

John King Infant School

Church Street West, Pinxton, NG16 6NB

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils make good progress across the school, from starting points below the levels expected for their age on entry to Reception.
- Standards are on track to be above average in reading, writing and mathematics in Year 2 at the end of this year.
- Teachers promote positive relationships with pupils. They have good subject knowledge and explain what pupils are learning about clearly in lessons.
- Pupils are polite and courteous. They respond well to teachers' instructions. Their attitudes to learning are positive and they try hard with their work in lessons.
- Pupils, parents and staff are positive about behaviour, and pupils feel safe in school.
- Pupils are proud to receive rewards. Other pupils enjoy listening to the reasons why pupils have been recognised by staff for their good work.
- Leaders, managers and governors have maintained good teaching and achievement over time.
- The school's systems for checking the performance of teachers and pupils are thorough. All staff are involved in researching an area to share in developing teaching this year.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- The work in lessons is not always hard enough to challenge the more-able pupils, and there are not enough opportunities for pupils to talk about their work.
- Teachers do not always give pupils clear next steps to help them improve their work.
- Leaders do not give staff precise feedback about how to improve minor weaknesses in teaching, or follow up these areas in later observations to make sure they make a difference.

Information about this inspection

- The inspector observed eight lessons or part-lessons. Six of these observations were carried out jointly with the headteacher. The inspector also observed the headteacher giving feedback to staff about pupils' learning and progress in lessons.
- The inspector attended two assemblies, listened to pupils read and looked at pupils' work.
- Meetings were held with a governor, staff, pupils and a local authority representative.
- There were not enough responses to the online questionnaire, Parent View, for these to be seen. The inspector considered the responses to the school's own parental questionnaire and spoke to parents as they brought their children to school.
- The 16 responses to the staff questionnaire were also analysed.
- The inspector reviewed the school's information on pupils' progress, records related to the management of performance and the monitoring of teaching, safeguarding and behaviour documentation and the records of governing body meetings.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils cared for by the local authority, and those from service families) is below average.
- Pupils are currently taught in five classes: two Reception classes; a Year 1 class; a mixed-aged Year 1 and 2 class; and a Year 2 class.
- The school is part of a 'hard federation' with Longwood Infant School. This means that it shares the same governing body, headteacher and assistant headteacher.

What does the school need to do to improve further?

- Make more teaching outstanding by ensuring that:
 - work is matched more precisely to pupils' abilities in Key Stage 1, especially for the more-able pupils, so they are challenged in their learning and work is not too easy
 - pupils have more opportunities to discuss their own and each other's work
 - pupils are always given clear feedback in marking and in lessons on how to improve their work
 - leaders give staff precise feedback on how to improve their teaching, and follow these areas up in later observations.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress across the school. Children enter the school with levels of skills and knowledge below those expected for their age, and rise to above average by the end of Year 2.
- In Reception, children are well supported by a wide range of opportunities for development in all areas of learning, with a particular focus on literacy and numeracy skills. Standards on entry to Year 1 rose in 2011 to above average, and remained at this level in 2012.
- Pupils who are known to be eligible for support from the pupil premium receive help from a 'movement coach' and 'positive play' sessions to develop their confidence and self-esteem. They also receive additional help from adults in lessons and in small groups. In the summer 2012 tests, these pupils were approximately two terms behind other pupils in reading and one term behind in writing and mathematics. However, they are making good progress and the gap is narrowing between this group and their classmates.
- Disabled pupils and those who have special educational needs receive effective help from teaching assistants in lessons. This helps them to understand the work and to be fully involved in activities. These pupils make good progress across the school. The school is effective in ensuring equality of opportunity for all pupils in their learning.
- Standards at the end of Year 2 have been above average for several years. There was a slight dip in reading and writing last year, but it has been successfully reversed. Current school data on pupils' progress and the work seen in their books show that pupils are on track to reach above-average standards in reading, writing and mathematics again at the end of this year.
- Pupils are enthusiastic about reading and say they read regularly both at home and at school. They are able to use the strategies they have learnt to sound out and say unfamiliar words. Following disappointing results in the Year 1 phonics (letters and sounds) check in 2012, the school has adapted its phonics teaching and now pupils are taught in distinct reading and writing groups. Pupils are making much faster progress this year and the school expects results to be well above last year's national average.
- Parents are positive about the information they get to support their children's learning. They say the homework booklets they receive are helpful and mean that they know what their children are learning and how they can help them at home.

