

# Inspection of Sale and Davys Church of England Primary School

Twyford Road, Barrow-on-Trent, Derby, Derbyshire DE73 7HA

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Inspection dates:	11 and 12 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sarah Briggs. This school is part of Derby Diocesan Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Clark, and overseen by a board of trustees, chaired by Sarah Charles.

Ofsted has not previously inspected Sale and Davys Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Sale and Davys Church of England Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Sale and Davys Primary School has high expectations of all pupils. This is reflected in the school's aim for all pupils to 'grow, believe and succeed'. This aim is realised. Pupils are helped to grow in confidence. They are well prepared for the next stage of their education and for life in modern Britain. They achieve highly across the curriculum. This is also reflected in the high outcomes of national assessments at the end of key stage 2.

Pupils are well mannered. They are respectful to staff, visitors and each other. They are courteous. They hold doors open for one another. They support each other. Pupils are inclusive. They extend a warm welcome to everyone, regardless of background or beliefs. As one pupil summed up: 'We treat everyone how we would want to be treated.'

Positive behaviour and hard work are celebrated. Pupils are eager to earn merit points, house points, chance cards and 'star badges' from the headteacher. They look forward to sharing each other's achievements in the 'celebration' and 'gold' collective worship.

Relationships between staff and pupils are consistently positive. Pupils are well known and well cared for. They value the actions that the school takes to keep them safe and happy.

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

The school is well led and managed. Senior leaders, members of the local academy board and the trust work harmoniously together. They know what is working well and what could be improved further. They have built a united team of staff who are unanimously proud to work at the school. Staff's well-being and workload are well considered. Staff report that the school is 'a happy family'. Parents and carers hold the school in high regard.

The school has a well-organised curriculum. Across the majority of subjects, it identifies what pupils are expected to know and remember. Content is taught in a logical order. It prepares pupils well for what will come next. In lessons, pupils behave well and work hard. Across the majority of subjects, pupils recall confidently what they have learned. However, in a small number of subjects, the curriculum is not as clear about what pupils are expected to learn and remember. In these places, pupils' recall is less secure.

The school prioritises reading. Pupils who are at an early stage of learning to read get off to a good start. The school's phonics programme makes clear the sounds that pupils are expected to know at each stage of their education. The school keeps a close eye on how well pupils learn these. Any pupils who begin to fall behind are identified quickly. They are supported to catch up and keep up. The small number of pupils who have not mastered phonics by the end of Year 1 typically do so by the end of Year 2.

The school does much to promote a love of reading. This results in pupils reading widely and often. They benefit from studying a wide range of texts, authors and genres. Beyond phonics, pupils benefit from regular reading sessions which follow a consistent approach throughout the school. However, at times, the reading curriculum lacks clarity around

what pupils need to be able to do and by when. This sometimes affects how well some pupils build their reading knowledge over time.

Children have a positive start to their education in the early years. They learn in a calm and nurturing environment. Both indoors and outside, the activities on offer help children to develop independence and to revisit what they have learned before. The early years curriculum is meticulously planned. It makes clear the milestones that children are expected to reach at each stage of the Reception Year.

The school carefully identifies the needs of pupils with special educational needs and/or disabilities (SEND). In lessons, teachers make well-tailored adaptations that enable pupils to learn the curriculum. Additional staff are used well to support pupils with SEND.

The provision for pupils' personal development is exemplary. Pupils learn about a wide range of people, places and communities. They develop a detailed understanding of fundamental British values. They articulately describe what each of these are and reflect on what they mean for them as members of society. They build a strong understanding of the protected characteristics and know what these mean in law. The school's 'Beanstalk' display sets out the vast range of experiences that pupils will encounter during their time at the school, both within and beyond the curriculum. The school systematically helps pupils to develop personally, socially, morally, spiritually and culturally. As a result, pupils are very well prepared for life beyond the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, the curriculum does not make clear the precise content that pupils are expected to learn and remember. In these places, pupils' recall is less secure. The school should ensure that the curriculum consistently identifies the key knowledge that pupils are expected to know and remember, and that pupils remember this over time.
- Beyond phonics, the school's reading curriculum does not make clear the content which needs to be taught and in what order. This makes it difficult to check how well pupils have learned. It affects how well some pupils build up their reading knowledge and skills over time. The school should ensure that the reading curriculum is designed to clearly outline what pupils are expected to know and achieve at each stage so that pupils can securely build their knowledge over time.

## 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>	148818
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10347707
<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>	96
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Charles
<b>CEO of the trust</b>	Sarah Clark
<b>Headteacher</b>	Sarah Briggs
<b>Website</b>	<a href="http://www.saledavys-primary.co.uk">www.saledavys-primary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Derby Diocesan Academy Trust. The school joined the trust in May 2022.
- The school is part of the Diocese of Derby. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in July 2019. The school's next section 48 inspection will be within eight school years.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school 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 held meetings with the headteacher, the assistant headteachers, curriculum leaders, the early years leader, the special educational needs coordinator and groups of staff and pupils.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders and pupils and looked at curriculum documentation and pupils' work in physical education (PE) and computing.
- The lead inspector met with representatives of the local academy committee. He met with the chief executive officer of the trust, the deputy chief executive officer and representatives of the board of trustees.
- Inspectors took account of the responses to Ofsted Parent View. They spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the 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 reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

### **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

Sylvie Newman

Ofsted Inspector

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