

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888

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Mr Simon Dormand
Headteacher
North Wingfield Primary and Nursery School
Blacks Lane
North Wingfield
Chesterfield
S42 5LW

Dear Mr Dormand

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

Following my visit to your school on 20–21 March 2012, 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 second 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 – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may 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 second monitoring inspection on 20–21 March 2012

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher, other senior leaders, and representatives of the governing body and local authority. All lesson observations were carried out jointly with the headteacher or deputy headteacher.

Context

Since the previous monitoring visit, a new headteacher has taken up post. Since January 2012, the deputy headteacher has not undertaken any teaching responsibilities to enable her to support the headteacher in a full-time leadership role. Two teachers are currently on sickness absence. Two temporary teachers are covering these posts.

Achievement of pupils at the school

Staff and pupils understand that there is now a very strong focus on learning and progress and on raising attainment. Since the previous monitoring visit, the quality of pupils' learning has improved. Pupils report that they are enjoying their learning better because lessons are more interesting, more interactive and their tasks are generally well matched to their abilities. Teaching is becoming more consistent and rigorous assessment systems quickly identify any pupils who are falling behind. Scrutiny of the most recent school assessment data indicates that almost all pupils are making accelerated progress and a greater proportion of pupils are working at age-related expectations, although some weaknesses remain. For example, mathematics data indicates slower progress in Year 4. The school has taken swift action to address this through setting pupils in this year group for mathematics lessons. In Year 6, almost all pupils are on track to achieve the challenging targets set for them to ensure the school meets current government floor targets in English and mathematics. This is encouraging. However, the school recognises that there is still more work to do to ensure that all pupils reach the appropriate standards for their age in English and mathematics. All pupils identified with special educational needs are making the expected progress, with some making accelerated progress, given their starting points.

Leaders identified that writing required significant improvement across the school following assessments at the end of the autumn term. Intensive training in the

teaching of writing has been undertaken by all staff and the school has introduced 'Big Writing' to motivate and inspire pupils with their writing. Additionally, the school has introduced the use of a continuous cursive script to support pupils in developing a style of handwriting to enable them to focus more on ideas and content in their writing, rather than on forming letters and words. Evidence from scrutiny of teachers' planning for writing, samples of pupils' work and results of recent writing assessments indicate that standards in writing are rising throughout the school.

The quality and quantity of work in pupils' books confirm that many pupils are making better progress and work is generally well presented. Pupils take pride in their work and are keen to show their work and talk about what they have been learning.

The recent review and subsequent allocation of subject coordinator responsibilities are enabling the school to improve the curriculum. There is a clear focus on linking subjects through topics, as well as ensuring that basic skills are thoroughly covered.

Progress since the last monitoring 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 – satisfactory.

The quality of teaching

There is a significant improvement in the quality of teaching and learning. This is because teachers have been open to and willing to change their practice as a result of professional development opportunities. Inadequate teaching has been eradicated. Teaching is becoming more consistent and more than half of the lessons observed during the monitoring visit were good. There are a number of good features in all lessons: lessons are well planned using a common format, behaviour is well managed and expectations about what pupils can achieve in lessons have been raised. Following intensive training, all staff are clearly identifying the learning intentions, context and success criteria in lesson planning. The impact of this can be seen in pupils' improved engagement in their learning and in their improved understanding of what they have to do succeed and move their learning forward. Most teachers strike the correct balance between pupils listening and working, and pupils report that lessons are much more practical. The school has successfully introduced 'Planned Learning Environments' in all classrooms through highly effective use of learning walls. These provide pupils with a range of learning support areas including word banks, aides-memoirs, prompts and ideas.

The school's tracking system is robust and each teacher is provided with detailed information on how individual pupils are progressing, including those who are not at expected levels. Teachers are beginning to demonstrate confidence in using this assessment information to ensure that they plan tasks that are well matched to

pupils' abilities and are suitably challenging. Additionally, teachers are beginning to demonstrate improved use of a wider range of assessment strategies. For example, partner talk is used with greater regularity and pupils are beginning to evaluate their own and each other's work. In the most effective lessons observed during the monitoring visit, teachers used questioning effectively to identify and address misconceptions as well as to assess pupils understanding and, where appropriate, move them on more quickly to the next steps in their learning.

Improved and more detailed academic guidance is being provided for pupils, including providing them with constructive feedback in marking. As a result, pupils are more aware of their personal learning targets, as well as the national curriculum levels at which they are working. These new methods are beginning to help pupils to have a better understanding of how they can improve their work and meet their targets. However, pupils report that they are not always provided with sufficient opportunities to review and respond to marking.

Provision for pupils who are disabled and for those who have special educational needs is consistently good, whether they are in class or withdrawn for individual or small group support. This is because discrete activities are clearly identified for them in teachers' planning, with good opportunities for the pupils to develop independent learning skills.

Progress since the last monitoring inspection on the areas for improvement:

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

Behaviour and safety of pupils

The school has carried out a complete review of its behaviour policy and there is now a clear focus on behaviour for learning. As a result, behaviour is now typically good in lessons and around the school. Pupils' good behaviour makes a positive contribution to the effectiveness of learning. Pupils work collaboratively in lessons and enjoy working with a partner or in small groups. Pupils report that they feel safe in school, enjoy good friendships and are emphatic that there is no intimidating or poor behaviour.

The quality of leadership and management of the school

The new, substantive headteacher has swiftly communicated high expectations to all staff about securing improvement. He is passionate about improving the school and his leadership is having a positive influence in moving the school forward. He is successfully communicating his vision for the school to all staff. He is ably supported by the deputy headteacher and, together, they are creating a renewed sense of purpose about the school. All staff are taking responsibility for moving the school forward and are working impressively hard to secure improvement.

Systematic monitoring of the quality of teaching and learning is providing senior leaders with a clear understanding of the school's strengths and areas for improvement. Challenging targets and regular pupils' progress meetings emphasise teachers' accountability for raising pupils' achievement. The roles of middle leaders are clearly defined and understood, and they are regularly involved in a range of monitoring activities. Their monitoring of teachers' planning and pupils' work is making a significant contribution to improving achievement through early identification of concerns, which are swiftly addressed by senior leaders. All subject leaders now have a 'shadow' colleague as well as a member of the support staff team allocated to their subject. This is aimed at ensuring good communication across this split-site school, as well as ensuring the appropriate capacity for producing resources and eliminating any sense of isolation for individual leaders.

The governing body is developing a much clearer understanding of its roles and responsibilities. It has a sharp focus on pupils' achievement and, as a result, has re-organised its committee structures to reflect this. Members of the governing body are developing their skills to enable them to understand the pupils' achievement data provided by the school. Discussion with representatives of the governing body confirms that it is challenging the information presented to it by the school in relation to the quality of teaching and pupils' progress. Safeguarding documents were checked during the monitoring visit and continue to meet latest requirements.

Progress since the last monitoring inspection on the areas for improvement:

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

External support

The school appreciates the excellent support provided by the local authority, particularly the challenge and guidance of the link adviser and senior adviser.

Priorities for further improvement

- Provide regular opportunities for pupils to review and respond to teachers' marking.