

Pinxton Kirkstead Junior School

Kirkstead Road, Pinxton, NG16 6NA

Inspection dates

21–22 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

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

- The quality of teaching requires improvement. It has not been good enough consistently since the last inspection to ensure that all pupils make good progress.
- The marking of the pupils' work and the teachers' comments to the pupils in lessons do not always provide sufficiently clear guidance about what specifically they have done well and what they need to do to improve.
- The teachers do not ensure that the pupils routinely present their work to the highest standards of which they are capable.
- The tasks set for the most-able pupils and the guidance that they receive do not always extend and challenge those pupils as much as they could.
- The pupils' achievement requires improvement because, although there have been improvements, disadvantaged pupils are not making progress quickly enough compared with other pupils at the school.
- Leaders and managers do not currently make sufficient use of the full range of information available to them. They do not ensure that the ways in which they check on and evaluate the school's progress result in the fastest possible improvements.

The school has the following strengths

- The headteacher and senior leaders are doing a good job. The headteacher sets and demonstrates high standards and ambitions for the school. She leads from the front and has established a strong culture of improvement to which the staff and the governing body have responded well.
- The actions taken by the headteacher and other senior leaders at the school have resulted in improvements in the quality of teaching and in the pupils' achievement since the last inspection. Senior leaders have an accurate understanding of the further improvements that are needed.
- The pupils have also responded well to the culture of the school. Typically, they behave well, saying that they feel safe and cared for well.
- The provision for the spiritual, moral, social and cultural development of the pupils is good. It has a very positive effect on the behaviour of the pupils, their attitudes to learning and the atmosphere around the school.
- The school builds strong partnerships with parents and carers, including with some who might find working with schools more difficult than others.

Information about this inspection

- The inspectors observed 15 lessons, including some small-group sessions with a particular focus for certain pupils, and two jointly with the headteacher and deputy headteacher. They carried out other visits to classrooms to check on the pupils’ work and behaviour and observed an assembly. They listened to pupils reading and scrutinised examples of their work.
- The inspectors held meetings with leaders and managers, representatives of the governing body and other members of staff. They spoke with a representative of the local authority. They analysed questionnaires completed by 17 members of staff.
- They spoke with many pupils, in groups, in lessons, and around the school.
- The inspectors checked the 12 responses on Parent View, spoke with parents at the beginning of the school day, and took account of the 74 questionnaires completed recently for the school by parents.
- The inspectors looked at a range of documentation, including the school’s development plan and a summary of its self-evaluation, policies, records relating to the support provided by the school to individual pupils, records relating to the pupils’ behaviour, the school’s information about the pupils’ achievement and attendance, safeguarding documents, and records of the meetings of the governing body.

Inspection team

Clive Moss, Lead inspector

Her Majesty’s Inspector

Carol Deakin

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school.
- The proportion of disabled pupils and those with special educational needs is approximately one pupil in three. This is average.
- Just over a third of pupils are supported through additional funding from the government, known as the pupil premium. This is above average.
- Most pupils are from White British backgrounds with English as their first language.
- There is no off-site provision used by the school.
- The school meets the current government floor standards, which relate to the attainment of and the progress made by the pupils.
- The headteacher was in an acting capacity at the time of the last inspection and has been the substantive headteacher for five school terms only.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that the marking of the pupils' work and comments on their responses in lessons provide specific guidance in order that they make more progress quicker
 - making sure that provision for the most-able pupils consistently provides enough challenge for them so that they make as much progress as possible
 - demanding routinely that the pupils present their work to a high standard.
- Increase the effectiveness of leadership and management by:
 - making use of the full range of available evidence when evaluating the quality of teaching
 - undertaking searching analysis of the impact on the pupils' achievement of all aspects of the school's work including, for example, use of additional funding such as the pupil premium
 - including subject leaders fully in checking the progress of planned improvements at the school.