The quality of teaching is good

- Teaching is good across the school. Reading, writing and mathematics are all taught well. Common strengths of teaching include the positive relationships between teachers and pupils, teachers' subject knowledge and how they explain to pupils what they are learning in lessons.
- In the best teaching seen, such as in a Reception lesson where children were involved in a range of creative activities to explore safety, including making models of roads with street signs or crossings, children received good support from adults to move their learning on. Some children were supported to write sentences about the drawings they had done. Children were encouraged to reflect on their learning and share their experiences with others. They were

enthusiastic about their learning and made excellent progress.

- Teachers plan activities to make learning fun. For example, in Reception, the teacher played a counting game to movements to get children to focus after break. In the most able phonics group, the teacher asked the pupils to search for prefixes hidden around the room to make learning more interesting and exciting.
- Disabled pupils and those who have special educational needs receive extra help from adults in lessons. Explanations are clear and these staff guide pupils through the learning activities to ensure they make good progress.
- Teachers plan lessons carefully, but occasionally the work is not hard enough to challenge more-able pupils and they complete it quickly, and they do not always take advantage of opportunities to move learning on at a fast pace. Sometimes, whole class sessions are a little long, and this limits the amount of time pupils have to talk about their own and each other's work so they can think about how this can be improved.
- Teachers mark work regularly, and some examples were seen of regular corrections and clear next steps for pupils. However, this is not consistent across the school and pupils are not always clear about how to improve their work in all subject areas.

The behaviour and safety of pupils are good

- Pupils are polite and courteous in all classes in the school. Their attitudes to learning in lessons are positive and they respond well to teachers' instructions. Incident logs show there are very few incidents of poor behaviour and no incidents of bullying. The school is effective in promoting positive relationships and making sure that there is no discrimination.
- Parents are positive about behaviour in school. They acknowledge that children are not perfect, but say that any minor fallings out are dealt with swiftly by the school and do not recur. Pupils are equally positive about behaviour and say that bullying is not an issue. They say that sometimes children fall out with each other, but are confident they can go to staff in the knowledge that any problems will be sorted out.
- Pupils say they feel safe in school. They talked about some of the areas they had been learning about during safety week, including road safety and water safety. They listened carefully in one assembly to reasons for wearing different types of safety equipment such as riding hats and cycling helmets.
- The 'Fruity Munch Bunch' discuss aspects of the school with the headteacher and have met with governors to talk about their views. Pupils are proud to receive awards, including stickers, and to be recognised in assembly for 'wow' moments. Pupils listened very carefully to the reasons why teachers had recognised special pieces of work from pupils. In the school prayer, pupils ask for help in having 'lots of wow moments'.
- Pupils are punctual to school. The school has focused on promoting attendance with pupils and parents. As a result it has improved and is now broadly average.

The leadership and management are good

- Staff are committed to the vision and ambition of leaders and governors. Improvement plans are

focused on the right priorities, and leaders have successfully addressed the dip in performance last year.

- Systems for managing the performance of staff are thorough. The performance management policy is linked to the 'teacher standards' (national expectations for teachers). Each teacher has a target for pupils' progress in their class and an area linked to the school development plan. This year each also has a target to lead a teaching research project in the school to share with other teachers across the federation. There is a clear link between performance and pay for teachers.
- Teaching is monitored regularly and records are kept of the quality of teaching over time. However, teachers do not always receive precise feedback on how to improve their teaching that can be checked on at a later date to make sure this makes a difference.
- The school gives a high priority in the way different subjects are taught to the development of literacy and numeracy skills. Subjects are linked together creatively in a rolling two-year programme of topics, including 'It's a bug's life', 'Africa' and 'Magical Tales'.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils learn about different religions and ethical issues such as the planet and wildlife. The school has links with schools in Sheffield and Nigeria.
- The federation provides staff with opportunities for sharing practice, joint training, and sessions to check that assessment is consistently accurate across the schools.
- The local authority has provided 'light-touch' support to the school. In addition to annual monitoring, governors have been supported with training.
- **The governance of the school:**
 - Governors understand what published data say about the school's performance, and receive regular updates on pupils' progress. They know how pupil premium funding is being spent and the difference this has made for eligible pupils. They carry out an annual safeguarding audit and make sure that safeguarding procedures and practices meet national requirements. They make sure performance management of staff takes place appropriately, and authorise any pay recommendations. They know how good teaching is in the school and are aware of support that has been provided for staff in the past. They attend regular training, most recently to update their understanding of school finance.

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	112607
Local authority	Derbyshire
Inspection number	412390

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

Type of school	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Gary Hails
Headteacher	Jan Pierce
Date of previous school inspection	17 September 2007
Telephone number	01773 810314
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Email address	info@johnking.derbyshire.sch.uk

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