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Mrs Christine Leeson
Acting headteacher
North Wingfield Primary and Nursery School
Blacks Lane
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Dear Mrs Leeson

Special measures: monitoring inspection of North Wingfield Primary and Nursery School

Following my visit with Christine Bray, additional inspector, to your school on 5–6 October 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in April 2011. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Derbyshire.

Yours sincerely

Dorothy Bathgate
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in April 2011

- Improve the effectiveness of leadership and management in embedding ambition and driving improvement, leaders and managers should:
 - ensure that all staff engage fully with the school's drive for further improvement
 - strengthen the role of all leaders and hold all staff accountable for pupils' learning and progress
 - set clear expectations of what is required in lessons and rigorously apply to systems to check that all staff are following these guidelines.

- Improve the quality of teaching across Key Stages 1 and 2 by:
 - ensuring that teachers' lesson planning makes effective and accurate use of assessment information to match activities to pupils' abilities
 - ensuring that teachers have high expectations of what pupils are capable of achieving
 - quickening the pace of lessons and ensuring that teachers do not talk for too long
 - ensuring that teachers identify, within lessons, when pupils are ready for the next steps in their learning
 - making certain that teachers respond to pupils' work and inform them of the actions they need to take to improve and achieve their learning targets.

- Raise levels of attainment in reading, writing and mathematics and accelerate pupils' learning and progress across Key Stages 1 and 2 by:
 - ensuring that all staff implement programmes to raise attainment in phonics and writing consistently and securely
 - improving in-class provision for pupils with special educational needs and/or disabilities
 - improving the curriculum to better meet the needs of all pupils by ensuring individual topics identify a clear structure of skills and knowledge.

Special measures: monitoring of North Wingfield Primary and Nursery School

Report from the first monitoring inspection on 5–6 October 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with the acting headteacher, members of the senior leadership team, groups of pupils, representatives from the governing body, including the Chair of the Governing Body and the School Improvement Adviser. Inspectors visited all classes to observe teaching and learning and evaluated a sample of pupils' work.

Context

Since the inspection in April 2011, the headteacher has resigned. The local authority has secured an experienced headteacher to fulfil the role of full-time acting headteacher until the new substantive headteacher takes up post in November. Three teachers have left the school and three new teachers have been appointed.

Pupils' achievement and the extent to which they enjoy their learning

The results of national tests for pupils at the end of Year 6 in 2011, in both English and mathematics, were disappointing. They were lower than those of the previous year and remained significantly below the national averages. This represents inadequate progress for most pupils. In the lessons observed in Key Stage 2, teaching was too often satisfactory. This satisfactory teaching is not good enough to enable pupils to make the more rapid progress required to fill the gaps in their learning and raise attainment to be in line with the national averages by the time they leave school. Unvalidated teacher assessments for pupils at the end of Year 2 in 2011 indicate that attainment is closer to the national averages in reading, writing and mathematics. Although this provides evidence of better progress in Key Stage 1, few pupils reached the higher Level 3 in any area and, generally, boys do not do as well as girls in reading and writing. The progress of pupils across the school is inconsistent. Attainment remains too low in too many year groups and there is still much to do to tackle the pockets of underachievement that remain in the school. The school has begun to introduce procedures aimed at tackling underachievement but they are not consistently applied and do not hold teachers rigorously to account for the progress pupils are making. Consequently, they are not having a strong enough impact on raising achievement.

Progress since the last Section 5 inspection on the areas for improvement:

- raise levels of attainment in reading, writing and mathematics and accelerate pupils' progress across key Stages 1 and 2 – inadequate.

The effectiveness of provision

Since the last inspection, the school has fostered an increased professional dialogue about pupils' learning. Many staff are working hard to address any gaps in teaching skills and have welcomed the support and training they have received. However, there remain some weaknesses in the quality of teaching and this continues to have a negative impact on pupils' achievement. While teaching is improving, it is not doing so fast enough to enable pupils to catch up on existing gaps in their understanding.

A number of strategies have been introduced designed to bring about improvement in the longer term. These include a common planning format, more precise use of assessment information, clearer learning intentions, improved questioning skills and marking with clear success criteria. Although there are signs of improvement, the impact of these new developments remains inconsistent because inadequate teaching has not been eliminated.

