

# New Bolsover Primary and Nursery School

New Station Road, Bolsover, Chesterfield, S44 6PY

## Inspection dates

14–15 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Standards have risen, with an increasing number of pupils reaching average or higher standards.
- Teaching is typically good with some that is outstanding. As a result, pupils, including children in Nursery and Reception make good progress from their starting points.
- Pupils feel safe and behave well in and around the school because teachers manage behaviour consistently well.
- Leadership and management are good. The headteacher's clear direction has secured notable improvements in teaching and pupils' achievement since the last inspection.
- Parents are satisfied with what the school provides for their children. They feel well-informed about their children's progress at school.
- Pupils enjoy taking part in a wide range of extra and interesting activities in addition to those provided in their daily lessons.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that all pupils, particularly the more able, make strong progress in all lessons.
- Pupils' progress in writing is uneven which shows up in the errors some pupils make in the use of grammar and punctuation and the spelling of familiar words.
- Teachers do not always expect the best standards of presentation in pupils' writing.
- A small number of pupils do not attend school regularly.

## Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, three of which were jointly observed with the headteacher.
- Meetings were held with a randomly selected group of pupils, the Vice-Chair and another governor, a representative of the local authority, as well as with senior and middle leaders.
- Inspectors looked at a wide range of school documents, including the school's own tracking data on pupils' current and recent progress, its summary of self-evaluation, planning and monitoring files, and records relating to pupils' behaviour, attendance and the school's safeguarding arrangements.
- The response to the online Parent View survey was too small to be taken into account. The team looked at the school's own survey and talked to 14 parents before school on the second day of the inspection.
- Inspectors considered 22 questionnaires returned by staff.

## Inspection team

Krishan Sharma, Lead inspector	Additional Inspector
Steve Cartlidge	Additional Inspector
Thelma McIntosh-Clark	Additional Inspector

## Full report

### Information about this school

- This is a slightly larger than an average-sized primary school.
- Most pupils are White British. A very small minority come from a wide range of ethnic backgrounds and very few of them speak English as an additional language.
- The proportion of pupils who are supported through school action is below average, but the proportion of those at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. This extra funding is provided by the government to support certain pupils, including those known to be eligible for free schools meals or are in the care of the local authority or those who have a parent in the armed services.
- Nursery provision is provided part-time in the morning and afternoon for different groups of children.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching from good to outstanding so that pupils make rapid and sustained progress in all lessons by ensuring that:
  - tasks set provide the right level of challenge, particularly for the more able
  - teachers' marking gives precise guidance on how pupils could improve their work
  - pupils follow the guidance given to them by teachers to correct mistakes and improve their subsequent work.
- Ensure that progress in writing is consistently strong across the school by:
  - improving accuracy in the pupils' use of grammar, punctuation and spelling
  - extending the range of writing tasks used to develop pupils' writing
  - ensuring that pupils understand the importance of tidy presentation.
- Raise attendance to the national average by:
  - making parents aware that poor attendance results in pupils missing out on opportunities for learning, and that it harms their achievement at school
  - adopting the techniques used successfully by other schools to raise the attendance of those who are persistently absent

## Inspection judgements

### The achievement of pupils is good

- Children make a good start in the Early Years Foundation Stage. Children join Nursery with skills that are below average. They make good progress and by the end of Reception a large majority of them reach age-related expectations.
- Good progress continues during Key Stages 1 and 2. As a result, most pupils now achieve at least average standards in reading, writing and mathematics by the time they leave the school. The proportion of pupils making better than expected progress compares favourably with the national picture in reading and mathematics, but is slightly lower in writing.
- The consistent emphasis on the teaching of phonics (the sounds that letter make) throughout the school is having a beneficial impact. Pupils, even the weaker readers, are confident in sounding out and blending sounds to build and read unfamiliar words. Reading records show that pupils read regularly.
- Pupils' writing skills are improving but not as strongly as they need to. Most pupils can develop ideas and write interesting stories, but the range of tasks they are given is too narrow. Pupils are seldom required to use their writing to reason or to persuade others. Some pupils do not use grammar and punctuation properly and incorrectly spell commonly occurring words.
- Achievement in mathematics is good. Pupils enjoy handling numbers and data. They are increasingly using their calculation skills in solving mathematical problems.
- Most of the disabled pupils and those who have special educational needs make good progress from their starting points. Extra help for them is accurately aimed at meeting their individual and varied learning needs. However, the more able make slower progress in some lessons, because tasks set for them do not demand enough of them. The few pupils from minority ethnic groups as well as the very few who speak English as an additional language achieve well.
- In 2012, pupils eligible for extra funding through the pupil premium did not perform as well as other pupils in the school. Following the regular provision of additional support this year, in the form of one-to-one and small groups settings, these pupils are now making faster progress and the attainment gap is closing. In English they are now less than a term behind all their classmates and a term behind in mathematics.

