

# Inkersall Primary School

## Inspection report

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<b>Unique Reference Number</b>	112795
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357191
<b>Inspection dates</b>	21–22 March 2011
<b>Reporting inspector</b>	Richard Blackmore

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eileen Bingham
<b>Headteacher</b>	Jean Butterfield
<b>Date of previous school inspection</b>	15 January 2008
<b>School address</b>	Green Road Inkersall, Chesterfield S43 3SE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 23 lessons taught by 15 teachers and visited all classrooms to look at pupils' work, behaviour and resources. They also held meetings with representatives of the governing body, staff and groups of pupils. They looked at school documentation, including: the school improvement plan; information about pupils' progress; teachers' planning; information on pupils with special educational needs and/or disabilities; and safeguarding documentation. They scrutinised 70 parents' and carers' questionnaires, 27 staff questionnaires and 90 pupil questionnaires.

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

- How effectively have the school's strategies improved progress, particularly for boys at Key Stage 1?
- How successful has teaching been in raising standards, especially in mathematics and writing.
- What have been the improvements in the Early Years Foundation Stage since the time of the last inspection?

## Information about the school

The school is larger than the average primary school. Nearly all pupils are from White British households and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average while the proportion of pupils who have special educational needs and/or disabilities is slightly below average. However, the proportion with a statement of special educational needs is broadly in line with the national average. Most of these pupils have speech and language difficulties or emotional and behavioural needs. The school holds the Healthy Schools award.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school. There have been significant improvements since the last inspection. It has a clear and well established strength in the good quality of care, guidance and support it provides for all pupils. This underpins their good academic progress and helps pupils to enjoy school, one parent reflecting the thoughts of many saying, 'Both my children love school.' This represents particular improvements in progress in mathematics and writing which, until recently, have been slower than that in reading. Pupils with special educational needs and/or disabilities also make good progress, thanks to the good quality support they receive. This is because staff assist pupils in using a range of activities that develop emotional and academic skills simultaneously. Pupils reach average standards by the end of Year 6 from lower than expected starting points. This is due in part to the good start they receive in the improved Nursery and Reception classes and the more effective use of assessment throughout the school. The school's reliable and effectively-used tracking system shows that pupils' progress has improved considerably since the last inspection. Current assessment information and pupils' work show that previous gaps in standards between boys and girls are now much closer because of a range of carefully delivered programmes matched to pupils' needs. Despite improvements, there are times when assessment information is not fully used by all teachers to ensure work is always matched accurately to pupils' learning needs. As a result, some activities provided do not fully challenge pupils and their achievement is inconsistent because their skills are not sufficiently developed or stretched, particularly those working at the higher levels.

Pupils say that they feel very safe and they have an excellent understanding of how to live healthily, seizing every opportunity to make healthy choices at lunchtime and breaktime. They have an exceptional knowledge of how to maintain mental as well as physical health. While pupils' spiritual, moral, social and cultural development is satisfactory overall, the spiritual, social and moral aspects are particularly strong. Pupils quickly learn and practise the personal skills and attributes they will need as they get older. A weakness is their knowledge of the diversity of society in Britain and beyond because the school does not plan enough opportunities to enable pupils to explore diversity. Pupils' attendance is satisfactory and this, coupled with their average academic skills, means that they are satisfactorily prepared for the next stage of their education.

The headteacher and senior staff are taking a key role in driving school improvement. Their self-evaluation of the school is realistic and accurate. The impact of the changes they have introduced is seen in the progress pupils are now making and the strongly improving standards they reach. New initiatives, such as the creative curriculum, are based upon well-founded good practice and supported by rigorous monitoring and evaluation. For these reasons, the school has good capacity to secure and sustain improvements.

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

- Improve attainment further throughout the school by ensuring that:
  - teachers provides sufficient challenge for all pupils, especially the more able
  - pupils understand clearly what they need to do next in order to improve
  - subject leaders keep a close check on the standards being reached by pupils in their subjects and use the information gained to contribute to improving performance.
- Ensure that pupils gain a clear insight into cultural diversity by:
  - raising the profile of diversity throughout the curriculum
  - increasing their experience and understanding of community groups not represented in their immediate locality.

