

# Pinxton Kirkstead Junior School

Kirkstead Road, Pinxton, NG16 6NA

## Inspection dates

13–14 March 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too much teaching requires improvement. As a result, there are too many lessons in which pupils do not learn well.
- Teachers sometimes spend too long introducing tasks and do not leave enough time for pupils to make good progress. When this occurs, some pupils lose focus on their work and their behaviour requires improvement.
- When teachers mark pupils' work they do not always tell them how to improve it. When they do tell them, not all pupils respond to what they say.
- Teachers do not always plan their lessons to make sure that more-able pupils are given work that gets the best out of them, particularly, in mathematics. They are not always asked questions that require more detailed answers.
- Progress is not as good in reading and mathematics as in writing.
- Although leaders and managers regularly check the quality of teaching to see how it could be improved, they do not always set the right targets or provide the right training to improve it.
- Opportunities for children to carry out mathematical investigations and problem solving are limited to mathematics lessons.
- Tasks in some reading lessons do not focus enough on improving skills.
- Systems to measure how well pupils are doing are new and as a result teachers are not yet making full use of this information when planning their lessons.

### The school has the following strengths

- Physical education is well taught and there are many opportunities for pupils to take part in sporting activities.
- Pupils' achievement in writing is good.
- Attendance is above average.
- Pupils who need extra help usually achieve well.
- Most pupils are keen and eager to learn. They know how to stay safe.
- Leaders and managers have a good understanding of what needs to be improved.
- Following the resignation of the head teacher, the acting headteacher and the acting deputy head teacher have worked effectively to ensure minimum disruption to pupils' learning.

## Information about this inspection

- The inspectors observed 13 lessons and 10 teachers. Three joint observations were undertaken with the acting headteacher and one with the deputy headteacher.
- The inspectors spoke to two groups of pupils about their experiences in school. The inspectors also listened to Year 6 pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, the inspectors looked at the school’s review of its performance, its development plan, safeguarding information and school policies.
- The inspectors spoke to some parents as they brought their children to school. They also analysed parents’ and pupils’ responses to a school questionnaire. There were insufficient responses on Parent View for inspectors to consider.
- The views of eight staff who returned questionnaires were taken into account.

## Inspection team

Raymond Biglin, Lead inspector	Additional Inspector
Rosemary Barnfield	Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families, and those known to be eligible for free school meals) is above average. None of the pupils in this school are from families with parents in the armed forces and none are in local authority care.
- The proportion of pupils supported at school action is broadly average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress in English and mathematics.
- The school holds The Schools Sports Partnership award and the Active Mark.
- There is a breakfast club and after-school club.
- The acting headteacher took up this role at the end of January 2013.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the school in response to the incident were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

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

- Increase the proportion of teaching that is of good or better quality, especially in reading and mathematics, by ensuring that:
  - the work given to the most able is always hard enough
  - the questions that teachers ask require pupils to think more deeply about their learning and consider alternative possibilities
  - pupils always move quickly enough to working by themselves or with others
  - teachers manage any inattention effectively
  - in guided reading lessons, tasks focus on improving pupils' reading skills
  - marking gives clear advice on how to improve, which pupils act on.
- Increase the effectiveness of the school's leadership by ensuring that:
  - staff training and targets for teachers are closely tailored to help individual teachers improve the quality of their lessons
  - the new theme-based curriculum is fully developed to include more opportunities for pupils to develop their reading and mathematics skills
  - staff quickly become confident and proficient in using the new system of measuring how well pupils are doing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils enter the school in Year 3 with standards in reading, writing and mathematics that are above average. Although standards attained by Year 6 pupils rose in 2012, not enough pupils reached the higher levels in English and mathematics.
- The school's tracking of pupils' standards shows that the progress of current pupils requires improvement in reading and mathematics. In mathematics, some more-able pupils, in particular, have underachieved. However, progress of current pupils is good in writing.
- Pupils are now making more rapid progress in reading as a result of the introduction of a new reading programme that encourages pupils to read more widely and reflect on what they have read. However, opportunities to encourage wider reading of both fiction and non-fiction are sometimes missed during lessons about other topics or themes.
- In order to help pupils in Year 3 that have difficulty with their reading the school is now teaching letters and sounds in a small group setting. Pupils enjoy this work and are making good progress in these sessions, as noted in one where pupils were learning how to spell tricky words. Pupils in Year 6 read fluently and with expression and enjoy their visits to the local library.
- Those pupils identified as needing extra help with their learning make at least the same progress as other pupils in English, with the majority making better progress. This is the result of the help provided by skilled teaching assistants both in the classroom and through their one to one teaching. Disabled pupils and those who have special educational needs also make better progress in mathematics. Those eligible for support through the pupil premium have made slower progress than others in mathematics.
- Those pupils who are supported by the pupil premium make better progress in English than similar groups across the country. As a result in 2012 their English standards they achieved were about half a term ahead of their classmates. Their mathematics standards lagged their classmates by about 2 terms.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because there is not enough consistently good or outstanding teaching. As a result there are variations in pupils' progress as they move through the school and achievement over time is not good.
- Where teaching is at its best, explanations are clear and brief, allowing pupils to get to work quickly. Sometimes teachers spend too long explaining work to the whole class, using up time that could have been spent on learning more actively. As a result progress slows.
- Particularly in mathematics, teachers do not always plan work that gets the best out of the more-able pupils and this slows their progress towards the highest standards. In Year 6, for example, the most-able pupils could have moved much more quickly to tackle probability questions. However, work is usually well matched to pupils of middle and lower ability. Teaching assistants are skilled at both supporting and challenging the pupils they help.
- Guided reading lessons are not all sufficiently well planned to ensure that all pupils are given appropriate reading tasks, to help them develop their skills in working out meanings and looking for evidence in texts. Sometimes teachers give pupils tasks in guided reading that are

more to do with improving writing.

