

# Inspection of Dilhorne Endowed CofE Primary School

Godley Lane, Dilhorne, Stoke-on-Trent, Staffordshire ST10 2PF

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Inspection dates: 10 and 11 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils at this school flourish. One comment made by a parent expressed the views of many others, 'Our children have thrived at Dilhorne.' Adults promote the Christian values of trust, mindfulness, peace and friendship in all aspects of school life. Consequently, the relationships between adults and pupils are highly respectful.

Pupils receive highly effective pastoral support from adults. This support starts when staff welcome pupils into school with a smile. Any worries or concerns the pupil, or their parent, may have about the day ahead are listened to carefully by adults. This is reassuring.

Behaviour is always excellent. Pupils of all ages play together. They look out for each other and describe themselves as a 'family'. Pupils do not worry about bullying. If they are upset at any time, they know an adult will quickly sort it out.

Leaders have high aspirations for what pupils can achieve. This means doing well in their schoolwork, as well as developing into good active citizens. Staff help pupils achieve this by teaching pupils how to behave responsibly. This starts in Reception. Pupils may be a member of the school council or class librarians. They are proud to take on these roles.

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

Following the previous inspection, leaders acted quickly to address the weaknesses that were identified in the school. They executed their plan well.

Pupils study an appropriate range of subjects. All pupils, including those with special educational needs and/or disabilities (SEND), access all subjects. Leaders have reviewed the curriculum to make sure that learning is well planned and sequenced. Pupils revisit learning regularly and build on what they know year on year. Teachers have good subject knowledge. They choose activities that they know pupils will enjoy. As a result, pupils say learning is fun and they learn a lot in lessons.

Children get off to an excellent start in Reception. Adults have a strong understanding of how to meet their needs and interests. Children are highly engaged in their learning. Their behaviour is exemplary. Children have effective daily phonics lessons. There is a sharp focus on developing their understanding of number. Children interact well with each other. They know how to take turns and share, in lessons and at unstructured times.

Staff use assessment well to check pupils' understanding. For example, in lessons, teachers quickly correct any misunderstandings pupils may have when they answer questions. However, feedback given to pupils in their books to help them improve their learning is not as effective as it might be. In addition, sometimes, the work set is not sufficiently challenging for some pupils. This hinders pupils' progress.

Leaders prioritise reading. The school library has been revamped. All classrooms have a reading area. Adults buy pupils a book from Santa at Christmas based on the pupil's interests. There is an effective reading programme in place. This starts on day one of Reception. All staff benefit from ongoing training. Staff regularly check how pupils are getting on. If a pupil is falling behind, adults act quickly to give them extra help. As a result, pupils are becoming enthusiastic, confident readers.

Staff know their children well. They quickly recognise if a pupil needs extra help. This may come from external agencies such as the educational psychologist. As a result, pupils, including those with SEND, make good progress.

Pupils' behaviour and attitudes are exemplary. They have high levels of respect for each other. Pupils say, 'It's okay to be different in this school.' Pupils make a positive contribution to the school and the wider community. For example, every week, the pupil health and safety team carry out a check on the school's premises. Pupils write a report and actions for the site manager. Pupils lead worship in the local church and invite local parishioners to attend.

The ways in which the school promotes pupils' personal development is a strength. For example, pupils learn how to take care of the animals in the farm school. They develop their resilience by working as a team to 'cross the acid river' in forest school.

Leaders take care of their staff. Inspectors heard many examples from staff about how leaders have supported them with both professional and personal issues. As a result, all staff are proud to work at the school.

Trustees are ambitious about what the school can achieve for its staff, pupils and the local community. Trustees offer a good balance of support and challenge to leaders. For example, in one of their meetings, they asked leaders what attendance had been like at the parents' forums.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a strong culture of safeguarding. Staff provide high-quality pastoral support. All staff take safeguarding seriously. Staff report concerns confident in the knowledge that leaders will deal with them effectively. Leaders ensure all staff receive appropriate training. Adults who work at, or visit, the school are appropriately checked.

Staff teach pupils how to keep themselves safe through the curriculum and assemblies. This includes e-safety. For example, pupils know not to share their personal information when online. As a result, pupils say they feel safe. Parents agree.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Work in pupils' books shows that at times the work set for them is insufficiently challenging. This means that some pupils are not reaching their full potential. Leaders need to ensure that the work given to pupils is demanding and matches the aims of the curriculum.
- Assessment is not used consistently well. Feedback given to pupils does not always help pupils to understand what they need to do to improve. This hinders their progress. Leaders need to ensure that the feedback teachers give to pupils will help them to improve their work and maximise their potential.

## 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

<b>Unique reference number</b>	141770
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10227373
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Chesters
<b>Headteacher</b>	Craig Broome (Head of School)
<b>Website</b>	<a href="http://www.tmpf.staffs.sch.uk">www.tmpf.staffs.sch.uk</a>
<b>Date of previous inspection</b>	10 and 11 July 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Moorlands Primary Federation, which consists of five schools.
- The school is within the Diocese of Lichfield. Its most recent section 48 inspection took place in May 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the most recent one.
- The school does not use any alternative providers.
- Since the previous inspection, a new head of school and early years leader have been appointed.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the head of school, the chief executive officer, the principal, trustees, including the chair, other leaders, staff and pupils.
- The inspectors carried out deep dives in reading, mathematics and music. For each deep dive, the inspectors 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 lead inspector also looked at samples of pupils' work in other subjects.
- The inspectors talked to pupils at unstructured times during the day.
- The inspectors evaluated a range of school documents and looked at information on the school's website.
- The lead inspector checked the single central record and met with the school's safeguarding leaders.
- The inspectors reviewed the responses to Ofsted's staff questionnaire. They also considered the responses to the online questionnaire, Ofsted Parent View, including free-text responses.

### **Inspection team**

Lesley Yates, lead inspector

Ofsted Inspector

Sarahjane Cuncannon Edwards

Ofsted Inspector

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