### The quality of teaching is good

- Teaching is good and it has some outstanding features. It has been at the heart of the school's success in securing pupils' good progress and achievement over time.
- Typically, teachers build on what pupils already know and they plan suitable tasks to ensure all groups make gains. They ask questions that check pupils' understanding in order to move their learning forward. Teachers provide pupils with numerous opportunities to work with each other and develop their social skills.
- In the best lessons, teachers are very effective in maintaining pupils' engagement. Their comments are clear and leave pupils in no doubt about what they have done well and what they need to do next. Teachers expect pupils to work on their own and for sustained periods of time.

The teaching assistants make an effective contribution to pupils' learning.

- In a small number of lessons, teachers direct pupils' learning too much. They set tasks that do not provide suitable challenge, particularly for the more able, which reduces the progress they can make. Occasionally, tasks are too demanding, which also slows progress of the least able.
- Examples of good marking are found across the school. In some instances, written comments are not precise enough to be practically useful to pupils in improving their work. Teachers do not check often enough whether pupils have learnt from the mistakes that have been pointed out to them.
- In the Nursery and Reception classes, adults plan a wide range of activities that make learning fun, including those which focus on developing counting and phonics. Children work well on their own and with their peers.
- The teaching of writing is improving, although senior leaders recognise that it remains a priority. Written work seen during the inspection shows that, in addition to errors in spelling and in the use of grammar and punctuation, some pupils do not take enough care of their presentation.
- The teaching of pupils who are disabled and those who have special educational needs, and those who are being supported through pupil premium funding is thoughtfully planned. As a result, these groups make faster progress.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour in lessons, and in and around the school is typically good. Most pupils, parents and staff believe that behaviour at school is good.
  - Pupils' attitudes to learning are positive. On occasions, some pupils lose concentration during lessons which do not hold their interest but this very rarely leads to disruption for others.
  - Staff manage behaviour consistently. Pupils understand the school's rewards and sanctions arrangements and consider them to be fair. A few parents expressed some concern with behaviour in the school, a view which the inspection evidence was not able to endorse. The school's records show a significant reduction in the incidents of unacceptable behaviour.
  - Relationships are good. Irrespective of their backgrounds, pupils work and play together well. They have a good idea of what is acceptable and what is not. Pupils are willing to listen to each others' views.
  - Pupils say that bullying is rare and, if it occurs, adults are good at sorting it out. They are aware of the different forms that bullying can take; including that which relates to the misuse of the internet or that which is prejudice-based. Pupils say that they are safe at school and are listened to if they have any concerns.
  - Attendance is improving, but it is still slightly below average. Senior leaders and governors recognise that more remains to be done with a small number of parents and families whose children's attendance remains erratic.
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**The leadership and management are good**

- The headteacher remains resolutely focused on securing improvements in pupils' achievement and the quality of teaching. As a result, the school has made notable gains in both areas but recognises that further improvements are needed. The school's capacity to improve is now strong.
  - Checks on pupils' ongoing progress are regularly made and are used well. Progress data shows that most pupils in all groups, including disabled pupils and those who have special educational needs and those who are supported by pupil premium funds, make good progress. Senior leaders use data to allocate extra help for these groups and to hold teachers to account for their performance. The school also makes use of this information to ensure that all groups have equal opportunities to achieve success and that those who fall behind are helped to catch up.
  - The improved quality of teaching since the last inspection demonstrates that the performance management arrangements have been substantially effective. The monitoring of teaching is at the heart of the school's arrangements and teachers' continuing training. Clear links are now made between teaching and the impact it is making on pupils' achievement. This information feeds into decisions about teachers' progression through their salary scales.
  - The range of subjects and activities offered by the school provide pupils with a good range of opportunities to learn and practise their basic skills as well as promoting their spiritual, moral, social and cultural development. Participation in activities, such as, music, art, sport, educational visits and inviting visitors to school, enriches pupils' learning and broadens their experience.
  - The school's links with its parents are good. Most are well satisfied with what the school does for their children and how it keeps them informed about their children's performance at school.
  - The local authority has provided worthwhile support in reviewing the rigour and accuracy of the school's self-evaluation. It has effectively assisted in improving the quality of teaching through joint observations of teaching with senior leaders.
  - **The governance of the school:**
    - Governors understand the school well and review its quality of teaching through the headteacher's termly reports and by their own visits to school and know what is being done to improve it. Governors understand what the school's data tells them about their school's performance and how their school performs in comparison with other schools. The governing body manages the budget well. It is aware of the pupil premium fund the school receives to support certain groups of pupils and how it is being spent. Governors ensure that the school's safeguarding arrangements meet requirements. They understand the need to establish strong links between teachers' performance in the classroom and their progression through the salary scales. Experienced governors have received a range of training to assist them in their work. The governing body recognises the need to prepare new governors for greater involvement with the work of the school.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112509
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	401277

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

<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>	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Val DeCourcy
<b>Headteacher</b>	Gill Clubbs
<b>Date of previous school inspection</b>	23 September 2009
<b>Telephone number</b>	01246 823240
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