- Skilful questioning that allowed all pupils to contribute strongly to their learning was infrequent in lessons seen during the inspection. Sometimes questions were directed at a few pupils with teachers accepting answers that were too short. Teachers did not follow up on these short answers to help pupils to explain their understanding in more detail or consider alternative ideas.
- In the best lessons teachers create interesting activities that pupils enjoy. In a Year 5 lesson pupils enthusiastically wrote 'flashbacks' about their own lives and as a result made good progress in their writing.
- Pupils develop good skills in PE lessons because of the good teaching and encouragement they receive from staff. Even on a very cold afternoon a Year 6 class were enjoying every minute of their tag rugby lesson and quickly acquired confidence in passing the ball.
- All teachers mark pupils' work regularly but they do not always provide useful suggestions for pupils to improve their work. An analysis of pupils' work also showed that pupils do not always implement the suggestion for improvement given by their teachers.

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

### **requires improvement**

- Most pupils are keen and eager to learn and follow the instructions of their teachers. They are interested in their work and learning usually continues uninterrupted. However, pupils become restless and lose concentration when they have to listen to long introductions from their teacher. Occasionally, some pupils do not focus on their work when working together and teachers do not always manage this well enough.
- Pupils get on well with each other and are supported well by the school. Pupils are encouraged to participate in lunchtime and after school activities as well as take on responsibilities such as older pupils helping run activities at the nearby infants' school. In particular there is a wide range of sporting activities available run by well-qualified staff. This positive learning environment contributes well to pupils' spiritual, moral, social and cultural development, which the school promotes effectively.
- Pupils have a good understanding of how to stay safe as the school educates them well about internet safety. Pupils have a good awareness of different forms of bullying including homophobic bullying and say that teachers take appropriate action on the infrequent occasions it occurs.
- During the last year attendance has been above average; the school has a range of effective policies which encourage this. Where pupils are away travelling for any period of time staff provide a full pack of work to help pupils continue to make progress with their learning.
- Pupils say they enjoy school, as they are well cared for by their teachers.

### **The leadership and management**

### **requires improvement**

- Leadership and management are not yet good because staff training has not had enough focus on helping teachers improve their teaching and on the use of data about how well pupils are doing. The changes to subjects and topics studied have not made sure reading and mathematics are stressed enough, and as a result progress in these areas is slower than in writing.

- The acting headteacher and deputy headteacher have effectively ensured a continuing sense of purpose within the school. They have worked quickly with the staff and governors to provide an accurate view of the school's performance and agreed what needs to be done to improve. Leaders and managers have had a good impact in raising rates of progress in writing.
  - Since September 2012 the school has established procedures for checking how well pupils are doing, including a more accurate way of establishing their skills and abilities when they enter Year 3. Staff are not yet making the best use of this information to pitch the work for pupils at the right level, and so help pupils make good progress.
  - A number of well-planned actions support better progress for pupils who are eligible for the pupil premium or who have special educational needs. For example, there is an additional teaching assistant in every class to support those in receipt of pupil premium to improve reading and mathematical skills. The school has also used some of this funding to employ a professional counsellor to help pupils who lack confidence. This is a positive example of ways in which the school has improved equality of opportunity for all. The school's actions continue to result in good progress for these pupils in English, and are raising rates of progress in mathematics for funded pupils currently in the school.
  - Leaders regularly check the quality of teaching and, as was confirmed when inspectors carried out joint observations, have a good understanding of what teaching is typically like in the school. However, this good understanding does not always lead to the appropriate professional training for teachers to help them improve the quality of their lessons.
  - Teachers' performance is managed appropriately. Only those teachers whose pupils make consistently good progress move up the pay scale. Teachers are set school and personal targets but not all of these have focused specifically on areas for improvement in teaching.
  - In September 2012 the school changed the way pupils study subjects such as geography, history and science. Pupils now learn about these areas through considering themes for instance Year 3 look at the theme of 'celebrations.' Pupils enjoy this approach and it encourages them to write in a variety of ways. However this approach does not yet provide sufficient opportunities for work in mathematics, for example solving mathematical problems through investigation, nor always provide pupils with enough opportunities to improve their reading skills.
  - The local authority has supported the school well since the last inspection. It has recently increased the support given because advisers recognised that the school needed to strengthen teaching so as to improve pupils' achievement. They have specifically provided expertise to help improve the teaching of mathematics.
  - **The governance of the school:**
    - Since September 2012, there have been a number of changes to the governing body, including a new Chair. Governors are enthusiastic and very supportive of the school and acted decisively and effectively after the resignation of the previous headteacher. Governors understand the data provided about pupil progress and hold the school to account for the achievement of pupils. They check on the use of pupil premium funding. Governors understand the relevant arrangements to link pay with the quality of work that staff do, and know how good teaching is. They ensure that the school's arrangements for safeguarding meet statutory requirements.
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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>	112608
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405408

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

<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>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul McKenzie
<b>Headteacher</b>	Alison Hardy
<b>Date of previous school inspection</b>	17 February 2011
<b>Telephone number</b>	01773 810337
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