

North Wingfield Primary and Nursery School

Blacks Lane, North Wingfield, Chesterfield, S42 5LW

Inspection dates 4–5 February 2015

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

Summary of key findings for parents and pupils

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

- Leaders and governors think the school is better than it is. They do not ensure that teaching and pupils' achievement are good.
- Subject leaders do not check often enough that pupils are learning as well as they should.
- The school improvement plan does not identify how to improve pupils' achievement or show how success will be measured.
- Governors do not ask leaders challenging questions about pupils' achievement or how effectively additional funding for disadvantaged pupils is used.
- The two members of staff responsible for safeguarding, although extremely knowledgeable, have not had their training updated as regularly as required.
- Teaching is not consistently good enough to help pupils, especially the most able, achieve well in all subjects.
- Teachers do not always expect pupils to produce their best work, and the quality of marking does not consistently help them to improve it.
- The gap in attainment between disadvantaged pupils and other pupils nationally is not closing fast enough.
- In some year groups, pupils do not have enough opportunities to apply their writing or mathematical skills in other subjects.
- Pupils' handwriting, grammar, punctuation and spelling skills require improvement.

The school has the following strengths

- Pupils make good progress in the Nursery and Reception classes as a result of good teaching.
- By the end of Year 2, attainment is average in reading, writing and mathematics, showing good progress from pupils' starting points.
- In other year groups, progress is accelerating, and pupils are on line to attain higher standards this year.
- Pupils enjoy coming to school and attendance is improving.
- Behaviour is good and pupils concentrate well in lessons.
- Pupils say they feel safe in school and parents agree. Pupils are very confident that adults will help them if they have a concern.
- In some classes, expectations are high, good questioning makes pupils think hard about their work and assessment information is used well to match work to pupils' abilities.

Information about this inspection

- Inspectors visited 18 lessons, one of them with the headteacher and two with the deputy headteacher. Pupils' work was scrutinised in all year groups. Inspectors spoke with pupils about their work, their enjoyment of school, and their opinions of behaviour and safety.
- A number of documents were examined, including assessment information about pupils' progress, the school's self-evaluation document and its improvement plan. Other documents included those related to the monitoring of teaching, safeguarding, behaviour and attendance.
- Discussions were held with the headteacher, four governors, the personnel responsible for safeguarding, leaders of subjects, staff and a representative of the local authority.
- Account was taken of the 19 responses to the online questionnaire, Parent View. Inspectors spoke with parents at the start of the school day. The results of the school's own questionnaire to parents were also considered.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Diane Smith

Additional Inspector

Full report

Information about this school

- In this average-sized primary and nursery school the vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is higher than that nationally. Very few pupils have a statement of special educational needs.
- Half the pupils are disadvantaged and supported through pupil premium funding. This proportion is double that which is found nationally. The pupil premium is additional funding to give extra support to those pupils known to be eligible for free school meals or who are looked after.
- The early years provision is provided in a part-time Nursery class, a full-time Reception class and a full-time class of Year 1 and Reception-age children.
- In 2014, the school did not meet the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher is Local Leader of Education and also an associate school improvement adviser for the local authority. In the role of associate school improvement adviser, he provides support for other headteachers, including their performance management.
- The school is on two sites and includes the use of temporary classrooms or 'huts'. It is scheduled to move to new premises in June 2015.

