

# Creswell CofE Controlled Infant and Nursery

Gypsy Lane, Creswell, Worksop, S80 4HY

**Inspection dates** 12–13 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make rapid progress. They start school at levels that are frequently lower than expected for their age. They go on to leave the school with standards that are higher than the national average.
- Teachers have high expectations of pupils and develop excellent working relationships in the classroom. Pupils have very positive attitudes towards their learning.
- Teachers make sure that work is well matched to pupils' needs, enabling them to gain skills, knowledge and understanding rapidly.
- Teachers provide first-class feedback to their pupils in class about how they can improve their work. Comments in books are not so well focused on helping pupils to improve.
- The school is an exceptionally safe place to learn so pupils feel totally secure.
- Pupils' behaviour is exemplary. They are polite, caring and have a strong sense of right and wrong.
- While a strong Christian ethos informs every aspect of the school's work, older pupils show great respect for other faiths and understanding of other cultures
- The two partner headteachers develop teaching extremely well and staff performance is very effectively managed. Staff are provided with excellent professional development opportunities and this helps to improve their effectiveness.
- Governors play a very strong part in leading the school and checking that other leaders and managers are doing all they can to improve pupils' education. Leaders and governors have also ensured the school maintained high standards since the previous inspection.

## Information about this inspection

- Inspectors observed parts of 18 lessons, including three shared observations with members of the senior leadership team. Inspectors listened to several pupils read and looked at samples of their recent work.
- Meetings were held with the headteacher, teachers, members of the governing body and a telephone call was made to a representative from the local authority. Discussions also took place with groups of pupils.
- Inspectors scrutinised a variety of school documents, including: the school’s self-evaluation; the school development plan; behaviour records; governing body documents; and documents relating to the management of teachers’ performance.
- The views of the 28 parents who responded to the online questionnaire, Parent View, were taken into account along with letters from parents. Inspectors also considered the views expressed in 23 questionnaires returned by school staff.

## Inspection team

Steven Cartlidge, Lead inspector	Additional Inspector
Andrew Orgill	Additional Inspector
Malcolm Johnstone	Additional Inspector

## Full report

### Information about this school

- The school is slightly larger than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- An above average proportion of pupils are eligible for the pupil premium. This is extra funding from the government for pupils in local authority care and those known to be eligible for free school meals.
- The school has two headteacher partners.

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

- Ensure that all marking of pupils' work in Key Stage 1 provides specific guidance on areas for improvement to help pupils do even better.

## Inspection judgements

### The achievement of pupils is outstanding

- Children make rapid and sustained progress through Nursery and Reception and maintain high standards in Years 1 and 2. The progress of pupils is outstanding because children start from levels that are often below those expected for their age and leave at the end of Year 2 with attainment that is above average and often significantly above. The most able do well, which is reflected in the proportions achieving the higher levels.
- Many children enter the Early Years Foundation Stage with skills well below those expected for their age. As a result of very strong teaching and well-ordered, planned and structured areas for learning, both inside and outside, children make rapid progress. By the time they leave Reception, children are very well prepared for their start in Year 1.
- Results of the phonics check at the end of Year 1 were below average in 2013. The school responded by investigating thoroughly and focusing upon the way pupils are taught to read in Year 1. This has had a positive impact and almost all pupils currently in Year 1 have already exceeded the expected standard, and others are very close to doing so.
- Disabled pupils and those who have special educational needs are achieving exceptionally well and the progress of these pupils is not significantly different from their classmates. The highest proportion of these pupils are supported by school action plus and they are making outstanding progress in mathematics, reading and writing
- There is no significant difference between the achievements of pupils from different ethnic backgrounds, including those who speak English as an additional language.
- Leaders have used the pupil premium funding very well to provide extra lessons, speech and language support and one-to-one support where it is needed. As a result, these pupils make rapid progress and attain as well as others.

### The quality of teaching is outstanding

- Teachers have a clear understanding of all of their pupils' needs, and pupils respond exceptionally well to this care and guidance and make rapid progress as a result.
- Teachers' detailed planning is a major part of the success of this school. Teachers constantly review and re-shape tasks and activities based on their ongoing assessment of their pupils' progress and a dedicated team of assistants provide high quality resources to support pupil learning. This means that teachers are able to focus their efforts on providing lessons rich with educational experiences for their pupils.
- Teachers and other adults also create a highly positive learning environment which fosters outstanding relationships and pupils' excellent attitudes to learning. For example, in a Year 2 mathematics lesson, pupils displayed great enthusiasm and perseverance practising their multiplication skills and not always getting the correct answer first time. They were prepared to work in pairs and help each other until the correct answer was achieved. This positive learning environment is also reflected in the vibrant wall displays around the school and the exciting range of activities provided that stimulate pupils' thinking and creativity. Homework is linked effectively to what pupils learn in lessons.

