

Darley Churchtown CofE Primary School



Vision: With God all things are possible

Mission statement: Darley Churchtown is a calm and kind environment for every one of our children.

As a church school, our vision is rooted in Biblical narrative. We worked with the Diocese and our church and chose the following passage: *With God all things are possible (Matthew 19.26)*

Our aim and vision sets out the way that all staff serve our community.

Head of school: Tom Lloyd

Executive headteacher: Ben O'Connell

Date: 12th December 2024

Self-evaluation statement

Grades for Ofsted key areas:

*In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. For a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good **quality of education**.*

Key area	Ofsted grade Date: Good, January 2020	Key Area	School grade
Leadership and management	Good	Leadership and management	Good
Quality of teaching, learning and assessment	Good	Quality of education	Good
Outcomes for learners	Good		
Behaviour and attitudes	Good	Behaviour and attitudes	Good

Personal development	Good	Personal Development	Good
Early Years Provision	Good	Early Years Provision	Good

Governance arrangements and scheme of delegation

Darley Churchtown has a Local Academy Committee which focuses on the areas of safeguarding, standards, SEND, stakeholders and finance. Our school remains largely autonomous but Derby Diocesan Academy Trust (DDAT) retain appropriate powers as set out in the Scheme of Delegation, to ensure delivery of any required school improvement.

Our school is supported and challenged by an established body of LAC members as well as by LAC members from across the Matlock and Dales Primary Partnership.

The school context

- Darley Churchtown is a small school with a declining number of pupils on role due to the surrounding demographics.
- The size of the cohorts necessitates the teaching of children in mixed age classes, with all children benefitting from an established curriculum.
- The proportion of pupils who qualify for free school meals is well above average and has been increasing in recent years. Despite the high proportion of children who qualify for FSM, the location of the school and the area where its pupils live are both below average in terms of deprivation.
- The percentage of children with special educational needs is also well above average and has been increasing, although the percentage of children with an education health care plan is below average.
- There are very few children with English as an additional language.
- There has been a decline in the stability of the school in recent years and it is now below average.
- Following the previous inspection (January 2020), Darley Churchtown has had four headteachers (including an agency headteacher during Spring and Summer 2022). The school had been involved with several different collaborations with local schools, sharing Headteachers, which did not provide the planned stability or development, resulting in pupils not attending or achieving as well as they should.
- Since September 2022, Darley Churchtown has formally worked within a partnership of 5 local schools, who are part of Derby Diocesan Academy Trust (All Saints' CE Infant; All Saints' CE Junior, Bakewell CE Infant and Darley Churchtown CE Primary).
- The children, staff and community at Darley Churchtown benefit from experienced leadership (including a non-teaching SENCo and experienced senior leaders for English and Maths). This has provided stability.
- Leaders have identified and prioritised the right issues. The school's latest external attainment (2023 & 2024), and behaviour records evidence

the positive impact of the carefully chosen improvement work. Attendance has also strengthened (and school provides close support for several EBSA).

- School staff run our own Breakfast Club which provides a safe and supportive welcome for our children. This is funded from Pupil Premium and effectively supports attendance, punctuality and provides targeted support for PSED and language development.

What is it like to be a pupil at this school? (200 words max)

Children at Darley Churchtown benefit from a broad and balanced curriculum that has been developed by sharing the expertise of teachers across schools within the Matlock and Dales Primary Partnership. Class sizes are smaller than would typically be found in many primary schools and this means children benefit from additional support in lessons and a nurturing environment that accounts for the individual needs of every child. Wider opportunities such as forest school and participation in extra-curricular sports are offered through the partnership of schools meaning children have access to many activities that might not typically be available in smaller settings.

Pupils overwhelming share that they enjoy coming to school with almost all reporting (in our latest pupil voice) that they feel safe when they are at school. Children know who to speak to if they had a problem and feel proud to be part of their school. Family support and nurture provision provides support for children and their parents.

Pupils attainment continues to strengthen with our children leaving school well placed for the next stage in their education.

Improvements since the last inspection:

AFIs/other improvements.

