great outdoors.

In mathematics, the curriculum is well organised to help pupils build on what they already know. For example, pupils in Year 1 explore numbers using the 'greater than' and 'less than' symbols. In Year 2, adults build on this by using these symbols and concepts to explore volume and capacity. Staff receive regular support and training to help them understand what to teach, when to teach it and how. In the early years, teachers focus on developing children's understanding of number and promoting an enjoyment of mathematics. Older pupils can explain how they use their knowledge of the subject to solve problems.

Despite being a small school, leaders ensure that pupils can participate in a wide range of extra-curricular activities. Leaders ensure that all pupils in school have a role of responsibility. They have ensured that the school's curriculum has a focus on mental health and pupils' understanding of their feelings and emotions. For example, pupils are encouraged to use a personal journal to explore self-regulation. Leaders ensure pupils learn about different communities. For example, pupils learn about different faiths and families, so they are well prepared for life in modern Britain.

Staff enjoy working at the school. They commented on how leaders are mindful of staff workload. They appreciate how leaders make time to listen to any worries or concerns they may have.

Governors are knowledgeable about all aspects of school life. They ask questions to ensure that all pupils get a good start to their education at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders do all they can to ensure all pupils are safe. Staff know their community well and quickly identify any signs that indicate that pupils may need help. Safeguarding procedures and routines are discussed regularly so all staff know what to do should the need arise. Leaders work with external agencies to ensure pupils are safe.

Governors work alongside teachers to check that pupils understand how to stay safe in school and in the community. Pupils learn about healthy relationships and how to stay safe online. Pupils feel safe in school. They know who they can go to should they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the key knowledge that pupils need to know is not yet broken down sufficiently. As a result, in these subjects, there is potential for pupils to miss learning something important without teachers and leaders knowing. Leaders should assure themselves that the school's curriculum identifies and breaks down the key knowledge in foundation subjects so that pupils do not have gaps in their understanding.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112891
Local authority	Derbyshire
Inspection number	10227850
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair of governing body	Andrew Wood
Headteacher	Emma Bond
Website	www.pilsleycofe.derbyshire.sch.uk
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school. It underwent a section 48 inspection in October 2017. This is an inspection of the school's religious character.
- There have been some changes in governance since the last inspection.
- The school is located on the Chatsworth Estate.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors undertook deep dives in these subjects: early reading, mathematics and history. Inspectors met with the leaders of these subjects and visited classes from all year groups. Inspectors spoke with teachers about the lessons they deliver. Inspectors met with pupils and spoke with them about their work. Inspectors also looked at pupils' work in these subjects and others.

- The lead inspector met with representatives of the local governing body.
- A meeting was also held with a representative of the local authority.
- Information on attendance, behaviour logs and safeguarding records was analysed. Meetings with leaders to discuss the safeguarding of pupils were also conducted.
- Inspectors sampled a range of documents, including the school's self-evaluation of current performance and plans for improvement.
- Pupils' behaviour was considered at various times of day, including in lessons, around the school and at lunchtime.
- The views of parents were considered through the online survey, Ofsted Parent View, and by meeting parents during the inspection. The views of staff were gathered as part of the inspection.

Inspection team

Shaheen Hussain, lead inspector

Her Majesty's Inspector

Peter Stonier

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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