Inspection judgements

The leadership and management are good

- The headteacher and senior leaders exhibit drive and determination. The ways in which they go about their work have resulted in a strongly corporate and collegial culture amongst the staff. There is unequivocally a collective focus on improving the quality of teaching continuously and, as a result, there is now more evidence of good practice than was the case previously.
- Members of staff with specific leadership and management responsibilities have made important contributions to the work of the school, for example in ensuring good support for disabled pupils and those with special educational needs and in developing new approaches to assessment.
- The school does not, however, make use routinely of the full range of evidence available to check on and evaluate searchingly the impact of all of its actions on the quality of teaching and the pupils' achievement, including for example, the effect of additional funding it has received. Subject leaders have not yet had sufficient opportunity to be involved in checking and evaluating the school's progress, but there is a clear intention that they will do so shortly.
- There are good relationships throughout the school. This is reflected in the extent to which the pupils say that they feel happy and safe at the school and in the views of parents and carers. The school works closely with, for example, families from the Traveller community, to enable their children to benefit as much as possible from what the school offers.
- The school has used the pupil premium funding thoughtfully and considered carefully the kinds of activities and opportunities needed to support the pupils who are eligible. The actions it has taken have reduced some of the differences between the progress made by these pupils and others. Senior leaders and the governing body check how well these pupils are doing. However, they do not evaluate the particular impact of individual actions on which they spend the funding to gain a clear understanding of which are bringing most benefit for the pupils.
- The school provides a broad range of well-balanced learning opportunities and experiences for the pupils. The thematic approach taken to teaching captures the interest of the pupils. It provides good opportunities for the spiritual, moral, social and cultural development of the pupils and to promote British values, which are exploited well by the teachers. Leaders promote equal opportunities well and do not tolerate discrimination.
- The pupils can articulate well-balanced views on a range of subjects and develop a sense of respect for others and tolerance of different viewpoints and beliefs. In a particularly noteworthy activity, some pupils are selected to identify others and give them an award for their contributions in assemblies. This promotes mature thinking about what things constitute a good contribution to the school community. Such attitudes stand them in good stead for life in modern Britain.
- The school works systematically with infant schools and the secondary school that the pupils attend subsequently to support the pupils' transition into and from Pinxton Kirkstead.
- The arrangements for safeguarding pupils meet statutory requirements. The school works well with local services and agencies so that pupils who need specialist help are able to get it.
- The school works productively with the local authority and is receptive to external support. The support provided has been instrumental in helping to bring improvements in leadership and management, including governance, and in the quality of teaching.
- The physical education (PE) and sport premium is managed well and has been used sensibly, both to enhance provision at the school through specialist coaching and additional activities for the pupils and to develop the skills of the teachers. The school is now involved in a broader range of sporting competitions and most pupils take part in extra-curricular sporting activities each week. The school has not analysed all of the available information sufficiently to be able to evaluate the impact of this work as thoroughly as

possible.

■ The governance of the school:

- The governing body checks on the work of the school carefully. The governors are well informed, including through planned visits that members make to the school and talking with pupils (the 'governors' awards which they make to individual pupils make a good contribution to those pupils' self-esteem). As a result, they are increasingly asking relevant questions and so challenging senior leaders more than previously.
- For example, the governing body monitors the achievement of the pupils, including those for whom the school receives additional funding and requires explanations from senior leaders about any differences between particular groups. The questions are assisting the senior leaders to focus on appropriate priorities and to communicate them to the rest of the staff.
- The governing body maintains an appropriate oversight of the performance management of the staff. It ensures that performance management is done thoroughly and that any underperformance is tackled effectively. Indeed, the process has been a key factor in bringing about the improvements in the quality of teaching noted during this inspection.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are typically polite, affable, and enjoy engaging in conversations on a wide variety of topics.
- The atmosphere around school is calm and orderly. During the inspection, the pupils conducted themselves sensibly around the snowbound school site and behaved well, despite their evident disappointment at having to remain indoors during breaktimes. They socialise and play together well at these times, partly as a result of the range of activities, resources and equipment available to them.
- The pupils treat each other, the staff, the school premises and resources with respect. There is little evidence of litter or damage and, as a result, the accommodation, some of which is quite old, offers a welcoming environment for learning.
- There is little evidence of disruption to learning in lessons. The pupils spoke about occasional silliness, but expressed little concern that their progress was interrupted, including for the most-able pupils. They were clear that any examples of such behaviour were dealt with effectively by the staff.
- The pupils told the inspectors that behaviour is improving at the school and that, for example, they had noted fewer occasions when it was necessary for a member of staff to tell someone off. Very occasionally, they have to be reminded not to run, for example on corridors, but will often remind each other.
- Occasionally, the pupils lose interest in a lesson, when the work is not sufficiently engaging, and they can then daydream. That is not always spotted quickly enough by the teachers and corrected.
- The pupils raised no concerns about bullying of any type. They did not, for example, report any racist or homophobic language.
- A small number of pupils are capable of misbehaving seriously on occasion and there have been instances when pupils have been given short-term exclusions. The school works closely with those pupils and their families to provide appropriate support, including through work with external agencies, and can point to examples of how that work has helped to improve the pupils' behaviour and attendance. The amount of short-term exclusions has halved since the last inspection.
- There have been no recent permanent exclusions.

Safety

- The school's work to keep pupils safe and secure is good.