Our curriculum is coherently planned for all subjects, building upon a strong, established EY curriculum. Our curriculum has been implemented with the first year of the two-year cycle completed and the second year beginning in September 2024.

Subject leadership has been reviewed across the schools within the Matlock and Dales Primary Partnership so that expertise can be shared more widely and individual teachers given more capacity to develop and monitor the action plans for the subjects that they lead. Staff are supported with both workload and expertise. This was noted in one of our partner school's which was inspected in July 2024: *Staff appreciate the support of subject leaders from the local partnership of schools to help develop their subjects. With many subjects and few staff, this makes the workload more manageable.*

The quality and standards of education remain effective and continue to strengthen

- Our school provides an effective quality of education and Darley Churchtown continues to strengthen as a stable school.
- Our established leadership team, including a non-class-based SENCO and Inclusion Team (comprised of our own Family Support Worker) have strengthened the inclusive offer for all children and parents.
- Leaders at all levels have ensured the curriculum at Darley Churchtown is coherently sequenced and builds upon our own, carefully developed and established Early Years curriculum.
- Our established Early Years curriculum, based on the work of Julian Grenier, ensures that children in Early Years benefit from a well-planned start.
- All learning takes place in a calm and constructive manner and formative and summative assessments evidence that all children are making progress from their individual starting points.
- High quality SEND training and support from the experienced partnership 'Inclusion Team' ensures that appropriate adaptations are in place, so all children attend more, learn more (within class) and can do more from their individual starting points.
- Behaviour and attitudes are good. School improvement officers have noted the calm and constructive environment in school and children generally demonstrate good learning behaviour. There are no exclusions.
- Personal development is good. Children benefit from a considered curriculum and planned enrichment opportunities, open to all.
- Safeguarding is effective. Regular safeguarding training ensures all staff keep children safe. Regular (half termly) reporting to governors ensures a strong culture of safety across all leaders. Strong liaison with external agencies ensures all families benefit from close support from school.

Quality of educational provision is good

Intent

- A comprehensive curriculum, based on our understanding of our youngest children, and the National Curriculum, is consistently implemented. All subjects in the National Curriculum are covered and the school also offers broader opportunities beyond the scope of the curriculum, for example through forest school, residential trips and our planned programme of enrichment (11 before 11).
- This is covered over an established two-year teaching cycle, to ensure that all children cover all elements of the curriculum.
- Key learning (referred to as 'sticky knowledge') has been identified in all subject areas and teachers have worked with colleagues across the Matlock and Dales Primary Partnership of local schools to ensure this is coherently sequenced.
- Our youngest children, in Early Years, benefit from an established and considered curriculum which clearly identifies the foundational knowledge (and vocabulary) which we want all of our children to acquire and use.
- Children with SEND benefit from inclusive learning with appropriate adaptations (both to the environment and to planned provision). This is enabling all children to work together in calmer classrooms. Parents and staff benefit from close contact and support from our SENCO, including the recent SEND and Inclusion Team termly drop in.

Implementation

- Staff have received training on 'principles for effective teaching' which has been developed across the partnership. This includes a learning sequence that emphasises the need for retrieval of prior knowledge so that it can be embedded in the long-term memory. Assessment in foundation subjects focuses on the ability of pupils to retrieve the most important learning that is identified in the curriculum and is key ongoing focus.
- Assessment is clearly linked to learning goals and is based around allowing teachers to provide immediate feedback and support. Materials and resources are shared across the partnership to reduce workload for teachers and allow them to benefit from the expertise of colleagues. These are then tailored to the needs of individual children based on the context. A variety of carefully selected schemes of learning are used in different subjects and these have been evaluated and structured to ensure they cover all the required objectives and can be delivered effectively.
- Reading continues to be a priority throughout the school. The Little Wandle SSP scheme is used in Early Years and Key Stage 1.
- Leaders and teaching staff continue to prioritise reading for those who are less confident and fluent in reading as they access Key Stage 2. All staff have benefitted from training in the teaching of reading fluency and this is a key area of focus this year. Trained staff use sharp, ongoing assessment to support identified children using the Little Wandle programme.
- Ongoing attainment evidences that children in Early Years through to Year 2 are all progressing against clearly understood expectations. Daily pre and post teaching, alongside high-quality tutoring provided by a trained member of staff, has resulted in significant progress and improved attainment from previously low positions.

