

Inspection of Durweston CofE VA Primary School

Durweston, Blandford Forum, Dorset DT11 0QA

Inspection dates: 21 and 22 September 2022

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

What is it like to attend this school?

Everyone is proud to be a part of Durweston school. Pupils feel happy and safe. Their positive outlook is visible in everything they do.

The school's Christian values are at the heart of leaders' high ambition for pupils. Pupils have a strong moral code. They understand the school's values and know they will serve them well throughout life.

Pupils learn and play well together, showing kindness and respect. Pupils listen well to adults and one another. They confidently take part in discussions because adults encourage everyone to contribute. Relationships between all members of the school community are warm and nurturing. Pupils feel that they could speak to any member of staff if they had a worry.

Leaders are determined that all pupils experience 'magical moments' both within and beyond the curriculum. There is a vast range of enrichment opportunities for pupils of all ages. Pupils are at the heart of the community the school serves. They play an active role in initiatives such as the church café and the village fete.

Parents are overwhelmingly positive about the school. They appreciate the approachability of teachers and the school's focus on the well-being of pupils. Parents see the school as an asset to the community.

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

Leaders have designed an ambitious curriculum. They have carefully set out the knowledge they want pupils to learn. This includes carefully chosen learning about their locality. Leaders have also considered key themes across the curriculum. For example, pupils develop an understanding of how farming has changed over time in history, as well as using a local farm to understand more in science. The sequencing of content, including in the early years, means that pupils build on the knowledge they have and know more over time.

Leaders have ensured training and resources support teachers well. This is particularly the case in reading, which leaders have prioritised. Good subject knowledge enables teachers to teach phonics and reading effectively. Pupils successfully segment words and blend sounds, which means they learn to read with fluency. Children in the early years have lots of opportunities to enjoy rhymes and sound making so that they are eager to learn phonics when they start Reception. However, in a few subjects, the curriculum is quite new. Teachers have not yet developed fully effective strategies to teach these.

Pupils love to read. They talk with enthusiasm about the books they choose. Pupils particularly like having stories read to them, which teachers do each day. Teachers read in an engaging way, which sparks pupils' enthusiasm and interest.

Teachers use assessment well. In mathematics and reading, they have used assessment to identify the gaps in knowledge each pupil has following the pandemic. They use this to plan the curriculum carefully so that pupils quickly secure this knowledge before moving on.

Pupils with special educational needs and/or disabilities have their needs identified accurately. Teachers plan effectively for these pupils so that they are able to learn well. Working with other agencies secures specific support for those pupils with more complex needs.

Leaders are rightly proud of the rich experiences that pupils have. Pupils participate in events and activities that build their understanding of local and national traditions. However, they have a more limited understanding of cultural diversity. Pupils do, nonetheless, understand individual difference and feel that it is important for people to be unique and 'be themselves'.

Governors know their school well and carry out their strategic roles effectively. They have remained committed to a vision for excellence over recent years. This has secured a good quality of education for every pupil. Senior leaders and governors take care of their staff. Staff are proud to work at Durweston and feel supported in their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure safeguarding is their highest priority. They work well with a range of agencies to make sure that pupils and families get the right help at the right time. Recruitment checks are carried out diligently.

Staff know the signs of abuse and neglect. They respond effectively to concerns and follow agreed procedures for recording and reporting. This means leaders can act on any concerns swiftly.

Pupils know how to stay safe when using the internet. They understand the difference between a good secret and one that should be shared. The curriculum ensures they learn about personal relationships and risks beyond their locality.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always use consistent strategies when implementing the curriculum. This means some subjects are less well implemented than others. Leaders should ensure that teachers use agreed strategies consistently so that all pupils can know more, remember more and do more across the curriculum.
- Some subject curriculums are relatively new. Leaders must ensure that they are fully embedded, so that teaching helps pupils to know and remember more and be well prepared for what comes next.
- While pupils have a good understanding of the need for respect for every individual, the curriculum does not develop their understanding of cultural diversity as well as it could. Leaders must ensure that pupils are well prepared for life in modern Britain.

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](#)' 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	113798
Local authority	Dorset
Inspection number	10241225
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	133
Appropriate authority	The governing body
Chair of governing body	Phil Legg
Headteacher	Nicola Brooke
Website	www.durweston.dorset.sch.uk
Date of previous inspection	9 and 10 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school runs a pre-school for three- and four-year-olds on site.
- The school does not use any alternative providers.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors held meetings with the headteacher, senior teacher, special educational needs coordinator, curriculum leaders, teaching and support staff, and

members of the local governing body, including the chair of governors. The lead inspector also spoke with a representative from the local authority.

- The lead inspector met with the designated safeguarding leaders to discuss how they keep pupils safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's improvement plan and documentation relating to safeguarding

Inspection team

Angela Folland, lead inspector

His Majesty's Inspector

Marcia Northeast

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022