

Inspection of Findern Primary School

Buckford Lane, Findern, Derby, Derbyshire DE65 6AR

Inspection dates: 13 and 14 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Findern Primary School is a special place for pupils to learn and grow. Pupils are happy and talk with enthusiasm about school life. They are ready to learn and enjoy their lessons. The school has high expectations for every pupil. Pupils feel safe here.

Pupils behave well. They care about one another and treat each other with kindness and respect. Pupils who struggle to manage their feelings and behaviour are given the help they need. Bullying is rare. If it does happen, it is not tolerated and is dealt with quickly. In the early years, children learn to take turns, to share and to listen carefully to their teachers.

Pupils have positive attitudes to their learning. They say their lessons are interesting. Pupils work hard and achieve well across the curriculum. Pupils make a positive contribution to the school. They develop their leadership skills as school councillors, sports ambassadors and anti-bullying ambassadors. Many pupils attend clubs in school and enjoy activities where they develop their interests.

Parents and carers are overwhelmingly positive about the school. One parent, typically, commented: 'Findern Primary School has been a wonderful school for my daughter, and I love their ethos and values of 'imagine, adventure, together', which live through the way they teach and support pupils.'

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

The curriculum has been carefully designed and is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). The school has ensured that the knowledge it wants pupils to learn has been logically sequenced so that pupils revisit and embed key concepts over time. For example, in history in Year 5, pupils use artefacts to understand life in Ancient Egypt, and in Year 6, they use written sources and photographs to find out about Second World War air raids. However, in a small number of foundation subjects, the key knowledge that pupils need to know and remember is not identified precisely enough. This means that teachers are not able to assess the progress pupils are making as well as they should.

Pupils revisit what they have learned through regular memory tasks. This helps pupils know more and remember more over time. Teachers check what pupils know and understand. In reading and mathematics, for example, teachers identify pupils who have gaps in their learning. These pupils receive extra support that helps them to improve.

Reading is a priority at this school. Staff are trained to teach the systematic phonics programme to pupils who are at an early stage of reading. Daily phonics sessions are highly structured. Teachers read daily to pupils. Pupils read carefully chosen, engaging texts in their English lessons that are linked to learning in other subjects.

'Stone Age Boy', for example, is linked to history. Pupils practise their reading and read widely. They say they enjoy reading.

The school is ambitious for pupils with SEND to achieve well. The school identifies pupils with SEND quickly. Plans to support their learning are clear and teachers use them well. Pupils with SEND access the full curriculum. Leaders ensure that staff are trained to support pupils in lessons. Teachers adapt their teaching to meet these pupils' needs.

Children get off to a very positive start in early years. They have excellent opportunities to play and learn. They enjoy learning through well-planned activities. Staff receive training to help them to deliver the curriculum. They prioritise children's personal, social and emotional development. Whether through free writing, painting or using apparatus outside of the classroom, children learn to be curious, resilient and sociable. Staff engage meaningfully and purposefully with children. Routines are very well established. Children are very well prepared for the next stage in their education.

Most pupils attend regularly. The school works closely with families to improve the attendance of some pupils who are absent from school too often.

The work to develop pupils beyond the academic is exceptional. The school provides opportunities that widen pupils' horizons and develop their character. Pupils have a strong understanding of world religions. They learn how to keep themselves healthy and safe. Regular debate enables pupils to be tolerant and respectful of difference and of others. Pupils have a mature understanding of British values. The school's work to promote pupils' personal development ensures that pupils develop as responsible and thoughtful citizens. Pupils experience a rich programme of activities such as martial arts, outdoor learning, residential visits and competitive experiences.

Governors challenge the school effectively. They strategically monitor the progress the school is making. Staff say leaders consider their workload and well-being. Staff enjoy working at the school. A typical comment of many was, 'We are a strong staff who are encouraged to help each other.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the key knowledge that pupils need to know and remember is not clearly identified. In these subjects, teachers are not clear about the important information they need to teach and, as a result, they do not assess the progress that pupils make effectively. The school should ensure

that the key knowledge that pupils need to know and remember is identified precisely in all curriculum planning.

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	112551
Local authority	Derbyshire
Inspection number	10324056
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Abby Litting and Elizabeth Froggatt
Headteacher	Paula Fox
Website	www.findern.derbyshire.sch.uk
Date of previous inspection	12 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 the school and took that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the special educational needs and disabilities coordinator, and curriculum leaders.
- Inspectors carried out deep dives in reading, mathematics, geography 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.

- The lead inspector listened to pupils reading to a familiar adult.
- 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 pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses to the Ofsted online surveys for staff and parents. An inspector spoke to parents during the inspection.
- The lead inspector met with governors, including both co-chairs.
- The lead inspector spoke with the school's local authority school improvement adviser on the telephone.

Inspection team

Stephen Long, lead inspector

Ofsted Inspector

Peter Johnston

Ofsted Inspector

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