July 2024	Early Years 4 children	Year 1 8 children	Year 2 10 children
National 2023	76.2% in word reading	79% nationally	89% nationally
ARE in phonics at DCT	75%	100%	70%
Pupil Premium	100%	100%	50%
SEND	NA	100%	25%

- All children read with adults regularly and parents are supported to read with their children and offered opportunities to learn more about how to support their children and to come into school and participate in phonics learning alongside their children.
- School engages with experts to further strengthen practice. A reading audit was conducted in June 2024 with the Flying High English Hub. This found the SSP was delivered effectively in EYFS and KS1 enabling strong outcomes. Staff are using the recently published fluency elements to further support for children in Key Stage 2.
- Staff successfully implement Power Maths across the school to support the discrete daily teaching of maths. All children benefit from effective teaching, with a clearly defined sequence of learning from Early Years through to Year 6.
- All children take part in daily, discrete maths fluency practice. This is having a noticeable impact on children's calculation skills so more children are working within ARE.
- TT Rockstars is used daily in school and competitions set up across the partnership: this is driving strong engagement in fluency practice.

- Maths Whizz continues to be used widely, set as homework and also used in school enabling children to spend more time practising fluency.
- All children from Year 2 upwards taking part in a discrete timetable progression, with weekly challenges and clear understanding of ARE. More children operate within our clear expectations of ARE. Sharp, ongoing assessment is used to provide keep up/ catch up sessions for those children who are not working at ARE.
- Graphical organisers introduced for foundation subjects and reviewed at phase meetings. Reviews from the Trust evidence that: *Students find graphic organisers helpful for recalling and connecting knowledge* and *Students of all ages genuinely value the combination of drawing and writing, which makes learning memorable* (10.12.24)
- Staff have further revised the homework provision; this is designed to support foundational knowledge: reading, maths fluency and writing skills.

Impact

- Children within all groups make good progress from their individual starting points and achieve in line with, or above national standards.
- Children in Early Years continue to benefit from a clear curriculum with a clear focus on the prime areas (enabling children to develop well with early reading, writing and maths).
- Strong phonics outcomes and additional provision ensures children are well placed for KS2.
- Sustained outcomes at KS2. 2024 outcomes evidence sustained attainment, with all children, in all groups, achieving the expected level or higher in reading, maths and GAPS.

	Reading		Writing		Maths		GAPS		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All children (7)	100%	29%	71%	14%	100%	43%	100%	29%	71%	14%
Pupil premium (1)	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
SEND (1)	100%	0%	0%	0%	100%	0%	100%	0%	0%	0%

- In 2023 67% of Year 6 children achieved the expected standard in reading, writing and maths – compared with a national average of 60% - and average scores in maths and reading were also above the national average. Pupils from disadvantaged backgrounds often make progress in excess of their peers.

Even Better....

- Ensure reading provision for children in Lower Key Stage 2 enables all children to read with automaticity using decoding.
- Further strengthen the teaching of fluency in maths, so more children achieve the very highest standard in MTC by the end of Year 4.
- Teachers use of retrieval and review within foundation subjects enables all children to know, remember and so more with the identified 'sticky knowledge'.
- Remote education and homework: ensure that a coherent structure to homework is established and implemented so all children benefit

from carefully planned opportunities to practise and apply their learning.

