

New Whittington Community Primary School

London Street, New Whittington, Chesterfield, S43 2AQ

Inspection dates

27–28 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
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

- Variations in the quality of teaching mean that pupils do not make consistently good progress throughout the school, particularly in mathematics. As a result, pupils' attainment is broadly average. Not all teachers are making sure pupils receive work that is set at the right level.
- Opportunities for pupils to apply their knowledge and skills in mathematics in a range of subjects are not fully developed.
- Teachers do not always mark pupils' work in accordance with the school's policy. Pupils do not have enough opportunities to respond to marking so they can address mistakes and receive challenge to make the next steps in their learning.
- Leadership and management require improvement because checks on the quality of teaching have not been frequent or rigorous enough to secure good teaching.
- Subject leaders have limited opportunities to check on the quality of learning and to evaluate the impact of improvement strategies on pupils' progress in their subject areas. Senior leaders' plans for improvement are not sharp enough to help them check the extent to which their actions are having a positive impact on pupils' achievements

The school has the following strengths

- Relationships between adults and pupils are good, contributing to good behaviour around school and in classrooms.
- Pupils enjoy school and feel safe and well cared for. This is reflected in improved rates of attendance which are now average.
- Pupils have positive attitudes to their work and work together well. As a result, relationships are strong. Teachers manage classes well and treat children with respect and consideration.
- Children with hearing impairment receive high quality, often outstanding teaching and care. They are fully included in the life of the school.

Information about this inspection

- The inspectors observed 16 lessons. One was observed jointly with the headteacher and five with the acting deputy headteacher.
- Work in the unit for pupils with hearing impairment was observed and visits made to lessons these pupils participated in.
- Meetings were held with the headteacher and acting deputy, three members of the governing body, five parents, the special educational needs coordinator, the learning mentor, two subject leaders, a group of Key Stage 1 pupils, representatives of the school council and a representative of the local authority.
- Inspectors also spoke informally to pupils on the playground and in the dining hall. Pupils from Key Stage 1 and Key Stage 2 were listened to reading and they talked about their books.
- Inspectors took account of 17 responses to the online questionnaire (Parent View) during the inspection and of 12 responses to the staff inspection questionnaire.
- Inspectors observed the school's work and looked at a range of documents, including the school's own information on pupils' achievement, documents relating to safeguarding, records of governing body meetings, and those relating to the performance management of staff. Inspectors also scrutinised the school's self-evaluation and improvement planning.

Inspection team

Prue Rayner, Lead inspector

Her Majesty's Inspector

David Carter

Her Majesty's Inspector

Janet Bird

Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school. It is located on two sites approximately half a mile apart.
- As well as two full-time Reception classes, there is a part-time Nursery class where children attend in the morning or afternoon.
- Most pupils are White British, with a few from a range of other ethnic heritages. Very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school has specialist resourced provision for children with hearing impairment.
- The school meets current government floor standards, which are the minimum expectations set for pupils' attainment and progress.
- The proportion of pupils for whom the school receives pupil premium funding is in line with the national average. The pupil premium is extra funding to support pupils who are known to be eligible for free school meals, those who are looked-after by the local authority, and some other groups.
- More pupils than the national average remain at school throughout the primary years.

What does the school need to do to improve further?