## Outcomes for individuals and groups of pupils

**2**

Inspection observations show that learning in lessons is good overall, though it is often better than this for pupils in Key Stage 1 and for the older pupils. The speed pupils develop writing and reading skills is good for the majority of pupils, though not always for the more able. Pupils enjoy discussing the different ways of making their writing more interesting: for example, Year 5 and 6 pupils relished the chance to explain personification and alliteration to each other in pairs and then to the whole class. The school uses successfully a variety of initiatives to reinforce the importance of reading from a very early age. The learning of pupils who find it difficult to always concentrate in lessons is planned carefully to maintain their interest and involvement. Progress in mathematics slows when pupils are not given enough challenge to work things out for themselves and when there are too few problem-solving tasks for them to tackle. Also, it is not clear in pupils' books what they have to do next to improve their strategies when calculating.

Pupils' behaviour is good. They are industrious and willingly contribute to lessons. They are sure that there is little bullying and that when it does occur, it is dealt with quickly and fairly. They are active fund-raisers for charities and generous with their time in helping to improve the school. They offer much to their school community, including their role as school councilors, which they take very seriously. The older pupils act as playground buddies for the youngest members of the school and have been instrumental in having a bicycle shelter installed, encouraging the school community to lead healthier lifestyles.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>1</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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

## How effective is the provision?

Lessons are often imaginative and practical, which pupils enjoy. Teachers routinely share learning objectives with pupils so that they know what they are expected to achieve. They provide helpful tips to help pupils recall important aspects of learning and this is reinforced by specialist programmes, such as the 'Numbers Count' project which is delivered very effectively. The best teaching benefits from the accurate assessment of pupils' work leading to better planning. This ensures a precise focus on different aspects of literacy, such as word, sentence and text structure. However, in some lessons the pace and challenge of work is insufficient. In these lessons, pupils are over-directed and they have to listen for too long.

The curriculum broadens pupils' interests and experiences and includes a wide range of extra-curricular activities such as chess, football and basketball. Visits and visitors to the school provide stimulating opportunities for learning and development. For example, the school encourages pupils to extend their writing by using topics that interest them, such as vintage cars, and during the inspection a poet inspired pupils to use 'wow' words. Improved planning is leading to a curriculum that has literacy and numeracy creatively threaded through different subjects and this is in response to the interests and needs of pupils. There have been some innovative improvements to the curriculum, including Tai Chi, which has had a positive impact on pupils' spiritual development. Pupils respond very well to this and show real interest. Teachers are not planning enough tasks involving

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information and communication technology (ICT) skills and this is limiting the impact of the curriculum on the development of key skills.

All pupils benefit from high quality pastoral care. Support for vulnerable pupils is well organised and this has a positive effect on their learning. This includes very careful tracking, which triggers well planned programmes, significantly helping pupils with identified emotional and social difficulties to control their own behaviour. There is a good level of support from adults for pupils in class and those working in small groups. Support is focused precisely on aspects which sometimes hinder the progress of some pupils, such as their skills in speech and language or behaviour. This is enhanced by the use of specialists from the local authority and the school itself who make effective use of the 'Nurture' room. This ensures that pupils who have challenging behaviour have a balance of whole class teaching and more individual and intensive support to manage their emotions. There is effective tracking of the progress of pupils with special educational needs and/or disabilities and good use is made of specialist staff to support and promote these pupils' needs. This is complemented by the good support given to pupils and their families who are in vulnerable circumstances by helping families with a range of difficulties they face. This includes accessing information to help them understand how their children learn literacy and mathematics skills and the strategies used by teachers in the classroom. There are times when teaching assistants focus on the completion of tasks, rather than the learning of pupils and this limits the progress of those they are working with.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership team has accurately identified the school's strengths and weaknesses. Their analysis is firmly based on the outcomes pupils reach and, as a consequence, the school knows what it does well and what it needs to do to improve. The school works diligently to ensure that all types of inequality are addressed robustly and to ensure a harmonious school community, free from harassment or discrimination. The assessment procedures are used effectively to identify pupils who are at risk of falling behind, successfully ensuring equality of opportunity. Safeguarding procedures are comprehensive and the implementation of safety policies, together with the awareness of staff and governors, effectively ensures pupils' safety. Pupils' well-being is well supported by the wide range of effective partnerships, including the police and health professionals. Community cohesion within the school is strongly promoted but less effectively in terms of the wider and multicultural nature of society today, and the school's evaluation of its actions are at the initial stages of development.

