

# Pinxton Kirkstead Junior School

## Inspection report

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<b>Unique Reference Number</b>	112608
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357144
<b>Inspection dates</b>	17–18 February 2011
<b>Reporting inspector</b>	Doris Bell

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Travis Kemp
<b>Headteacher</b>	Matthew Pendleton
<b>Date of previous school inspection</b>	12 November 2008
<b>School address</b>	Kirkstead Road Pinxton NG16 6NA
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons, and saw seven teachers teach. They also met with parents and carers, groups of pupils, members of the governing body and staff, including the headteacher and senior leadership team. They observed the school's work, and looked at a range of documentation including teachers' planning, the school development plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding policies. Inspectors also analysed the responses to the 55 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are the school's actions to raise the achievement of its most-able pupils, and to ensure that basic skills are taught at every opportunity?
- To what extent are monitoring and evaluation at all levels clear and focused enough to improve teaching and learning?

## Information about the school

In this average-size school, the proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion known to be eligible for free school meals. A small number of pupils, some of whom speak English as an additional language, come from minority ethnic, including traveller, backgrounds. There have been several changes in staffing since the previous inspection, including at senior management level. The headteacher and senior leadership team all took up their posts in September 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This school provides a satisfactory quality of education for its pupils. Despite much disruption in staffing and in leadership, the school has improved since the previous inspection, and has mostly addressed well the recommendations made at that time. The school's self-evaluation is accurate and well-founded. It is based on clear strategic thinking that has focused all staff on helping pupils in all year groups to make faster progress. Progress is improving and, for a large majority of pupils, including those with special educational needs and/or disabilities, it is good in lessons. Achievement over time is satisfactory, although more pupils are on course to reach higher levels and make better than expected progress than in the past. Attainment is above average.

There has been an upward trend in attainment and achievement since the previous inspection and this is continuing. The school is doing everything it can to help pupils in Year 6 catch up on learning they missed when in Year 5 because of the particularly severe disruptions in staffing in that year group. Under the present, stable leadership, the pace of improvement is accelerating, and staff have a good understanding of their individual and collective responsibility for the school's outcomes. The governing body holds the school to account well. It has been instrumental in ensuring improvement. Taken together, all of the above gives the school good capacity for further sustained improvement.

The quality of teaching and learning is satisfactory. During the inspection, much good teaching was observed that resulted in good progress in lessons. This improvement, which has yet to be reflected in the pupils' attainment, is the result of greater stability in staffing, joint planning within year groups and well-focused monitoring and evaluation of teaching and learning. Inconsistencies remain, notably in the provision made for the most-able pupils and in teachers' marking. There are excellent examples of both, but in a small number of lessons, the most-able pupils are not given challenging enough work to do. While most marking is encouraging and challenging, it is not always helpful in developing pupils' knowledge of how to improve their learning. Nevertheless, pupils know their targets, and the steps they need to take towards them. This is helping their progress.

The good care, guidance and support provided for pupils ensure that they work and play in a safe, secure learning environment. Pupils have a good understanding of how to keep themselves safe, fit and healthy, and they contribute well to the school and wider community. They are developing a good understanding of life beyond school. The curriculum is satisfactory. It promotes pupils' personal development well and provides opportunities to develop basic skills in all subjects. The use of unsuitable worksheets in some classes restricts pupils' ability to take their learning as far as they can.

Parents and carers are mostly positive about the school but some feel they do not get enough information about their children's progress, especially where special educational

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needs and/or disabilities or any underachievement are involved. The school acknowledges such communication lapsed while staffing was disrupted.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

- Achieve consistently good progress throughout the school by:
  - ensuring the most-able pupils always have challenging enough work to do
  - sharing good practice in marking to ensure consistency throughout the school
  - checking the quality of worksheets to ensure they do not restrict learning by requiring too little of the pupils.
- Improve communication with parents and carers by:
  - sharing more information with them about their children's learning and how they can help
  - fully involving them in the reviews of individual education plans when their children have special educational needs and/or disabilities

**Outcomes for individuals and groups of pupils****3**

Attainment is above average when pupils come to this school, and it is above average overall in Year 6. This represents satisfactory achievement. Because of improvements in teaching, progress is good in most lessons, pupils in Year 6 are catching up rapidly on learning they missed earlier, and pupils in Year 5 are doing particularly well. Pupils respond well to marking, taking on board comments that help them to improve, and usually show through their corrections that they understand what is being asked of them. They are keen to learn, know their targets, and apply themselves well in lessons. Their good behaviour contributes to all of this.