- Raise achievement specifically in mathematics by:
 - ensuring that the new scheme of work is embedded in practice so that pupils who have gaps in their understanding are quickly identified and provided with work which will closely meet their needs
 - monitoring the implementation of the progression guidance to ensure teaching is consistent and children understand key concepts and strategies before moving on in their learning
 - providing pupils with more meaningful opportunities to solve problems and undertake mathematical investigations in order to improve their skills in reasoning.
- Improve the quality of teaching so that it is consistently good and better by:
 - using assessment to make sure that work for all pupils is pitched at the right level and all pupils are challenged to make good progress
 - ensuring the quality of marking consistently meets school policy and children are given opportunities to respond to their teacher's comments regularly
 - ensuring that learning proceeds at a good pace
 - matching success criteria to learning objectives more closely so that teachers and pupils are clear about how progress will be measured at the end of a lesson or series of lessons.
- Strengthen leadership and management by:
 - ensuring that senior and middle leaders draw upon evidence from visits to lessons, scrutiny of pupils' work, and information relating to pupils' achievements in order to provide teachers with more precise and frequent recommendations on how to improve their practice
 - sharpen improvement planning by making expectations of success clear to all staff
 - building on the improvements made to governance by embedding further their roles in analysing the impact of the school's actions on pupils' achievements.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough pupils in Key Stage 2 make good progress over time, particularly in mathematics. Achievement in mathematics does not match the improvements made in reading and writing. Although pupils' progress is uneven, most now make expected progress in reading and writing across Key Stage 2 and reach average standards in these subjects.
- Progress in mathematics across Key Stage 2 has been significantly below the national average for the last two years. The implementation of more precise guidance for teachers is starting to change this trend. Current school data show progress that is more in line with that which is expected. However, it is uneven across the school and there are too many points at which it still falls below. Gaps remain in pupils' learning and these are not always addressed in lessons.
- Children enter the Early Years Foundation Stage with skills that are broadly typical for their age. There is a wide range of language and communication skills and a small number of children have less well-developed personal skills. Children make at least expected, and on occasions better than expected, progress in the Nursery and Reception classes because of well-focused teaching. Regular assessments of their achievements enable activities to build on their abilities and interests.
- Standards at the end of Key Stage 1 have improved and in 2013 these are now above average. More children achieved above the level expected in reading and writing. Standards in mathematics remained in line with the national average because the quality of teaching is less consistent in this subject. Current school assessment suggests children are making expected progress in reading and writing. Because teaching in mathematics is inconsistent across classes, attainment in mathematics lags behind that in reading and writing.
- The proportion of Year 1 pupils achieving the expected level in the phonics screening check is in line with the national average. Children use letter sounds confidently to sound out words they do not know when they read, and to spell independently. Almost all children who did not reach the required standard in 2012 have now met these expectations.
- Reading is a relative strength of the school; pupils talk about their reading confidently and say there is a good range of books to read in class and in their library. Children listened to during the inspection used strategies to read unfamiliar words with confidence and talked about the content of their books knowledgeably.
- Pupils who are supported by pupil premium funding achieve as well as, and sometimes better than, other children in the school in both English and in mathematics. At Key Stage 1 and Key Stage 2 their attainment and progress in reading is above that of similar children nationally.
- 2013 end of Key Stage 2 data show that some pupils with special educational needs made significantly less progress than their peers in mathematics. Current school data shows a similar variation in attainment. Although there is evidence to demonstrate that gaps are closing in reading and writing, in mathematics pupils are approximately a year behind their peers at both Key Stage 1 and Key Stage 2.

The quality of teaching requires improvement

- Teaching is too variable in quality. Teachers are not using information about pupils' prior attainment accurately enough to ensure that work is matched to their needs. As a result, not all pupils, particularly those of middle ability, are sufficiently challenged. This was evident in lessons observed and in samples of pupils work analysed.
- The marking of pupils' work is inconsistent. There are not enough opportunities for pupils to revisit and learn from their mistakes. Teachers' improvement prompts do not provide information which demonstrates how children who are ready to, can move on in their learning.
- Pupils in parallel classes do not always receive a similar quality of provision. Teachers plan together but the quality and pace of lessons varies. Consequently, some pupils make better progress in their understanding of key concepts than others. Where teaching is weaker, progress is not sustained because teaching is not clear and the pace of learning is slow. In these lessons, explanation of key concepts is weak and pupils are confused about the expected outcomes of their lessons.
- Children in the Nursery settle to activities well and show good levels of concentration on the tasks they are involved in. In the Reception class, children for whom a climbing frame was transformed into a pirate ship were enthusiastically enacting a recent 'Peter Pan' show. Inside, children used mirrors and a camera to create Captain Hook's facial expressions whilst their language was skilfully developed. All staff assess children's progress accurately and regularly. They use this information to ensure underachievement is recognised and to shape focused learning experiences so that children make progress.
- Where teaching is consistently good, pupils undertake work that is well matched to their abilities. Teachers continually review progress through discussion with pupils, which provides more insight and greater challenge. When this happens, progress accelerates and pupils are highly motivated to succeed. This is not the case in all classes.
- Good examples of actions staff are taking to address priorities were evident during the inspection. In the Reception class, vocabulary development has been identified as a key area for improvement and children use 'words of the week' confidently developing the use of words like malevolent, spectacular and immaculate over time. In a mixed Years 1 and 2 class children watched 'News Round' at snack time to bring them up to date with current affairs and to develop their use of language in debate. In a Years 3 and 4 class, the use of drama and collaborative group work excited children to develop detailed understanding of how to write play scripts; strong questioning and facilitation by the teacher moved learning on rapidly.
- The improvements in the teaching of reading and writing have not yet been replicated in mathematics. There are insufficient opportunities for children to apply their mathematical learning meaningfully across a range of subjects. A 'Progression in Mathematics' policy has recently been implemented; this makes clear expectations of teaching and progression in mathematics, particularly calculation. It is already making a difference to how key concepts are taught and developed but has yet to impact on ensuring the gaps in children's understanding are identified and addressed.
- Teaching assistants work hard to provide good support for pupils and in one lesson the pupils working with a teaching assistant made better progress than their classmates because of the well-focused support. However, on some occasions they are not able to contribute effectively to pupils' learning. This is because on some occasions, the planning for the support they provide focuses too heavily on enabling pupils to access similar tasks to their peers rather than activities

that will move their learning on.

