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Simon Dormand
North Wingfield Primary and Nursery School
Chesterfield Road
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Dear Mr Dormand

Requires improvement: monitoring inspection visit to North Wingfield Primary and Nursery School

Following my visit to your school on 10 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that plans for improvement, in particular those relating to governance, have precise dates for actions to be taken and name those responsible for making sure that actions are carried out.

Evidence

During the inspection, meetings were held with the headteacher and other senior leaders, three members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. The school action plans were evaluated and a number of documents relating to the safeguarding of pupils, pupils' progress tracking data and the minutes of governing body meetings were reviewed. You took me on a tour of the new school premises where we visited all classrooms where pupils were working.

Context

Since the school's last inspection, the building of new school premises has been completed and these are now in use. A newly qualified teacher has joined the school's teaching team and you have announced that you will be retiring from your position as headteacher at the end of the current summer term. The governing body has been working with the local authority to put plans in place for your replacement.

Main findings

Senior leaders have acted quickly to respond to the findings of the school's last inspection. They have considered each of the areas for improvement identified in the inspection report and made plans to address these.

The school has reviewed how it teaches the children. Subjects are no longer taught strictly to timetable and there are links between the subjects so that there are more opportunities for pupils to practise what they have learned. This is helping them to improve their understanding by applying their skills more often. By recording their work in a single book, pupils have a better idea of why they are being asked to learn something new and how they can use this learning in a range of situations.

This is also helping teachers to mark work more effectively. Pupils can respond quickly to feedback from the teachers, while the teachers can make sure that pupils' work is consistently good across all subjects. The presentation of work in pupils' books is improving and they are having longer periods of time to practise their grammar, spelling and punctuation thanks to alterations in the daily timetable.

A new planning system has been introduced for teachers. Senior leaders have reviewed this and are satisfied that particular groups of pupils are now well catered for in their lessons, for example those who are disadvantaged and those who are more able. All pupils are more challenged in their work and this is beginning to increase their rates of academic progress. Support for disabled pupils and those with special education needs is more accurately directed and this is the same for those pupils from disadvantaged backgrounds. As a result, these groups of pupils are now making more rapid progress than before.

The school acted quickly in organising an external review of its use of pupil premium funding (funding to provide extra support to those pupils known to be eligible for free school meals or who are looked after). As a result, there is much greater detail in the information available to teachers and governors regarding the achievement of these pupils in school. The deputy headteacher monitors their progress very closely and ensures that they are receiving the right kind of support at the right time. Work is underway to spread leadership and management responsibilities beyond the headteacher and deputy headteacher. Subject leaders and the special needs coordinator are taking an increasing role in monitoring the work of colleagues and

the achievement of pupils. This is helping to teachers to learn from each other while increasing the accountability of teachers and teaching assistants for the progress of the pupils with whom they work.

An external review of governance was also organised very quickly and this has helped the governing body to review how it works and what it needs to do to improve. Governors are increasingly confident in their knowledge of how well all pupils are achieving at the school. They feel they are now much more able to ask the right questions in meetings to make sure that the school is improving and that all pupils are receiving the best possible support. Governors have received training from the local authority and this is set to continue into the future.

School leaders and the governing body have created plans for improvement based on the findings of the last inspection report. Senior leaders started the process by creating a whole-school plan and subject leaders have based their actions on helping to achieve this plan. While the governing body has also created a plan for improvement this is not precise enough regarding dates and the naming of people who are responsible for ensuring that actions take place and are effective. This makes it more difficult to hold staff and governors to account for their actions and delivering school improvements.

The training of the school's designated safeguarding officers is now up to date and the school's single central record meets national requirements.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school has received good support from the local authority through a senior adviser. She is working with the members of the governing body to continue their development and is ensuring that the transition to a new headteacher does not interfere with, or hold back, the progress the school is making towards achieving good at its next inspection.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Derbyshire local authority.

Yours sincerely

Stephen McMullan
Her Majesty's Inspector