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The school has the support of the vast majority of parents and provides increasingly popular opportunities for them to learn about the curriculum and their children's progress through courses such as 'Keeping Up With Kids.' This provides parents with a good balance between day-to-day communications, how well their children are doing and what they can do to help. The governing body is in a good position to continue the effective support and challenge it provides to the leadership. This is because it has developed monitoring arrangements with a clear focus on first-hand observations and an in-depth analysis of the impact on outcomes for pupils and performance data. Taking account of pupils' achievement, the school gives good value for money.

*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

There have been important improvements in the Early Years Foundation Stage since the last inspection. Children develop a thirst for learning and make good progress. This is because staff skillfully intervene to boost children's self-esteem, support their language development and get them thinking hard. During the inspection, children were enthusiastically deciding on word choices linked between the 'Frog Prince' and how to show sensitivity towards someone who is sad, developing personal qualities well. There are good systems to support children and their parents and carers when they first start Nursery and again when they move to the Reception class that help children settle in quickly. Good welfare arrangements and very positive relationships ensure that children feel safe and secure.

Children are making good progress because the Early Years Foundation Stage unit provides a well-organised and stimulating environment which promotes purposeful learning, particularly indoors. The 'castles' in the classrooms provide very effective opportunities for children to develop their speech and language skills. The activities in the



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outdoor area are at an earlier stage of development in the Reception class and not always used continuously enough. This limits children's free choice and opportunities to learn more widely through play and other investigations. Adults work very well as a team to enhance children's learning in all activities, especially their use of language which has been identified by the school as a key priority. The Early Years Foundation Stage is well led. Staff are very clear about their roles in promoting children's learning and development. Assessment information is used effectively to identify which aspects of children's learning and interests need a stronger emphasis in planning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelmingly majority of parents and carers agree that their children enjoy school and that the school keeps them safe. The very large majority agree with all other statements except one. A small minority of parents and carers showed concerns about the school taking account of their concerns and suggestions. Inspectors looked into these: they found that the school has already acted on some concerns raised and is dealing with others.

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

Ofsted invited all the registered parents and carers of pupils registered at Inkersall Primary 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	57	28	40	2	3	0	0
The school keeps my child safe	37	53	32	46	0	0	0	0
My school informs me about my child's progress	24	34	35	50	10	14	1	1
My child is making enough progress at this school	30	43	29	41	9	13	1	1
The teaching is good at this school	30	43	35	50	1	1	2	3
The school helps me to support my child's learning	23	33	33	47	9	13	3	4
The school helps my child to have a healthy lifestyle	23	33	42	60	2	3	2	3
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)	28	40	33	47	1	1	3	4
The school meets my child's particular needs	27	39	31	44	8	11	2	3
The school deals effectively with unacceptable behaviour	21	30	37	53	4	6	3	4
The school takes account of my suggestions and concerns	18	26	36	51	6	9	6	9
The school is led and managed effectively	21	30	39	56	1	1	8	11
Overall, I am happy with my child's experience at this school	32	46	33	47	4	6	1	1

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.**



23 March 2011

Dear Pupils

**Inspection of Inkersall Primary School, Chesterfield, S43 3SE**

We enjoyed meeting you on our recent visit to your school and would like to thank you for taking the time to speak to us and for making us feel so welcome. I would like to share our findings with you.

You make good progress and the standards you reach are average.

You behave well and have positive attitudes to learning.

You have a good awareness of how to stay safe.

You told us staff care for you, and we agree.

Teaching is good.

You show an excellent understanding of healthy lifestyles - well done!

You make good contributions to the life of the school and local community - I was particularly impressed by the bike shelter you have helped to put in.

You are adequately prepared for the next stages in your education.

Inkersall Primary is a good school but to make it even better we have asked the headteacher and staff to do two things in particular. The first one is to improve the standards you reach by making sure that you are all told how to improve your work, giving those of you who find work easy more challenging work and ensuring that staff check more often how well you are doing. The second recommendation is to help you to find more out about people who live in different parts of the United Kingdom and world.

You can help the school improve by saying if you find work too easy and working as hard as you can.

I wish you all the best for the future.

Yours sincerely

Richard Blackmore

Lead inspector

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