

# North Wingfield Primary and Nursery School

## Inspection report

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<b>Unique reference number</b>	134139
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	393508
<b>Inspection dates</b>	26–27 June 2012
<b>Lead inspector</b>	Dorothy Bathgate HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marilyn Stanley
<b>Headteacher</b>	Simon Dormand
<b>Date of previous school inspection</b>	6 April 2011
<b>School address</b>	Blacks Lane North Wingfield Chesterfield S42 5LW
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## Introduction

Inspection team

Dorothy Bathgate

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed all teachers and visited 11 lessons or parts of lessons, including several joint observations with senior leaders. The inspector also listened to pupils read. She held meetings with members of the governing body, the headteacher and senior management team, staff and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school development plans, pupils' assessment and tracking information, minutes from governing body meetings and other documentation, including that regarding safeguarding.

## Information about the school

Since the previous inspection, the school has been subject to special measures. The school is larger than most primary schools. Most pupils are of White British heritage, with none who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.

The school has achieved several awards in recent years, such as Healthy School status, Active Mark and an Eco-award in recognition of its contribution to sustainable development. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress at Year 6. A new headteacher was appointed in November 2011.

The after-school club is not managed by the governing body and is inspected separately.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. North Wingfield Primary and Nursery is now a good and rapidly improving school, well placed for further improvement. It is not outstanding because the many improvements since the last inspection have not yet resulted in sustained high attainment in English and mathematics.
- The school has cultivated a good ethos that stems from the positive relationships between all staff and pupils. Behaviour is good and pupils enjoy learning. Pupils are rightly proud of their school.
- The quality of teaching is good and the basic skills taught well, especially reading. Teachers have a good understanding of pupils’ needs and plan stimulating lessons that challenge them to do as well they can.
- Pupils’ attainment is average at the present time because of the severe legacy of underachievement which has existed over a period of time. Most pupils are making accelerated progress, as strategies to improve achievement take effect.
- Under the new leadership, the school, supported well by the governing body, is rapidly improving. All staff are receptive to new ideas for improvement. The curriculum is good. However, pupils are not given enough opportunities to use information and communication technology (ICT) in other subjects. Senior leaders have a clear understanding of what needs to be done to move the school forward from being good to being outstanding.

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

- Raise the achievement of pupils beyond good by:
  - involving pupils even more in their learning and encouraging greater independence in all lessons
  - improving pupils’ use of ICT skills in all subjects
  - ensuring that all pupils are regularly engaged in reviewing their work and

in setting targets for improvement.

## **Main report**

### **Achievement of pupils**

The rise in attainment in reading, writing and mathematics since the previous inspection has been rapid and considerable. In 2011, attainment was well below average. From starting points that are below the levels expected nationally for their age, almost all pupils now reach end-of-year age-related expected levels of attainment. Inspection evidence confirms the school's most recent data which indicates that pupils in most classes, and of all levels of ability, are making accelerated progress. This year, by the end of the Early Years Foundation Stage, children's attainment is in line with that expected for their age. By the end of Key Stages 1 and 2, pupils' attainment in reading, writing and mathematics, is average. This represents rapid progress, both in relation to the pupils' starting points and to the severe legacy of past underachievement. Pupils who experience difficulty in learning, including those supported by school action plus or with a statement of educational needs, are supported effectively by teaching assistants and, as a result, they make good progress. Close monitoring and additional well-targeted interventions ensure that all groups perform equally well and no-one gets left behind. For example, the attainment gap for groups identified by the school as potentially vulnerable is closing. Almost all of the parents and carers who responded to the school's most recent questionnaire, believe that their children are making good progress.

Reading is a particular strength and is given a very high priority throughout the school. A sharp focus on the teaching of phonics in the Early years Foundation Stage and at Key Stage 1 has resulted in improvements in the progress made by pupils in developing their early reading skills. The well-planned daily phonic sessions provide short, focused teaching for pupils and, as a result, pupils are becoming more confident in applying their increasing knowledge of letters and sounds when reading unfamiliar words. The recent introduction of 'Reciprocal Reading' is having a significant impact on raising attainment, improving comprehension skills and creating a passion for reading.

### **Quality of teaching**

Pupils are making greater progress than in the past because the quality of teaching has improved significantly and is now typically good or better. This is also the view of the majority of parents and carers. Over 90% of the teaching observed during the inspection was good or better, and resulted in almost all pupils making accelerated progress. Teaching is based on accurate assessments which are constantly monitored so that should progress be seen to slow, plans can be modified and additional support provided immediately so that it accelerates once again.

Teaching has a number of consistently good features, including high expectations, clear learning objectives and success criteria, activities generally well matched to

pupils' ability levels, targeted questions to assess pupils' progress and challenge their thinking and the promotion of pupil discussion to further develop understanding. Teaching assistants play an increasingly important role in teaching groups of pupils, so that there is a strong sense of team work developing in each class. Where teaching is outstanding, pupils are expected to be fully involved in their learning, constantly challenged, and frequently cooperating with each other to solve problems independently. For example, in a Year 5 mathematics lesson, pupils' motivation was high and progress exceptional as they worked together to find the least number of moves that frogs could make to cross from one side of the pond to the other. In this, and in other outstanding lessons, including 'Reciprocal Reading', teachers capitalised on the pupils' excellent attitudes to learning. Pupils were expected to work and solve problems independently of the teacher who, in these situations, acted more as a facilitator. Occasionally, where teaching is satisfactory, teachers talk for too long and this limits opportunities for independent learning. In Key Stage 1, imaginative methods are used to capture pupils' interest and to arouse their sense of curiosity and wonder, and this makes a good contribution to their spiritual and cultural development. Additionally, the curriculum promotes pupils' spiritual, moral, social and cultural development through the study of world faiths, myths and legends.