Behaviour and attitudes are good

- Leaders and staff have established and embedded high expectations of pupils' behaviour.
- Staff and leaders have worked together, following well received external training, to embed a revised set of behaviour principles focusing on safety, calmness and adaptations to support all. These principles were shared with all of our community and continue to be taught, modelled and promoted amongst all of our children.
- Pupils are positive about their learning. We know this because they are engaged in their lessons and make good progress. This has been noted in internal monitoring and visits from trust school improvement officers.
- Behaviour has been noted as being "calm and settled" at breaks (ROV, JS, 18/01/23) and pupils described as "focused, attentive and mostly on task" during lessons (ROV, JS, 15/06/23). Children have also reported that they feel safe in school and adults listen to their views.
- Leaders, staff and children have established a positive environment in which bullying is not tolerated. Pupil voice is used to further improve provision and support.
- Isolated incidents of bullying (which is often categorised as 'perceived' following investigation) are dealt with quickly, following the appropriate involvement of children, parents and staff. This also applies to the use of any derogatory language.
- Children are taught about ways to identify and address bullying through the PSHE curriculum, circle time and focus events throughout the year such as Anti-Bullying Week. Children report that they are safe.
- Where concerns are identified, these are logged on the school's safeguarding system (My Concern) and followed up with actions identified, allocated to staff members with clear timeframes and completed. Where children's behaviour or attendance is affected by family circumstances, children are supported in school by a learning support team. This could involve emotional literacy support on a 1:1 basis or small group work as part of nurture sessions. If necessary, referrals are also made to an external family support service or other services as required. The impact of support is tracked through the completion of Boxall profiles and these demonstrate that the support being offered is effective and reflected in improved attendance and engagement.
- Isolated, and significantly reduced, use of suspension has enabled children and staff to learn within a safe environment. Effective reintegration plans have supported children to resume regular, full-time education alongside their peers. The number of suspensions continues to diminish significantly.

Attendance

- Leaders have embedded the consistent use of an attendance policy, using the last Dfe guidance 'Working together to improve school attendance' and the research from Ofsted. Staff were trained ahead of the August 2024 amendments.
- Leaders have a clear understanding of the reason behind any daily absence and work with a small number of families to further support attendance. Family support worker role established to provide support to families including on attendance. Weekly pupil priority meetings established to ensure a focus on vulnerable children – attended by HoS, FSW, inclusion lead and SENCO.

- Attendance has improved but remains a priority (noticeably for our disadvantaged pupils). Most children (including our PP and children with additional need) attend with regularity (as evidenced on compare your own data). Where there is not the case, staff of all levels work with swift and effective action, supporting improved attendance or appropriate SEMH support. Whilst overall attendance sits within decile 4, this reverts to decile 1 when several outliers are taken into consideration.
- One child is on a part-time timetable following medical guidance. School staff continue to work closely with the vulnerable family to ensure the child is set appropriate work which is assessed and reviewed (see case study).

	2021-22	2022-23	2023-24	2024 – 2025 (11.12.24)
Absence	8.7%	8.2%	7.7%	6.4%

- Leaders use daily and weekly reviews of attendance, using comparative national data, to drive improvements. Our early work this academic year has seen overall attendance, for all groups, sit broadly in line with national.

Even Better....

To reach the next grade (or to continue to be outstanding) we need to:

- Attendance: further improve attendance rates for all groups of children so that all children (including PP and SEND) benefit from even stronger attendance (no less than 96%).
- Embed the family support offer so that all families engage and support attendance.
- Ensure children with low attendance receive appropriate provision to ensure they achieving their full potential.

Personal Development is good

- Pupils learn about wider social, moral and cultural issues through our PSHE curriculum, and their spiritual development is supported through the RE curriculum and our carefully planned, daily collective worship that highlights our key values each half term.
- As a Church school, a strong emphasis is placed on Bible stories and how the lessons contained within these can support children to become active and responsible members of society – irrespective of religious belief.
- A calendar of events for the Autumn term has been drawn up to ensure children have the opportunity to engage with key cultural and religious events – such as Remembrance Sunday, Black History Month and Children in Need. These are celebrated through the displays in the hall.
- The school's vision, to "Aim high and achieve, believe and succeed", was agreed following discussions with parents, children and the church in 2022-23 and reflects an identified need to create a culture of high aspiration.
- Pupils are taught how to stay safe and be healthy through our discrete PSHE curriculum.
- A carefully developed RSE curriculum is used to teach children about healthy relationships in an age-appropriate manner. Parents were consulted on this curriculum in 2022-23 and are invited to review resources before the content is delivered each year.