The behaviour and safety of pupils are good

- Relationships between adults and pupils are positive, which contribute to the welcoming and well-ordered atmosphere in the school. Pupils say that they feel cared for by all adults. As a result, behaviour in lessons and around school is good.
- Pupils were keen to tell inspectors about the new behaviour code that has made pupils more aware about their right to learn and be free from any form of bullying. Pupils are motivated by the rewards system where they are awarded merits for demonstrating positive attitudes to learning and for being considerate to their peers. In addition, the school council has drawn up and implemented a 'lunchtime behaviour charter'. Pupils say that this has improved behaviour. This is because they are fully occupied by the extended range of activities available to them. Pupils are also more aware of the consequences if they choose to misbehave.
- Pupils have good attitudes to learning and they are keen to learn. This is even when the work they are set is not at the right level of challenge to meet their needs or aspirations.
- Leaders work closely with other agencies to ensure that pupils who have emotional or behavioural difficulties are supported effectively in the school. As a result, there have been no exclusions since the last inspection.
- Pupils have a good awareness of different forms of bullying. There are few incidents of bullying and pupils are clear that senior leaders ensure that any incidents are dealt with swiftly and effectively.
- Pupils have a good understanding of how to keep themselves safe in a range of situations, for instance when using the internet. They are aware of the risks posed by railways, roads and water.
- Leaders have worked effectively with parents and carers to encourage regular attendance. This is now average.
- Governors, parents and carers, staff and pupils all speak positively about the improvements in behaviour.

The leadership and management requires improvement

- Leadership and management require improvement because strategies to improve teaching so that it is consistently good have not been implemented rigorously enough. Some improvements in teaching have been secured and there is an upward trend in achievement in reading and writing. However, there is more to do to secure good achievement in mathematics and to ensure consistently good or better teaching across the school.
- The school's evaluation of its performance is thorough; however, some judgements are overgenerous. Leaders have planned actions to bring about improvement and there is evidence of some success. For example, all lessons include learning objectives and success criteria and weekly sessions during which pupils write at length are bringing about improvement. The

intended impact of actions against key priorities is not clear enough in the plan so staff cannot easily understand what is expected of them.

- At the time of the inspection, the system the school uses for tracking and analysing pupils' achievement was being rewritten. As a result, leaders' understanding of the progress of different groups of pupils was not clear. Middle leaders' engagement with progress data, and the amount of monitoring they undertake, is limited. Consequently, they do not have the knowledge they need to secure improvement in their areas of responsibility rapidly enough. Despite this, strategies implemented are improving reading and writing and the guidance and leadership given to teachers more recently on improving mathematics is strong.
- The headteacher has given a clear lead to colleagues in developing provision and relationships across the split site. This is improving transition for pupils and staff say they work together more openly. All staff who responded to the inspection questionnaire agreed that the school is well led and managed. One commented, 'I am very proud of the school. It can be difficult to manage over the two sites but we have definitely overcome this in the past two years'. Collaborative actions have improved attendance and behaviour and the focus given to improving reading has had a positive impact.
- The school's commitment to equal opportunities and inclusion is effective in ensuring that pupils from different backgrounds make similar levels of progress and are fully included in different activities. Leadership of the provision for children with hearing impairment is a particular strength. Work with external agencies to provide support for vulnerable pupils is effective. However, the leadership of provision for children with special educational needs is limited because analysis of the provision made for them and its impact is not detailed enough.
- Senior leaders have shown they are able to make things better. For example, since the last inspection, they have improved pupils' behaviour and rates of attendance. Pupils speak in an informed way about relationships, their rights to learn and to be free from any form of bullying.
- The curriculum contributes strongly to the social, moral, spiritual and cultural education of the pupils. A wide range of pupils' work is displayed which shows a good understanding of other faiths and cultures. There are good opportunities for pupils to learn about the local area. Work in history, art and music contribute strongly to pupils' cultural development. A sports specialist is being employed to provide coaching for pupils and staff using extra funding to improve physical education.
- The local authority recognises the need for extra support during a time of change in leadership. Advisers have reviewed teachers' assessment of writing in Year 6 and have found it to be accurate.
- **The governance of the school:**
 - Governors are aware of the school's strengths and areas for improvement and are keen to secure higher achievement for pupils. Individual governors visit school frequently to gather information about developments in their areas of responsibility. This is enabling them to hold leaders to account for the rate of improvement. The governing body has recently introduced a 'steering committee' in order to ensure that governors' checks on improvement are more frequent and focus more sharply upon the impact of the school's actions on pupils' achievement.
 - The governing body draws upon the professional skills of key governors to ensure that finances are managed well. They have ensured that additional money provided by the pupil premium has been spent appropriately to meet the needs of eligible pupils. Governors have clear plans for the use of the new primary sports funding. Governors and the headteacher

work closely together to ensure that decisions about pay increases are linked closely to performance. The governing body meets all statutory requirements, including those for pupils' safeguarding.

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	112668
Local authority	Derbyshire
Inspection number	429987

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Karen Johnson
Headteacher	Steven Horsley
Date of previous school inspection	10 May 2012
Telephone number	01246 450688
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