What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress so that they are consistently good by ensuring that:
 - the support given to disadvantaged pupils closes the gap between them and others more rapidly
 - work is sufficiently demanding for all pupils and particularly the most able
 - pupils are required to use their mathematical and writing skills across other subjects
 - all teachers expect pupils to do their very best in all subjects
 - pupils' handwriting, grammar, punctuation and spelling skills are more consistently supported in English and other subjects
 - teachers' marking helps pupils to improve their work.
- Improve leadership and management by:
 - ensuring leaders, including leaders of different subjects, check frequently that teaching is at least good and pupils are achieving well in all subjects
 - enabling the best practice in teaching, including questioning and use of assessment information, to be shared with all teachers.
 - focusing the school improvement plan more rigorously on pupils' achievement, including identifying sharper measurable success criteria
 - rigorously evaluating the effectiveness of the pupil premium funding in improving the achievements of disadvantaged pupils
 - improving governance so that governors challenge leaders more about the school's performance
 - making sure that all safeguarding requirements are met, including that the members of staff responsible for safeguarding always have up-to-date statutory refresher training.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Since the previous inspection, actions to bring about improvements have not been rigorous enough and the school's self-evaluation is too optimistic. Weaknesses, such as the achievement of disadvantaged pupils and the inconsistent achievement of more-able pupils, are not taken sufficiently into account when evaluating how well the school is performing. The school improvement plan does not specifically identify improving achievement as the key priority or show sufficiently well how success will be checked.
- Checks on teaching are not sharp enough. Leaders do not scrutinise pupils' ongoing work routinely when evaluating teaching and progress. While assessment data suggests pupils' progress is good overall, the work in pupils' books in a few classes confirms that it is not consistently the case. Subject leaders do not check the quality of teaching often enough in their areas of responsibility. Consequently they are not driving improvements sufficiently quickly in their subjects to ensure achievement is consistently good.
- The school is committed to ensuring all pupils have equal opportunities to achieve as well as they can, and discrimination of any kind is not tolerated. However, the use of pupil premium funding is not being used effectively to help disadvantaged pupils attain as well as other pupils at the school.
- The school's arrangements for safeguarding pupils do not fully meet statutory requirements. The two-year refresher training for the two designated staff responsible had not been completed at the time of the inspection, although they will attend a course soon. However, the designated staff are knowledgeable and ensure all necessary procedures are in place. The statutory checks on staff suitability for working with children are thorough and training for other staff is regular and rigorous. All policies are up to date. The school works very well with other agencies to ensure pupils remain safe.
- Performance management is established and this year's objectives are linked closely to the national teaching standards and to pupils' progress. The effect of this can now be seen in pupils' accelerating progress in most year groups.
- The curriculum is planned to provide pupils with interesting and engaging learning experiences. It also promotes pupils' safety and well-being, encourages positive behaviour, tolerance and respect, and gives due attention to pupils' spiritual, moral, social and cultural development. Activities such as Black History Week teach pupils about inspirational leaders from different cultures. The school has adopted the new National Curriculum and leaders are successfully developing a system of assessment without levels to match the changes. Pupils are prepared appropriately for life in modern Britain.
- The school makes good use of the primary school sport funding to enhance teachers' skills and to extend the range of after-school clubs and competitive sports. As a result, pupils' participation in sporting activities has increased, as has their understanding of the importance of physical activity to health and well-being.
- Leaders' work to ensure a culture in which pupils attend school regularly, behave well and feel safe is good. Through working closely with parents, pupils' attendance has risen to average. The 'picking up' service has proved very effective with those families, who, at times, struggle to ensure their children regularly come to school. Parents have positive opinions of the school's work to look after their children.
- The leadership and management of the early years provision are good. As a result of good provision, children make good progress.
- The local authority works regularly with school leaders and this year, because of the dip in attainment, has identified the school as high priority. Consultants have provided English and mathematics subject leaders with useful support.

■ The governance of the school:

- The governing body is supportive. Governors visit the school often to find out for themselves what is happening. They have a clear understanding of the management of teachers' performance and know that a pay increase is given only when pupils achieve well. However, governors too readily accept information that is given to them, without challenging leaders to provide further evidence or explanation. For example, they accepted too readily that pupil premium funding was used to best effect and that teaching is good. However, governors know how the sports funding is used, and evaluate the impact this is having on pupils' well-being, physical skills and performance.
- Governors do acknowledge their need to be better informed and to improve their performance. They have an action plan and have identified the training needed to improve their skills.
- Governors do not ensure that all statutory duties are met in relation to safeguarding training for the designated safeguarding persons. However, they are alert to the possible impact of wider safeguarding issues, such as extremism and radicalisation, on pupils' well-being.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are polite and welcoming to visitors. They enjoy school, which is confirmed by their improving attendance and punctuality over time. Attendance is now in line with the national average. Good attitudes to learning are developed well in the early years. These are built on effectively throughout the rest of the school.
- Pupils are keen to learn and cooperate well with each other, sharing resources willingly. However, their presentation of work varies too much. In their writing and mathematics books, pupils mainly write neatly and take care with their handwriting. In other subjects, the same pride in their work is not always evident. This is because some teachers do not always expect the same high-quality work in science, history and geography.
- Pupils are proud to share the responsibility of ensuring good behaviour. The 'ambassadors' and 'trustees' provide good models to others, as these pupils have consistently exemplary attendance and punctuality, social skills, behaviour and engagement with their learning. Pupils are very proud to achieve this status. Pupils respect each other and are fully aware of the importance of following school rules. The newly formed school council is teaching them about the importance of democracy.
- The school behaviour policy is implemented consistently by all staff. The school's rules, rewards and consequences are prominently displayed around school and so all pupils are well aware of the systems of rewards and sanctions. The few pupils who sometimes find it difficult to manage their behaviour are supported effectively. The nurture and well-being manager is particularly skilled in encouraging these vulnerable pupils, including disabled pupils and those who have special educational needs to stay on task and remain involved in their learning. The nurture group and positive play or art therapy sessions are used successfully to reduce recurring incidents of misbehaviour.