In the most successful lessons, planning identifies clear, well-focused learning intentions which are shared with pupils. Teachers set high expectations and teaching is effective because tasks are interesting, varied and well matched to the full range of pupils' abilities. Consequently, pupils have high levels of motivation and remain focused for the whole of the lesson.

In the least effective lessons observed during the inspection, there were missed opportunities to assess how well pupils were learning, low expectations and ineffective use of questioning. Pupils were only required to give brief responses to questions without explanation or justification. Questioning rarely led to discussion or supplementary questions that deepened understanding. The pace of the lesson was too slow because tasks were repetitive or ill matched to the needs of the pupils or lacked challenge. As a result, pupils lost concentration and were off-task. In some lessons, teachers continue to rely on over-long explanations and pupils spend too long listening to the teacher, rather than being actively involved in learning.

There are some improvements to the school's approach to marking. However, marking is not linked to pupils' targets or success criteria and rarely contains sharp, specific comments that ensure pupils know what they need to do to improve. Senior leaders are aware that this is an area which requires further work to ensure that consistently good practice is embedded across the school, in order for it to have an impact on raising attainment.

Provision for pupils with special educational needs and/or disabilities is improving rapidly because of the capable leadership of the special educational needs coordinator (SENCO). Additionally, all staff are developing an understanding of provision mapping, as well having a greater awareness and understanding of the range of interventions which are available to support pupils. As a result, work is now planned more carefully to meet individual pupil needs, with careful monitoring of their progress through tracking and regular review meetings.

The previous inspection report asked the school to improve the curriculum to better meet the needs of all pupils by ensuring individual topics identify a clear structure of skills and knowledge. The school is at an early stage of responding to this area for improvement and it is too early to measure the impact on pupils' progress of actions taken.

Progress since the last Section 5 inspection on the areas for improvement:

- improve the quality of teaching across Key Stage 1 and 2 – satisfactory.

The effectiveness of leadership and management

The school's capacity for improvement has strengthened because of the effective leadership provided by the acting headteacher and the newly formed senior leadership team. They are clearly focused on school improvement and are united in their resolve to tackle weaknesses in provision in order to raise attainment. They are making a strenuous effort to engage all staff in the process and, as a result, there is a growing, shared determination from many staff to improve the school for the benefit of pupils.

The acting headteacher has acted swiftly and taken a number of initial but significant steps to improve the quality of teaching and learning. A programme of intensive training and support is benefitting teachers and teaching assistants. New arrangements for monitoring the quality of provision and outcomes demonstrate a more systematic approach to evaluating the quality of teaching and learning. Monitoring of lessons is regular and feedback enables teachers to reflect upon the effectiveness of their practice. However, where satisfactory or inadequate teaching have been observed, the recorded areas for development are not sufficiently detailed or prioritised as targets for improvement, and there are no review dates for following up whether teachers have improved their practice. Additionally, the written evaluations of teaching do not sufficiently focus on the impact that teachers are having on the learning and progress of all pupils within each class.

Senior leaders have correctly identified that, at this time, some teachers are not equipped to take on extra leadership responsibilities. The school has therefore prioritised the literacy and numeracy coordinator roles as those that require

immediate development and training. Discussion with these middle leaders indicates that they are clear about their roles and responsibilities, are beginning to make a contribution to school improvement and are aware of the significance of the role they need to play in raising attainment. However, it is too early to judge the impact of their new roles and any actions taken to date.

Governance has been strengthened with good support from the local authority. The governing body has undertaken a range of training related to its role in challenging the school and holding leaders to account. Governors want to do the best for the school and its pupils. There is evidence that the governing body is developing a clearer understanding of its role and is beginning to ask more questions about the work of the school. However, this has yet to show through in terms of impact.

Progress since the last Section 5 inspection:

- improve the effectiveness of leadership and management in embedding ambition and driving improvement – satisfactory.

External support

The local authority statement of action meets requirements and clearly sets out the actions the local authority will carry out to support the school. The local authority has provided good support through its advisers, consultants and local partner schools. The School Improvement Adviser has undertaken joint monitoring visits to classrooms with the acting headteacher and other senior leaders. Monitoring of the school's performance by the local authority is rigorous and accurate. Regular reports from the School Improvement Adviser provide the governing body and the school's leaders with helpful pointers for improvement.

Priorities for further improvement

Priorities remain those identified at the time of the last inspection.