- The pupils' attendance has improved since the last inspection, as a result of the school's efforts. It was just above average at the time of this inspection.
- In particular, the level of persistent absence has reduced steadily year on year at a rate faster than nationally and is now broadly average. The school makes sure that it is in contact with parents and carers from the Traveller community, so that arrangements can be made to support the education of their children, when they are travelling. The school's work in this respect is so successful that some of those parents continue to enable their children to attend the school, even when the family has moved away from the local area.
- The pupils, including those from the different backgrounds represented at the school consistently, told the inspectors that they feel safe in all parts of the school and at all times. The parents and carers with whom inspectors spoke during the inspection and others who contributed to the school's recent survey and to Parent View, predominantly confirmed that their children feel safe at the school. There is a good level of supervision during breaks and at lunchtimes.
- All members of staff have been reminded recently of their responsibilities with regard to safeguarding pupils. They know to whom they should report any concerns and the school's records show that appropriate concerns are referred accordingly. The records show also that the school is diligent in working with external services and agencies on occasions where there are any relevant concerns.
- The pupils understand how to keep themselves safe in different circumstances, including for example, when using the internet and on the roads. The youngest pupils were less certain about such things than the older ones.

The quality of teaching

requires improvement

- The teaching has not yet secured consistently good progress for all groups of pupils. The evidence of less-effective practice that did not promote good progress included:
 - marking of the pupils' work that did not relate to specific aspects of learning and was not sufficiently specific about what the pupils needed to improve and how they could do so
 - a lack of clear information provided to pupils in lessons to help them to understand specifically what they were doing well, what mistakes they had made, and how to improve
 - accepting without comment work from pupils that was poorly presented, or requiring the pupils to do the work again.
- Provision for the most-able pupils does not extend them sufficiently to assist them in making rapid progress, or in reaching the highest levels of which they are capable. 'Booster sessions' have helped to increase the attainment of these pupils and the school is now more alert to pupils who may be capable of taking tests at the highest levels, but the work in lessons is often not challenging them enough. The pupils told the inspectors they could often do more.
- The pupils express interest in their work and they usually engage well with the things they are asked to do. That is the result, in part, of the range of interesting themes, topics and subjects which the teachers introduce in lessons.
- Examples of the most-effective practice seen included:
 - involving the pupils in assessing their own work in a way that helped the teacher to understand quickly how much the pupils had learned and then move the lesson on to more-challenging work
 - well-timed use of techniques that involved less-confident pupils in the lesson
 - skilful questioning that revealed the level of the pupils' understanding and allowed the teacher to adapt the lesson accordingly
 - making effective links between different areas of learning, for example, taking an opportunity during a geography lesson to encourage the pupils to reflect on personal qualities, such as perseverance
 - challenging and supporting pupils so that they became increasingly confident in expressing their own

ideas.

- Disabled pupils and those with special educational needs are supported effectively. They receive extra help from teaching assistants and through a range of additional activities for a variety of needs, such as developing fine motor skills, with spelling, and for mathematics. Generally, the support provided assists the pupils in making clear gains in their learning.

The achievement of pupils

requires improvement

- A slightly greater proportion of disadvantaged pupils made the progress expected of them in reading than other pupils at the school, although the proportion doing so was less than for other pupils nationally. In writing and mathematics, however, the proportions of disadvantaged pupils making the expected progress were lower than other pupils both at the school and nationally.
- The difference in 2014 between the attainment of the Year 6 pupils who were eligible for the pupil premium and that of other pupils at the school amounted to the disadvantaged pupils being about eight months behind their classmates in mathematics and writing. However, they attained similar levels in reading. The extent to which these pupils were behind others increased since the last inspection.
- The difference was less, when compared with other pupils nationally. Disadvantaged pupils were about six months behind their classmates in mathematics and writing but their attainment in reading was similar. The situation in this respect has improved since the last inspection and disadvantaged pupils at Pinxton Kirkstead are now much closer to their peers nationally than was the case previously.
- Pupils' attainment in national tests in 2014 was above average in mathematics, reading and English grammar, punctuation and spelling. It was slightly below, but close to, average in writing.
- The pupils' attainment has improved in all subjects since the last inspection. There were significant improvements in writing.
- There have been some improvements in the achievement of most-able pupils. There were significant improvements since the last inspection particularly in the proportions of pupils reaching the higher level 5+ in all subjects. At the higher level 5+, the results were above average in all subjects. Evidence from the inspection shows that these pupils make steady progress, but not as much as they might.
- The achievement of disabled pupils and those with special educational needs is similar to that of other pupils at the school.

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	112608
Local authority	Derbyshire
Inspection number	453711

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Paul McKenzie
Headteacher	Alison Hardy
Date of previous school inspection	13 March 2013
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