Safety

- The school's work to keep pupils safe and secure is good. Personal, social and health education has a high profile and staff ensure that pupils' emotional well-being is catered for well. This results in pupils saying they feel safe, and parents overwhelmingly agree with this view.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying, including physical, mental and name-calling. Pupils say there are very few incidents but know what they would do should they occur. The school keeps detailed records of the rare incidents of inappropriate behaviour and responds to them in a robust and well-considered manner. The number of exclusions has reduced over time.
- Pupils are aware of the dangers of the internet and know not to give personal information, such as their name and address to people they do not know. The e-safety programme of work is taught from the Nursery through to Year 6 and all pupils are aware of how to keep safe when using electronic devices.

- There are effective procedures place to check on the suitability of staff. Policies to ensure the safety of pupils are regularly reviewed, with risk assessments carried out as required, for example, for school trips or play equipment in the early years.

The quality of teaching

requires improvement

- Teaching not yet effective enough to ensure that pupils sustain good progress in all subjects. This is particularly the case for the most-able pupils and for those who are supported through the pupil premium. At times the work is too easy for the most-able pupils, especially during starts or ends of lessons.
- Not all teachers have consistently high expectations of pupils' work and what they can achieve. In science, geography and history, for example, a few teachers accept some untidy work without comment. In mathematics, the work set is not always challenging enough and does not sufficiently require pupils to develop their reasoning skills. For example, the most-able pupils in Year 3 wasted time counting in fives up to 60, an activity which they completed very easily.
- The teaching of writing requires improvement. Although sufficient attention is given to the teaching of grammar, punctuation and spelling, teachers do not provide enough opportunities for pupils to practice these skills in written work in other subjects. In particular, pupils in Years 3 to 6 have too few opportunities to write at length.
- The range of approaches used to support pupils supported through additional funding are not closing gaps between their attainment and that of other pupils quickly enough. While the additional support promotes their personal and social development, including their well-being, it does not bring about consistently good progress.
- Teachers regularly mark pupils' work and use praise to encourage. However, marking does not always provide pupils with enough information on what they need to do to improve their work. When comments tell pupils what they need to do, teachers do not always ensure that pupils follow the advice so that their learning moves on. However, marking is more helpful and detailed in writing than in other subjects.
- Reading is mainly taught effectively and progress is therefore good. There are many planned opportunities for pupils to read, both for pleasure and to find information about the topics they study.
- Teaching assistants are used to boost the learning of all abilities. Disabled pupils and those who have special educational needs make good progress when provided with specialist help.
- There is a good atmosphere for learning and all lessons are characterised by good relationships. Classrooms look attractive and all walls display a wealth of subject-specific vocabulary which pupils can use to help them with both their oral and written work.
- In all year groups there is some good practice in teaching, such as questioning, which is not shared widely with those teachers who would benefit from additional support.

