

Inspection of Denaby Main Primary Academy

School Walk, Denaby Main, Doncaster, South Yorkshire DN12 4HZ

Inspection dates: 11 and 12 July 2023

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?

This is an inclusive school where all are welcome. Parents and staff are positive about their school community and the changes that new leaders have made. Leaders have designed a curriculum that is ambitious and tailored to pupils' needs.

Pupils understand the behaviour policy that helps to create a calm learning environment. They believe that this system is fair and that it helps them to manage their behaviour. This starts in early years where children learn how to manage their feelings and how to share with one another. Bullying is not tolerated. Pupils say that if it happens, they know who to talk to and that adults sort it out. Pupils feel safe in school. They are learning to make positive behaviour choices. However, sometimes pupils can talk over each other.

Pupils are given opportunities to 'be the best they can be' and to be proud of what they can achieve. They know the school values of tenacity, scholarship, ambition, empathy and aspiration. Pupils look forward to getting their photograph onto the class recognition board to show how they have demonstrated these values.

Pupils contribute to weekly 'class conference sessions', where they discuss current school issues and agree suggestions for the school council. Pupils show a strong understanding of democracy and can explain what this is like in action.

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

Leaders have designed a curriculum that identifies the key knowledge that pupils need to learn. This knowledge is mapped out in a clear sequence. It has been adapted to include local issues. Children in early years work and interact well with adults and each other. Pupils can remember and talk about their most recent learning. For example, pupils talk about the beliefs of Sikhs and make comparisons with previous learning about Christianity. The knowledge pupils learn prepares them for their next stage of learning. Staff adapt their teaching to support pupils with special educational needs and/or disabilities (SEND). For example, staff use word banks and modified timetables to teach the curriculum in line with individual needs. All pupils work to achieve the same learning goals. However, there are some gaps in teachers' knowledge of foundation subjects. This leads to variability across lessons. As a result, learning is inconsistent for pupils.

Leaders have improved the teaching of the mathematics curriculum. This begins with counting songs in early years. Across school, pupils practise key number facts, such as times tables, daily. This has led to a marked improvement in outcomes for pupils. When pupils struggle in mathematics, they receive prompt support. Pupils are enthusiastic about mathematics and can talk knowledgeably about their learning.

Learning to read is a strength of the school. Phonics is taught daily. This begins in early years where children show high levels of focus and know the learning routines well. Adults are experts in delivering the programme. This is because leaders have ensured that staff receive regular training and support. Pupils are learning to read. They use their phonic knowledge to read unfamiliar words in books that contain the sounds they know. Pupils are enthusiastic about books that the teacher reads to them in class. They enjoy visiting the well-stocked school library. Fluent readers are at the early stages of finding books they love to read to themselves. Those pupils at risk of falling behind are quickly identified. They receive extra daily practise. However, this practise is not precise enough, this means that pupils do not catch up as quickly as they could.

There are a wide range of opportunities for pupils to develop their character. Pupils have roles such as school council, play leaders and eco council. The eco council complete litter picking in the local community each week. In response to the needs of their community, leaders have developed lunchtime clubs. Pupil leaders deliver some of these clubs, under adult supervision. Year 6 pupils support the delivery of enrichment activities to mixed-age groups. There is a wealth of activities on offer from strawberry planting to cheerleading. Pupils have opportunities to be part of an enterprise project run by a local business. This includes the support of an external business mentor. All these activities build pupils' confidence and improve their sense of citizenship.

Trust leaders, including the chief executive, work together to enable senior leaders to drive the improvements needed. They know the school well and visit regularly. The trust challenges and supports school leaders effectively. Staff, including those in the early stages of their career, speak highly of school leaders. They feel listened to and well supported with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained in safeguarding. Regular bulletins help staff to remember key safeguarding information. Leaders carry out the necessary pre-employment checks on staff and keep comprehensive records. There are effective safeguarding procedures for pupils who attend an alternative resource provision. Leaders know their community well. They understand the local risks that pupils may face. Leaders work with community police to teach pupils about how to keep themselves safe. Local concerns are part of the school curriculum. Pupils know who to talk to and use a worry box to report concerns. Leaders work with tenacity to ensure that pupils and families get the support that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching in some foundation subjects is variable. This means that all pupils do not achieve the aims and ambitions of the planned curriculum. Leaders should provide support to further develop teachers' subject knowledge and expertise.
- On occasion, some pupils struggle to manage their behaviour when they are not directly supervised. This means that they conduct themselves without consideration of others. Leaders need to work to help pupils manage their behaviour, so that they can play and work well together in all contexts.

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	143514
Local authority	Doncaster
Inspection number	10268315
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	Board of trustees
Chair of trust	Ben Brown
Executive Principal	Ann-Marie Mason
Website	www.astreadenabymain.org
Date of previous inspection	25 and 26 September 2019, under section 5 of the Education Act 2005

Information about this school

- The executive principal joined the school in December 2021.
- The school runs its own breakfast club and after-school club.
- The school uses one registered alternative provision.
- The school is part of the Astrea Academy Trust.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with a wide range of staff, including the executive principal, vice principal, designated safeguarding lead, the coordinator with responsibility for special educational needs and subject leaders. Inspectors also met with trustees

from the transition management board, including the chair and the chief executive officer.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To inspect safeguarding, inspectors scrutinised the single central record and safeguarding records. They also spoke to leaders for safeguarding and spoke to pupils and staff.
- Inspectors spoke to pupils both formally and informally, including single-sex groups of pupils and pupils who had received a fixed term exclusion.
- Inspectors considered a variety of school documents, including the trust and school development plans.
- Inspectors took account of the views of staff and parents through surveys, including Ofsted Parent View, and spoke to some parents as they picked up their children from school.
- Inspectors spoke with leaders at an off-site alternative provision that some pupils attend.

Inspection team

Lesley Sullivan, lead inspector	His Majesty's Inspector
David Bailey	Ofsted Inspector
Zoe Lightfoot	His Majesty's Inspector

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