Pupils write well across a range of subjects, developing the relevant vocabulary in each, as shown in their writing of reports in, for example, history and science. They have a good sense of audience and purpose, and become increasingly adept at using the correct grammar, spelling and punctuation. They use language well to convey feelings, for example, in poetry, which is often imaginative and thoughtful. This was particularly evident in the writing they were encouraged to do while unable to attend school due to the snow. Most pupils develop good mathematical knowledge and understanding, which they use well to solve mathematical problems. They use their mathematical skills well in other subjects, for example, to construct timelines in history, or collate and interpret data in science. Pupils also use their information and communication technology (ICT) skills effectively to enhance their learning in different subjects.

Pupils with special educational needs and/or disabilities are well supported. They too are making increasingly good progress in lessons, as are pupils from minority ethnic groups, including those from traveller families. The most-able pupils are not always challenged enough by their work. They sometimes have too many easy exercises to complete, instead of activities that encourage them to take their learning further by themselves.

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Pupils feel safe and know how to keep themselves safe, including on the internet and when using mobile phones. Confident that they will always be listened to, they trust their teachers to help them if they are worried or concerned. Pupils are polite and welcoming, and they enjoy taking responsibility for different aspects of school life. They collaborate well in tasks and work equally well in groups or on their own. Through the school council, all pupils have a role in decision-making. This included deciding what equipment to buy for the trim trail, and justifying the choices to the governing body. Pupils know why it is important to follow a healthy lifestyle. They make healthy food choices and participate well in the good range of sporting activities available to them. Attendance is satisfactory. The school is doing everything possible to improve it, and pupils try hard to coax their classmates to attend regularly so they can win the weekly attendance cup.

Pupils explore moral dilemmas, know that actions have consequences, and learn to respect and celebrate different faiths and cultures in the United Kingdom and abroad. Traveller children are fully integrated into the life of the school and a well-constructed project enables all pupils to learn about and understand the different life they follow. Pupils leave this school well prepared for the future because of their good personal and academic skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teachers have a good rapport with pupils. In the best lessons, they ensure pupils' good progress with a mix of challenge, expectation and fun that promotes enjoyment of learning. They plan activities that pupils find interesting, and encourage pupils to think for themselves as well as to work with and support each other, and to assess and improve their own work. This was observed in several lessons, but two in particular brought it to the fore, with excellent impact on progress. The first was a science lesson where pupils undertook an investigation that required high levels of cooperation and high awareness of safety procedures; the second, an ICT lesson where pupils became 'roving reporters' and captured the best success criteria to fulfil their mission. The 'aiming higher' targets in the ICT lesson were especially successful in encouraging pupils to use their investigative and research skills to prove or disprove a statement.

Where teaching is only satisfactory, independent, critical thinking is not always encouraged. Additionally, teachers' questioning lacks the challenge pupils need to consolidate and extend their learning, and marking lacks consistency. Some teachers rely too heavily on worksheets that restrict pupils' learning, particularly writing, because they lack sufficient space or direct the amount to be written too much. In mathematics, pupils sometimes have to repeat too many exercises before moving on to real life problem-solving. The curriculum, which is under review, meets the needs of most pupils satisfactorily. This includes pupils with special educational needs and/or disabilities, and pupils from minority ethnic groups. Staff are beginning to think 'outside the box' as they link subjects together to accelerate pupils' learning and promote basic skills. Additional activities, such as the 'Imagineering' project and enterprise activities, and the wide range of well attended sports and arts activities enhance pupils' learning and personal development.

Case studies for pupils whose circumstances might make them vulnerable demonstrate the school's tenacity in ensuring pupils and their families are provided with good levels of support. 'Time out' and the 'positive play' area are used judiciously to support pupils with behaviour or emotional difficulties. All of this contributes effectively to the pupils' learning and well-being. Individual education plans for pupils with special educational needs and/or disabilities are shared with parents and carers, although the school does not always involve them enough in reviewing progress towards the targets in these plans. Good transition arrangements from one phase of education to the next, and between different year groups, ensure pupils are prepared for each new stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The new senior leadership team has successfully embedded in all staff a strong ambition to help all pupils achieve as well as they possibly can. This is driving improvement throughout the school and leading to much improved teaching and learning. Rigorous and accurate monitoring and evaluation have given senior leaders and other managers a good understanding of the remaining shortcomings in these areas. Teachers also observe each other. All of this contributes to the good teamwork and common vision shared throughout the school. It is leading to increasingly challenging targets for staff and pupils.