- Our small school provides a range of inclusive opportunities to nurture, develop and stretch talents. Carefully planned experiences (such as residential), combined with Forest Schools, enables all children to develop self-esteem, confidence and independence. This is evident in improving attitudes to learning and improved attendance.
- Personal development was the focus for a school improvement visit in January 2024. The SSIO reported:
 - *The school has acted to develop a sequence of learning to support children's understanding of PSHE, RE and being safe online.*
 - *The school has planned out a sequence of learning in RSE that enables children to build on what they know over the course of the year*
 - *The school provides support for children who are struggling with their mental health and have regular check ins with pastoral leaders on how they are coping*
- Effective pastoral support is offering through an Inclusion Team which operates across the partnership and includes trained nurture groups providing emotional literacy support. Appropriate support enables children to engage in learning, which has improved attendance, regulation and attainment.
- A member of staff is currently completing senior mental health lead training to further strengthen this provision in school.
- Children are taught how to keep fit through PSHE and also through the PE curriculum. Children in Y3 and Y4 have swimming lessons each week and learn about water safety as part of this.
- A variety of sports and wider events are offered through the partnership with other local schools and the Rural Derbyshire School Sports Partnership. All children take part in these events, further supporting the development of children's aspirations. Targeted use of extra-curricular clubs are also provided after school and children in KS2 complete in a football league with other local school teams.
- British values are taught through the PSHE curriculum and also through discretely collective worship. The Picture News resource is used to highlight a topical issue each week and the values that are linked to this as well as any considerations around equality and diversity.
- Our school has an equality statement. Children are taught about protected characteristics and what to do if they witness or feel subject to any form of discrimination.
- The RE curriculum is based on the Derby and Derbyshire Agreed Syllabus for Religious Education and incorporates elements from Understanding Christianity. It includes units on other religions, units where multiple religions are studied alongside each other and some units that focus on non-religious beliefs. Children visit the local Church each half term and the school also welcomes visitors from local Christian organisations – Open the Book and MAST – who lead worship and supplement the RE curriculum.
- Impact of our work is reflected in the views of our children. Our latest survey (November 2024) evidences:
 - All children enjoy coming to school.
 - 95% of children said they feel safe in school – 2 children did not.
 - Children feel well supported by staff:
 - 86% of children said they learn how to positively addressing bullying in school.
 - 98% said they are taught how to stay safe when using the internet.

Even Better....

- Ensure children have regular opportunities to visit non-Christian places of worship or to have visits from people from other faiths.

- Roles and responsibilities: school council, eco team (enrol for the ECO awards), collective worship team, sports leaders, houses and captains.
- Ensure that children have a secure and age appropriate understanding of FBV

The effectiveness of leadership and management is good

- Established and experienced leaders have a clear vision for the school based around a culture of high aspiration and inclusion for all pupils.
- Leaders have identified the most appropriate areas to further strengthen provision based upon secure and effective understanding of the school.
- All children benefit from a clear curriculum which is being effectively taught. Leaders have high ambitions are for all pupils, including those who are harder to reach or have SEN.
- Leaders have restructured staffing so that our school has strong support from our own Family Support Worker. This is further supporting attendance and engagement in learning.
- Leaders closely monitor the attainment and progress of pupils through appropriate assessments and use this to dynamically shape provision. As a result, attainment continues to strengthen.
- Parents have opportunities to visit school throughout the year and are involved and increasingly engaged. Parent meetings are held in the Autumn and Spring term, report cards are sent at the end of the Autumn and Spring terms and a detailed end of year report is sent in July. Senior leaders are present at the start and end of every school day to welcome children into school and send them to their parents at the end. Classes offer parents the chance to visit and work with their children on phonics and to view their books and regular curriculum updates are sent each half term.
- Staff workload is always taken into consideration and managed fairly. Staff benefit from the sharing of expertise and working with colleagues in other schools within the partnership. Leaders have established a well-being team to further support workload within our small school.
- Foundation subject leadership is being managed across the smaller schools within the partnership with staff meeting time allocated each half term for monitoring and the completion of action plans.
- Leaders have established a wellbeing team which now works across the partnership. This network helps to shape provision and support staff of all levels.
- Staff are aware of policies on bullying and harassment and know that they can contact the chair of governors if they have concerns. The contact details for the chair of governors are on the school website.
- The school's Local Academy Committee has been strengthened this year by the appointment of two parent governors and a trust governor. There are, however, still vacancies on the board and the post of staff governor is due to end in September and has been advertised within the school. Governors are aware of their responsibilities and meet half termly. The chair of governors has completed additional visits to school to look at safeguarding, attendance and curriculum. Training records for governors are stored and maintained on Governor Hub.
- All staff and governors receive annual safeguarding training and have completed Prevent training. In addition, the DSL and DDSL have completed additional training and attend safeguarding updates and supervision meetings organised through the trust. Weekly training is provided to staff on safeguarding issues and the impact of this is checked with a safeguarding quiz that is sent to staff each half term. Any misconceptions identified

