

South Wingfield Primary School

Church Lane, South Wingfield, Alfreton, DE55 7NJ

Inspection dates

24 – 25 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- The school's aim is to develop 'happy and successful children'. This is achieved through good relationships and a warm and nurturing atmosphere.
- Pupils behave well, work hard and feel safe. They apply themselves diligently and enjoy learning because lessons are often interesting and exciting.
- Since the last inspection leaders, have kept a close check on the quality of teaching, which is now good. Teachers are eager to improve and standards have risen steadily as a result.
- Pupils make consistently good progress from starting points that are often below expectations for their age.
- The teaching of phonics (the sounds that letters make) is well organised so that pupils make a good start to reading and writing
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils talk maturely about issues of equality and treat each other with respect. They are well prepared for a future in the modern world.
- The teachers who take the lead for numeracy and literacy are enthusiastic and support other staff well. Teachers and other adults working with pupils form a strong, cohesive team.
- Leaders, managers and governors have ensured that the school continues to improve and this has resulted in better teaching and rising pupils' achievement.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that pupils in all classes have access to interesting and motivating experiences that bring about rapid and sustained improvement.
- In some classes pupils do not get sufficient time to respond to the advice given to them.
- Occasionally teachers do not maintain a sharp focus on what pupils are expected to learn throughout the lesson and time is not used well.

Information about this inspection

- The inspector observed learning in eight lessons taught by six teachers, two of which were joint observations with the headteacher. She also made brief visits to several more.
- Meetings were held with staff, pupils, members of the governing body and a representative of the local authority.
- The inspector conducted a work scrutiny of pupils' books along with the headteacher.
- The inspector scrutinised a range of documents including the school's own progress tracking data, the school's self evaluation and improvement plans, minutes of meetings of the governing body, records relating to safeguarding children, documents for setting targets for teachers to improve their work and those for checking on the quality of teaching.
- The inspector took into account 27 responses to the on-line questionnaire for parents and carers (Parent View), and responses to the school's own questionnaires for parents and carers and pupils. She also analysed responses to the teachers' questionnaire.

Inspection team

Christine Merrick, Lead inspector

Additional Inspector

Full report

Information about this school

- South Wingfield is a smaller than average-sized primary school. Virtually all pupils are of White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported through school action is broadly average. The proportion supported at school action plus and through a statement of special educational needs is also broadly average.
- The proportion of pupils known to be eligible for the pupil premium (additional support for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in five classes, four of which are mixed-age classes. Year 6 is a single age group class.
- There are before and after school clubs run by the governing body.

What does the school need to do to improve further?

- Continue to raise the proportion of outstanding teaching so that the current high standards are maintained by:
 - ensuring that all teachers provide pupils with imaginative, collaborative and creative tasks so that all pupils make rapid and sustained improvement
 - further developing the opportunities for pupils to respond to the advice given to them
 - ensuring that teaching is always sharply focused on what pupils are expected to learn so that time is not lost during lessons.

Inspection judgements

The achievement of pupils is good

- The small numbers of pupils in each year group mean that attainment can vary from year to year. In 2012, there was a particularly small group of pupils in Year 6, who attained very high levels in both English and mathematics and almost all of these pupils made better than expected progress. Attainment in other year groups is more variable but attainment is often above average and progress good. Pupils' progress sometimes slows when the pace of the lesson drags.
- Typically, children start school slightly below expectations for their age particularly in communication and language, reading and writing. By the end of the Early Years Foundation Stage a large majority are in line with the national average. Over the last three years, attainment at the end of both Key Stage 1 and Key Stage 2 has been rising and results are now above average in all subjects.
- Pupils develop good phonics skills in Reception and Key Stage 1. A greater proportion of pupils reached the expected standard in the Year 1 screening check than nationally and pupils use these skills confidently in both their reading and writing. Pupils become enthusiastic, accomplished readers and pupils in Year 6 talk confidently about their choices of books.
- Writing has improved since the last inspection. In the Reception class children get off to a good start because there are many opportunities to begin mark making and they continue to make good progress through Key Stage 1. In Key Stage 2 pupils analyse pieces of writing and use what they learn to develop more sophisticated vocabulary and sentence structures in their own writing.
- Disabled pupils and those who have special educational needs make equally good progress as other groups of pupils because teachers pay close attention to individual pupils when tracking progress. Additional support from skilled adults ensures that all pupils access learning opportunities and are motivated to succeed.
- Since the last inspection, the school has improved the opportunities pupils have to visit places such as the Open Centre in Derby, learn about different customs and develop their knowledge of a range of religions. As a result, older pupils demonstrate a mature and thoughtful response to issues such as racial abuse and the use of derogatory language.
- Progress for those pupils for whom the school receives pupil premium funding is good. They achieve at a similar level to their peers because the funds are used well to provide additional resources and extra help in the classroom. As a result, there are no gaps between their attainment and that of other pupils.

The quality of teaching is good

- Teaching in most subjects, including English and mathematics, is usually good. There are some elements of teaching that are outstanding such as teachers' use of problem-solving activities and the consistently high expectations that are communicated extremely well.
- Pupils settle in Reception quickly because relationships are good and they feel safe and secure. Teachers throughout school provide good role models and encourage pupils to ask questions and offer ideas. As a result, pupils grow in confidence, they are willing to take an active part in

lessons and become self-motivated learners.