The achievement of pupils

requires improvement

- Teaching is not consistently effective enough to ensure that pupils make good progress and pupil's achievement therefore requires improvement. This view was confirmed by classroom observations and the work in pupils' books which showed that too often all pupils, regardless of ability, are given the same activity.
- In 2014, National Curriculum test results and assessments for pupils at the end of Year 6 showed attainment was well below average in mathematics, reading, writing and in the English grammar, punctuation and spelling test. Although these pupils did not make enough progress in Key Stage 2, this inadequate progress was also linked to inaccurate assessments made of these pupils when they were in Year 2. The local authority agrees with this view. The assessment information for the last two years of this group of pupils shows that progress was better in Years 5 and 6, but still not rapid enough to ensure more pupils gained better results in the national tests.

- By the end of Year 2 in 2014, pupils' attainment was average in all subjects, which showed good progress from their starting points in Year 1. This is a result of more consistently good teaching and sharper use of assessment information.
- The most-able pupils do not achieve well enough because tasks are often too easy for them. In mathematics in particular, they have too few opportunities to deepen their understanding of different concepts. Expectations are not always high enough. When completing division problems, for example, pupils in Year 6 are not expected to record remainders as a fraction or as a decimal, which is appropriate for pupils of this age.
- Throughout the school, gaps between the attainment of disadvantaged pupils and others in the school and nationally are not closing quickly enough. In 2014, the attainment of disadvantaged pupils in Year 6 was three and a half terms behind other pupils in school in mathematics, five terms in reading and writing and five and a half terms in the English grammar, punctuation and spelling test. In comparison with all pupils nationally, the attainment of disadvantaged pupils was approximately five and a half terms behind in mathematics, six terms in reading and writing and six and a half terms in English grammar, punctuation and spelling. Results show that the gap in attainment has widened since the previous year.
- In Year 2, there was a marked gap in the attainment of disadvantaged pupils in 2014 in reading, writing and mathematics compared with others in the school. In other year groups, current assessments show that the gap is narrowing but it is not narrowing quickly enough to ensure that these pupils, by the time they leave Year 6, reach similar standards to all pupils nationally.
- In 2014, a well-below-average proportion of pupils attained the expected level in the Year 1 national phonics check. However, reading attainment by the end of Year 2 was in line with national averages and an average proportion of pupils attained Level 3 or above in 2014. In Years 5 and 6, pupils say they enjoy reading and speak knowledgeably about a range of different authors. This year approximately three quarters are expected to attain Level 4 or above in this subject.
- The progress made by disabled pupils and those who have special educational needs is similar to that of their classmates. Pupils who have specifically targeted support for their learning make good progress in these additional sessions.
- Children join the Reception class with skills and abilities that are below those typical for their age, especially in communication, language and literacy and in their personal, social and emotional development. Most children, including those who need extra help, get off to a good start and in 2014, children attained standards similar to those of other children nationally by the end of the Reception year.

The early years provision

is good

- Provision in the early years is good. Children settle in quickly and achieve well in all areas of learning. They enjoy coming to school and behaviour is good. Children work well together, are inquisitive and are not afraid to try new activities. They are quickly developing the skills and attitudes they need to become effective learners. A broad range of activities, both inside and outdoors, helps to engage even the most reluctant learners.
- Teaching in the Nursery is particularly strong as adults are always active and quick to identify gaps in learning. This allows all staff to focus their teaching on children's individual needs. In the Reception class, teaching is good but adult-led sessions are occasionally too long, resulting in some children losing concentration. There is a strong emphasis on developing children's speaking skills and the use of correct language. This was seen as two children correctly used the term 'heaviest' when describing the towers they had made.
- Phonics is taught consistently well in the early years. Teachers and teaching assistants are trained well to use the resources and articulate and model sounds for the children to hear. Children enjoy a broad range of activities to help them to recognise letters and the sounds they make. This work is then extended into providing children with many opportunities to practise their writing skills.

- Disabled children and those who have special educational needs are provided with sensitive support that enables them to take part in all activities. Support for children with social and emotional needs is also effective, so they do as well as others.

- The early years provision is well led and managed. There is good communication and sharing of information with parents. Parents are highly appreciative and complimentary about the rates of progress their children make. All the required welfare, health and safety arrangements are in place and carried out to a high standard.

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	134139
Local authority	Derbyshire
Inspection number	456017

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	231
Appropriate authority	The governing body
Chair	Marilyn Stanley
Headteacher	Simon Dormand
Date of previous school inspection	26 June 2012
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