through this quiz and then addressed in the training for the following half term. Any concerns about pupils are logged on the school's My Concern system and updated daily until they are resolved. Referrals are made to early help services or Starting Point when required.

- Staff report that the school continues to go from strength to strength. Our latest survey (November 2024) evidences that:
 - Majority report school is better than at previous inspection;
 - All staff agreed or strongly agreed that they were proud to be a member of staff at Darley Churchtown.
 - All staff felt pupils are safe at the school.
 - Majority report school is well led.
 - Staff feel well supported.

Even Better....

To reach the next grade (or to continue to be outstanding) we need to:

- Further strengthen the support and challenge provided by recently appointed Local Academy Committee members.
- Embed the model for subject leadership across the partnership

The effectiveness of the early years quality and standards is good.

- Staff have used non-statutory guidance and high-quality training to devise and embed an inclusive curriculum. Leaders and staff have developed a bespoke curriculum. This provides progression in identified key areas of self-regulation and executive function. Outcomes evidence that children attain well, with the curriculum providing clarity on specific next steps.
- High staff to child ratios enables good levels of explicit teaching, direct instruction and appropriate support. Our staff know the children well and use this to plan a range of engaging activities.
- Staff and children have excellent relationships. Routines are swiftly established, and all children learn within a calm, safe and settled environment.
- There is a sharp focus on a vocabulary rich environment. Vocabulary remains a high priority and careful links are made between subjects.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- Transcription: children can use their phonics to encode and form sentences in all areas of provision.
- Children are held to high expectations with effective and timely interventions given to those children who have been identified who are in danger of falling behind. This is ensuring that the majority of our children are on track to read words and simple sentences accurately by the end of Reception.
- As a result, children are well prepared for Y1 and to access the demands of the National Curriculum. Recent outcomes evidence that children attain well, with the curriculum providing clarity on fine next steps.

	2021-22	2022-23	2023-24
Percentage achieving GLD	33% (3 of 9)	62.5% (5 of 8)	75% (3 of 4)

Phonics is taught daily through the Little Wandle SSP. Progress is tracked using the Little Wandle tracking tool. If any children are falling behind then support is put in place using the Little Wandle keep up, catch up or SEN programmes. School improvement officers and senior leaders have completed monitoring visits throughout the year.

A comprehensive audit of early years provision was completed in September 2023 by school improvement officers from the trust. This found that the seven key principles of effective practice (Development Matters, September 2020) were being met. Children are held to high expectations with effective and timely interventions given to those children who have been identified who are in danger of falling behind. This ensures that the majority of our children are on track to read words and simple sentences accurately by the end of Reception. All children are well catered for and supported as staff are knowledgeable about the areas of learning they teach.

Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. Excellent communication between children and parents. Effective working links with parents are established from before the children start school. These are further with scheduled and well received meetings to support phonics and reading at home.

EYFS provision observed as part of whole school review in October 2024. SSIOs noted:

- Well planned, considered, established routine
- Environment allows for independence, exploration and the opportunity to have specific teaching
- 2 adults expertly shift between their roles/groups and ensure that children of different ages have an equitable access to fundamental learning.
- Emphasis on developing vocabulary is strong and helpful for children who are starting with limited language development

Even Better....

To reach the next grade (or to continue to be outstanding) we need to:

- Implement the vocabulary planning
- Develop the understanding of the EYFS curriculum within all areas of the school so all leaders understand the foundational learning within EY
- Further strengthen the outside environment to support physical development.

