

# Inspection of Dallimore Primary & Nursery School

Dallimore Road, Kirk Hallam, Ilkeston, Derbyshire DE7 4GZ

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Inspection dates: 27 and 28 September 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils love coming to this inclusive school. It is happy and nurturing. Parents and carers speak of the school with high regard. Relationships between staff and pupils are respectful and positive. Pupils understand the school's 'starfish' values. They do their best to live up to these. Pupils are a credit to the school.

Adults have high expectations of pupils' learning and behaviour. Pupils are focused on their learning. Classrooms are calm. Pupils who sometimes struggle are well supported by adults. Pupils are taught about their feelings and ways to recognise and manage these independently. Pupils behave well.

Pupils say that they feel safe. Parents agree. Pupils say that bullying is rare. They trust their teachers to help them if they ever need it. They know that staff will listen and help them.

Pupils embrace opportunities to lead. They take these roles seriously. Class ambassadors ensure that pupils have their voices heard. Play leaders enjoy leading games during breaktimes. They support younger peers effectively.

Pupils enjoy the various clubs and activities on offer, such as the 'wake up and jog' club and the scooter club. Pupils benefit from the many opportunities to participate in sporting competitions.

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

The school provides pupils with a good quality of education. Staff have worked hard to improve the curriculum further. However, there is more work to do to make sure that pupils continue to deepen their knowledge in all subjects over time.

The curriculum has been planned to support pupils' success in knowing and remembering more. There is a focus on developing children's vocabulary right from the start. Teachers use questioning well to check pupils' understanding. During a mathematics session in early years, for example, children were able to explain their reasons for sorting toy animals in the way they had.

Teachers use their strong subject knowledge to present new learning to pupils. They have high expectations for pupils' learning. They support pupils to use key vocabulary confidently in their spoken and written responses. This begins in Nursery.

Pupils receive opportunities to revisit and recall previously learned knowledge. Pupils enjoy their lessons and can recall much of what they have learned. However, in some lessons, pupils do not receive opportunities to deepen their understanding of key concepts, ideas or events. For example, pupils in Year 2 remember many of the facts they had learned about Florence Nightingale. However, they were unclear about why she was an important historical figure in Victorian times.

The school has made reading a high priority. Staff are well trained. There is a consistent approach to the teaching of phonics. Children begin to learn the sounds that letters represent from their first few weeks in school. Staff pay close attention to how well pupils learn sounds. They provide support when they need to. However, sometimes, lessons do not meet the needs of a few pupils who struggle to read. The school is taking appropriate action to improve this.

Books used by pupils to help them learn to read are well matched to their ability. Pupils say that they enjoy reading. A new reading programme helps pupils to become accurate and fluent readers.

Children get off to a good start in Nursery. There is a clear focus on the basic skills to support future learning. Staff have developed an exciting and inviting place to learn. Children enjoy exploring the carefully planned activities provided for them.

Pupils with special educational needs and/or disabilities (SEND) are very well supported to succeed in school. Parents of these children agree. Staff know pupils well. They understand their individual needs. Pupils with SEND receive the extra help that they need so that they can learn the same curriculum as their peers.

The school promotes many aspects of pupils' personal development effectively. Pupils have a clear view about equalities and the protected characteristics. They say, 'We are all human and we all deserve to be treated equally.' However, pupils' understanding of different cultures, beliefs and lifestyles is fragile.

Governors visit the school regularly. They are well informed. Staff are proud to work at the school. They feel valued. They say that senior leaders have everyone's well-being at the heart of all they do.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There is a clear intent for the curriculum. It identifies what pupils should learn and when. However, there are some inconsistencies in the implementation of some aspects of the curriculum. While pupils can remember key facts, they do not always gain a deep understanding of concepts or ideas. The school should ensure that teachers consistently provide opportunities for pupils to deepen their understanding of key knowledge.
- The school has taken some steps to promote diversity. However, pupils' knowledge of other cultures and faiths is less well developed than other aspects of personal development. The school should ensure that the curriculum provides

meaningful opportunities for pupils to learn about other cultures and faiths so that pupils have an appreciation of diversity and difference in British society.

## 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

<b>Unique reference number</b>	112675
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10298382
<b>Type of school</b>	Primary and nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lexie Taylor and Sarah Khan (Co-chairs)
<b>Headteacher</b>	Rachel Crowther
<b>Website</b>	<a href="http://www.dallimore.derbyshire.sch.uk">www.dallimore.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	6 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school provides provision for two-year-olds.
- 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 had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other leaders.
- The lead inspector met with four members of the governing body, including the co-chairs. She also spoke with a representative of the local authority.

- Inspectors carried out deep dives in early reading, mathematics, science, history and geography. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.
- 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 spoke with parents. Account was taken of the responses to the online questionnaire, Ofsted Parent View. Inspectors also spoke with groups of pupils and staff.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. Inspectors scrutinised attendance records and behaviour logs.

### **Inspection team**

Heidi Bastock, lead inspector	Ofsted Inspector
Julian Scholefield	Ofsted Inspector
Lynn Corner-Brown	Ofsted Inspector

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