- Where learning is best, teachers provide interesting and exciting contexts for learning that enthuse and engage pupils extremely well. For instance, Year 4 and Year 5 pupils improved their use of imperative verbs by analysing instructions then creating their own detailed versions as they baked shortbread. However, not all pupils benefit from imaginative, creative ways of learning that are sufficiently motivating to promote rapid progress.
- Pupils make good progress in phonics because teaching is consistently well organized to meet the needs of all pupils. The school has invested in good resources to promote this so that pupils have reading books based on the phonics they are learning and access to online practice at home so that learning is consolidated.
- Teachers throughout the school give pupils good feedback on their work. They provide praise and encouragement where appropriate and ensure that pupils know what to do next to improve their work. In some, but not all, classes strategies such as 'Red Pen Days' provide pupils with the opportunity to respond to advice they have been given and pupils are able to give constructive feedback to classmates.
- Pupils thoroughly enjoy opportunities to work collaboratively and talk to each other about their thinking. This was particularly apparent in a Year 6 mathematics lesson on ratio where pupils solved a range of practical problems that were carefully adjusted to challenge pupils of all abilities.
- Disabled pupils and those who have special educational needs make good progress because teachers check work regularly and provide additional support where needed. Teachers and additional adults working with pupils work closely to ensure that they meet the needs of all pupils.
- Teachers are enthusiastic about working outside and the pupils respond to this well, developing great respect for their environment. For instance, the Reception and Year 1 pupils enjoyed exploring the wild area, taking great care not to step on the cowslips as they searched for minibeasts and quietly watching for frogs to emerge from the pond.
- In some lessons, activities are not sharply focused enough on what pupils are expected to learn so that progress is not as fast as it could be and time is not used to best effect.

The behaviour and safety of pupils are good

- Pupils are polite, well mannered and respectful. They confidently engage in conversation, sharing their views and talking about the work they are doing. Pupils are encouraged to listen carefully to each other. A good example of this was when pupils were asked to discuss in pairs and then feedback their partners' views to the group as a whole.
 - Pupils' attitudes to learning are very good. They collaborate extremely well, help each other and are eager to succeed. This is because they know what is expected and are given clear guidance on how to improve. Pupils' books are well presented, neat and tidy, showing great care and pride in the work.
 - Attendance has improved and is now above average. Most pupils say that they enjoy school and feel safe there. They understand how to keep themselves safe, including when they are using
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digital media, because the school supports them well, for instance, in the assembly taken by the Community Police Officer. Pupils reported some behaviour issues at lunchtimes though they felt these are now being dealt with more effectively than in the past.

- A small number of pupils attend the before- and after-school clubs, where they are well cared for
- A very small minority of parents felt that behaviour was not always good. However, the vast majority of pupils do behave well. In lessons they are attentive, very focused and maintain concentration well. Older pupils enjoy taking the responsibility of being 'mini leaders' supporting the younger pupils at break and making decisions through the school council.

The leadership and management are good

- The headteacher provides strong and determined leadership that has led to significant improvements since the last inspection. He is well supported by knowledgeable subject leaders and a committed team of teaching and non-teaching staff. In their responses to the staff questionnaire, all staff said they were proud to work at the school.
- Teaching has improved strongly because there are good systems for monitoring the work of the school. Insightful and accurate evaluation ensures that leaders and managers have a clear picture of the school's strengths and areas for improvement and are aware that there needs to be more outstanding teaching to maintain high standards. The performance of teachers and other adults is carefully managed. Targets for improvement are set and used to make decisions related to teachers' pay.
- Subject leaders take an active part in carrying out observations and supporting other staff. They are involved in delivering training in school and leading staff meetings. In addition, they sample the work completed by pupils across the school, analyse assessment information and teach alongside other staff, sharing good practice.
- Leaders and managers at all levels ensure no pupils are discriminated against and all access the opportunities for learning.
- The teaching programme is enriched with a good range of visits, visitors and special events such as the Indian dance session, the residential at Whitehall Outdoor Centre and weekly trips to the forest. Topics such as those on Victorians and Australia link together different areas of the curriculum effectively to motivate and enthuse pupils and specialist teachers provide opportunities for whole classes to learn to play the oboe or flute.
- The local authority has provided good support to the school including joint learning walks and observations as well as practical help that has been appreciated by staff. This is particularly evident in the Early Years Foundation Stage where it has led to much improvement.
- **The governance of the school:**
 - Governors are well informed and provide both support and challenge, contributing well to the life of the school. They monitor the progress of the comprehensive development plan effectively. They work with the headteacher to make decisions about how the pupil premium funding is used and know how it has made a difference to pupils' learning. They review information relating to pupils' performance and oversee the procedures for managing the performance of staff. As a result, governors are very aware of the quality of teaching in school and how this relates to

levels of pay. They ensure that all safeguarding procedures are in place and that policies are regularly reviewed and updated.

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

Unique reference number	112625
Local authority	Derbyshire
Inspection number	401287

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Paul Jackson
Headteacher	Paul Addison
Date of previous school inspection	24 March 2010
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