The governing body is fully and systematically involved in evaluating the school's outcomes and determining its strategic direction. Joint lesson observations with the headteacher and local authority representatives, and meetings with staff and pupils enable it to evaluate the impact of its decisions on pupils' progress. It has not always communicated as effectively with parents and carers, but it has this in its sights now.

Effective links with external agencies, including the traveller support service, and agencies that support pupils with special educational needs and/or disabilities, contribute effectively to pupils' learning and personal development. The school promotes equality of opportunity satisfactorily. It successfully tackles any form of discrimination, and most groups are catered for well. However, the most-able pupils are not always challenged sufficiently by their work, and they form a significant proportion of the school's population.

The school adopts recommended good practice on safeguarding. All training, including for child protection, is up to date.

The school promotes community cohesion well. It has a very clear understanding of its own context and that of the community it serves. The curriculum helps in this by including opportunities for pupils to compare the range of religions and cultures in different parts of the United Kingdom, and to make links with schools in Belarus and Zambia. The missing link is pupils' direct contact with pupils from different cultures and backgrounds, but work to address this is underway.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The proportion of completed questionnaires returned was lower than in the majority of primary schools. Most parents and carers are pleased with the school, commenting, for example, that it is 'well organised', that children are 'happy, safe and enjoy school', and that 'staff are available for advice when needed'. A few parents and carers disagree. They say, for example, that the instability in staffing, including at headship level, has had an impact on their children's learning, and that the school does not communicate with them well enough, especially when their children have special educational needs and/or disabilities. Inspectors agree with the positive views. They found that, despite the changes in staffing, pupils' progress has improved and standards have risen in the past three years. They also found that the school recognises it could communicate better with parents, and, where appropriate, involve them more in their children's learning and in the reviews of their progress. They have asked the school to work on this.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinxton Kirkstead Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	38	27	49	2	4	3	5
The school keeps my child safe	24	44	25	45	4	7	2	4
My school informs me about my child's progress	19	35	27	49	6	11	3	5
My child is making enough progress at this school	21	38	23	42	6	11	4	7
The teaching is good at this school	20	36	27	49	4	7	3	5
The school helps me to support my child's learning	17	31	27	49	7	13	3	5
The school helps my child to have a healthy lifestyle	14	25	33	60	6	11	2	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	27	27	49	3	5	3	5
The school meets my child's particular needs	18	33	29	53	2	4	3	5
The school deals effectively with unacceptable behaviour	17	31	29	53	3	5	5	9
The school takes account of my suggestions and concerns	12	22	33	60	6	11	4	7
The school is led and managed effectively	19	35	27	49	5	9	4	7
Overall, I am happy with my child's experience at this school	18	33	27	49	5	9	5	9

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 February 2011

Dear Pupils

**Inspection of Kirkstead Junior School, Pinxton, NG16 6NA**

Thank you for the lovely warm welcome you gave us when we visited your school and for talking to us about all the exciting things you do there. As you know, we came to see how well the school is doing and how you are all getting on with your learning. It was good to hear that you enjoy school and find your lessons interesting. We noted your good behaviour and your good understanding of how to keep yourselves safe, fit and healthy. All of this, taken alongside the above average standards you reach by Year 6, will help you in the future. The adults in your school ensure you are safe and well cared for, and they are guiding you increasingly well in your learning. You clearly understand your targets and how to reach them, and it is clear that you listen to what your teachers tell you that you need to do to improve your work.

We found your school to be satisfactory. We can also see that it is improving because those who lead and manage it are very clear about how to accelerate your progress. Within everything they have identified, we are asking them to concentrate even more on two things. They are to:

- make sure that all of you have hard enough work to do in all lessons and that marking always leaves you in no doubt about what you need to do to improve
- give your parents and carers more information about how well you are doing, and how they can help you to learn, especially if you find learning difficult, which may be at different times and for different reasons.

You can help by continuing to work hard, and by trying to remember to give your parents and carers any information the school asks you to take home.

Yours sincerely

Doris Bell

Lead inspector

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