Writing has been an area for development in the school, and the introduction of 'Big Writing' has had an impact on raising writing standards throughout the school. This was observed in Year 2. Children wrote instructions for a new sport, as part of their Olympic topic work. They produced high quality work which was marked to criteria related to their literacy targets.

New systems for marking and feedback to pupils are being consistently implemented in all classes. Pupils are given appropriate time to review marking and enjoy reading positive comments along with what they need to do to improve and achieve the next level. Most pupils are able to talk about their targets but are not always involved in reviewing their work and setting new targets.

Teachers work hard to make classrooms attractive learning environments in extremely dilapidated buildings. All classrooms have a range of highly effective 'working walls' which are used regularly to support learning. Pupils report that they enjoy the improved opportunities to apply their basic skills across the curriculum. However, there are missed opportunities for pupils to develop their ICT skills in other subjects. High quality work in the visual arts contributes to pupils' personal development and to the bright and stimulating learning environment.

### **Behaviour and safety of pupils**

Pupils are enthusiastic learners who are excited to come to school and experience each new day. They are increasingly confident that they can succeed and are developing high aspirations for the future. Pupils' behaviour and attitudes to learning are good, and sometimes excellent, and make a significant contribution to the school's positive ethos. Pupils are extremely polite, friendly and welcoming to visitors. The school is successfully nurturing a strong ethos of care and respect for all, which is reflected in the very positive relationships between pupils and adults. Pupils are enthusiastic learners whose behaviour is consistently good, both in and out of lessons. Pupils report that they feel safe in school, enjoy good friendships with

no fear of intimidating behaviour. Pupils talk maturely about bullying in all its forms, including cyber-bullying, and state that it is not tolerated at North Wingfield School. Records and discussions with leaders and the governing body confirm that this is the case. Pupils are highly motivated by the consistently applied reward system and are clear about the sanctions which might be imposed, although they say that these are rarely necessary. The work of the learning mentor is effective in providing good pastoral support and in promoting good attendance. The curriculum and extra-curricular activities support pupils effectively in keeping themselves safe from dangers such as drugs, fire and roads. Parents and carers are extremely confident that their children are safe at school.

## **Leadership and management**

The headteacher is providing inspirational leadership and has successfully raised the expectations of staff and pupils. As a result, he has gained the confidence of the wider school community, including parents and carers. Leadership at all levels is ambitious for change and is developing an increasingly effective role in driving improvements. The sharp focus on improving teaching and learning and on pupils' progress is already evident in the rising standards in reading, writing and mathematics throughout the school. Additionally, the school is providing pupils with a good curriculum. It is clearly focused on the basic skills of reading, writing and mathematics, with a particular emphasis on reading. The successful promotion of pupils' spiritual, social and cultural development is woven through the broad and balanced curriculum and throughout all aspects of school life. As a result, pupils are able to reflect on, and discuss maturely, issues that concern them. They have a well-developed sense of right and wrong and get on extremely well together. This secure and improving provision, and academic performance since the previous inspection, demonstrates that the school's capacity for further improvement is good.

The school is committed to equality and this is evident, for example, in the actions taken to improve attendance and reduce the achievement gap for potentially vulnerable pupils identified as requiring additional support. The school is continually looking for ways to involve parents and carers in the children's learning, for example through homework tasks and curriculum workshops. Parents' and carers' responses to school surveys confirm that they hold positive views on the school; for example, they appreciate the way in which the school helps them to understand how their child is progressing.

Procedures to monitor the work of the school and the performance of teachers are robust. School improvement plans, including the recent subject-specific improvement plans, are detailed, clear and based on a sound understanding of needs and, as a result, are enabling the school to channel its energies strategically.

The governing body ensures that statutory requirements, including those for safeguarding and child protection, are met. Individual governors bring a wide range of skills and backgrounds to bear from outside the education professions and, together, they form a positive, motivated and forward-looking group. They appreciate the high-quality information they receive which enables them to challenge leaders more effectively. They are keen to see for themselves what is happening in school and, consequently, they undertake a regular programme of visits.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.



28 June 2012

Dear Pupils

**Inspection of North Wingfield Primary & Nursery School, North Wingfield, S42 5LW**

Thank you for making me so welcome when I came to visit your school again recently. In particular, thank you to those of you who took the time to speak to me and told me what you think about your school. I enjoyed our discussions and it was all very helpful. I have decided that your school has improved a lot since the previous inspection and is now a good school. Here are some of the best things about your school.

Your teachers plan interesting lessons that make you work hard and think carefully. This is helping almost all of you to make accelerated progress and reach higher standards in English and mathematics. Your headteacher and senior leaders check your progress regularly to make sure that no-one is falling behind. You have positive attitudes to learning, concentrate very well and your behaviour is good, both in class and around the school. Well done and keep this up! North Wingfield Primary and Nursery is a happy and exciting place to be and you are right to be proud of your school.

There are a few things that I would like your headteacher to introduce to help you to reach higher standards in English and mathematics. I would like all teachers to make sure that you are all fully involved in your learning and work independently as often as possible. You told me that you enjoy using the new notebook laptops in some lessons and I would like you to have more opportunities to use your ICT skills in all lessons. Finally, I would like you to be more involved with your teachers in reviewing your work and creating targets that will help you to understand the things you need to do to improve your work. You all have a part to play too by continuing to work hard and always doing your best.

I wish you all every success in the future.

Yours sincerely,

Dorothy Bathgate  
Her Majesty's Inspector

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