- The outstanding teaching in the Early Years Foundation Stage results in the children making excellent progress. All adults in Nursery and Reception work hard to create a strong team ethic. There is a constant dialogue between children and staff and between staff themselves as they model the language for the pupils. There is also an excellent partnership with parents, who are encouraged to spend the first ten minutes with their child at the start of a session. This helps parents support their children's learning at home.
- In Key Stage 1 marking is regular and teachers often provide guidance about what has been achieved; pupils are not always clear about their next steps. There are insufficient opportunities for pupils to reflect on their work, correct their mistakes or to attempt further challenge.

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

- The behaviour of pupils is outstanding. Parents, staff and older pupils express very positive views about behaviour in lessons and around the school. Pupils are always polite and courteous to adults and to each other. Behaviour is exceptionally well led and managed throughout the school.

Pupils have excellent attitudes to learning which has a positive impact upon their achievement, and they always listen carefully to the explanations of staff and to the ideas of others.

- When asked about behaviour and safety, pupils were able to explain clearly what the school's behaviour policy 'Golden Time' means and were absolutely clear it referred to the firm and fair use of rewards and sanctions and that any rare incidents of bullying are dealt with promptly. School records support this. School rules, expectations and values underpin a very positive ethos.
- The school works hard to promote regular attendance. Holidays are never authorised in term time and levels of pupil absence are now slightly above other schools nationally. Levels of pupils' punctuality are good. The recent addition to the staff of a parent welfare worker is beginning to improve attendance further.
- Pupils look up to their staff. They respond immediately to instructions and are very respectful both towards staff and visitors. Pupils' manners are exemplary. For example, when 'mini-helpers' talk to adults and other children in the building or outside they are always courteous and try their best to help setting and providing a good role model for other children to follow.
- The school's work to keep pupils safe and secure is outstanding. Parents rightly feel that pupils are very secure in school. The pupils themselves feel very safe and have an excellent understanding of how to keep themselves safe. By Year 2, for example, they know not to give out personal details on the internet.
- The care shown for pupils is outstanding, enabling them to feel extremely happy and safe in school. Parents are happy with the school as shown in their very positive response to the on-line Parent View survey.

### **The leadership and management are outstanding**

- Both headteacher partners have successfully improved teaching and learning through rigorous monitoring, well-focused professional development and performance management.
- Senior leaders are supported by the outstanding leadership and management of middle leaders. This is evident in the Early Years Foundation Stage, for example, because of the remarkable

progress that children make from the moment they enter the Nursery or Reception classes.

- The headteacher partners have, together with governors, produced robust performance management systems to hold staff to account for the standards that pupils attain. The school improvement plan highlights all the correct issues for improvement and is linked to the continuous professional development of staff. The headteacher and governing body ensures that targets are linked to salary progression and that teachers are evaluated according to the Teachers' Standards.
- All staff have a very clear understanding of how well the school is doing and have been instrumental in developing their own practice ensuring a consistent approach in classrooms which pupils understand and this is helping the school to improve even more on its previous excellent performance.
- The range of subjects and activities is exceptionally well planned. The school's 'Reach for the Stars' is tailor-made and takes into account the needs of all pupils' barriers to learning, interest levels and the time needed to apply skills of literacy and numeracy in other subjects. Pupils are encouraged to make suggestions about what they would like to learn and the school tries to incorporate these ideas into the curriculum. For example, pupils wanted to know more about computers and robots and in lessons seen during the inspection teachers were using robot work sheets in mathematics. Pupils also benefit from a wide range of out-of-school activities and clubs.
- The school has drawn up and implemented an impressive set of actions to make use of the primary sports funding. An external instructor has been employed on a weekly basis to work with pupils encouraging them to take up regular exercise and improve fitness and self-confidence. He is also working with staff developing their skills in teaching physical education. The school is also using primary sports fund to provide a wide variety of experiences for all of the children including dance classes, Nursery swimming classes and a mini Olympics with other local schools. Pupil participation rates have already improved, but many of the initiatives are long-term and the full benefits will not be seen until the end of the year.
- School leaders ensure that different groups of pupils have an equal chance to succeed, and they tackle any instances of discrimination effectively.
- The local authority provides good support for this highly effective school.
- **The governance of the school:**
  - Governance is outstanding and makes a strong contribution to outcomes for pupils because spending is strategically allocated and analysed. For example, the governors are well informed of the spending of the pupil premium and the excellent progress made by these pupils. They ask questions of staff in relation to the progress made by different groups and compare the school's performance with that of schools nationally. Staff are held to account for pupils' progress and any decisions relating to pay progression are well thought out. Governors visit the school regularly and know about the quality of teaching in the school. Governors identify their training requirements in order to help them execute their duties effectively. They have set challenging targets for the headteacher partners to ensure that the school continues to improve and have ensured the school has maintained high standards since the previous inspection.

## 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>	112814
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	443755

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gaynor Gray
<b>Headteacher</b>	Margaret Burdett & Amanda Dodd
<b>Date of previous school inspection</b>	4 December 2007
<b>Telephone number</b>	01909 721471
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