

Creswell CofE Controlled Infant and Nursery

Gypsy Lane, Creswell, Worksop, Nottinghamshire S80 4HY

Inspection dates

13–14 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not responded with enough urgency or rigour to advice they have received on improving the school. Standards have slipped as a result.
- Leaders' checking of the school's performance has not been effective in providing an accurate picture of the school. Plans for improvement are too vague to hold others fully to account.
- Leaders have not ensured that a reliable system is in place to assess pupils' progress. This has acted as a barrier to teachers identifying the next steps in pupils' learning.
- Teachers' and teaching assistants' expectations of the standards pupils can achieve are too low. They do not model or insist on work of the highest quality at all times.
- Teachers do not plan work that challenges pupils of different abilities often enough. In writing and mathematics, in particular, pupils in key stage 1 do not make the progress of which they are capable.
- Teachers do not build on pupils' prior knowledge in writing, or provide enough opportunities to develop their reasoning skills in mathematics. Pupils' learning is not deepened in these subjects.
- Rates of persistent absence have been above the national averages for an extended period.
- Provision in the early years is not of a consistently high quality. Children in the Reception class do not enjoy the same quality of learning resources as those in the Nursery.

The school has the following strengths

- Safeguarding practices are of a high standard. The school's culture of care and support is ever-present. Pupils new to the school quickly show a similar level of care and consideration for each other.
- Senior leaders' and governors' impact on securing school improvement is increasingly evident.
- Pupils make good progress in their reading. The culture of reading extends to the home, where parents hear their children read regularly.
- Children make a very good start in the early years. Teachers use their extensive knowledge of each child to secure good progress.

Full report

What does the school need to do to improve further?

- Increase the consistency of teaching, learning and assessment in key stage 1, thereby rapidly increasing the rates of progress and attainment for pupils of all abilities and backgrounds, by:
 - raising teachers' and teaching assistants' expectations of what pupils can achieve, particularly in their writing and mathematics
 - ensuring that teachers assess pupils' learning accurately and plan challenging tasks that are consistently well matched to their abilities
 - making sure that teachers and teaching assistants model the best practice at all times, particularly in phonics and writing, while identifying and addressing pupils' misconceptions quickly and accurately
 - providing more opportunities for pupils to use and apply their mathematical skills, while explaining what they are doing and why
 - ensuring that teachers plan writing activities that build upon pupils' prior knowledge and skills, and that deepen their understanding
 - improving the quality of teachers' and teaching assistants' questioning so they challenge pupils' thinking and encourage them to take more responsibility for their own learning.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
 - pupils become more resilient in their approach to new or challenging tasks and situations, through more thoughtful use of interventions and individual support by teachers and teaching assistants
 - rates of persistent absence are further reduced.
- Improve the quality of resources and provision, indoors and outdoors, for children in the Reception class.
- Increase the impact of leadership and management by ensuring that:
 - senior and subject leaders show greater urgency in addressing the priorities for improvement
 - leaders' and governors' plans for school improvement are much clearer about who is responsible for actions, when they will start and finish, the milestones to indicate if actions are on track for success and how the impact will be accurately assessed
 - senior and subject leaders rapidly improve the quality and impact of their checking of standards and their challenging of pupils' underperformance, particularly in phonics, writing and mathematics
 - senior and subject leaders further improve the quality and accuracy of the school's assessment of pupils' progress in all subjects.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior and subject leaders have not been quick enough to act to improve the school. They have been too slow to respond to the sound advice given by external consultants and the local authority. As a result, there has been a decline in pupils' outcomes since the time of the last inspection.
- Senior and subject leaders' plans lack the detail necessary to ensure that their actions secure improvements. The targets leaders set for teachers and pupils to achieve are not high enough because their expectations are too low. Consequently, staff and pupils' underperformance has not been challenged with sufficient rigour.
- Senior and subject leaders' monitoring of standards has not been focused enough on the quality of pupils' learning. Too much of the drop in pupils' outcomes has been attributed to changes in the national curriculum and pupils' backgrounds. This has led to an inaccurate view of the school's performance and diverted leaders from addressing issues relating to the quality of teaching and learning, particularly in key stage 1.
- Senior and subject leaders have taken too long to secure a reliable system to track the progress of pupils. This has resulted in an overemphasis on teachers covering the subject content for reading, writing and mathematics and not enough on the quality of pupils' learning over time. Pupils' outcomes have declined as a result.
- The headteacher has a clear vision of how she wishes to lead the school. Her commitment to the local community is unswerving. This plays a significant part in the very high levels of care and support the school offers to pupils and their families.
- The reorganisation of senior leadership and governance has enabled the headteacher to more accurately identify many of the areas in need of improvement and she has often been proactive in seeking support. For example, she commissioned a review of the school's use of the pupil premium funding earlier this year, and has sought the advice of the local authority. In both cases, the quality of guidance and support has been accurate and potentially impactful on raising standards at the school.
- The school's use of the pupil premium funding is now more closely focused on the needs of disadvantaged pupils. This additional funding is now accounted for in a much more thorough manner. This has resulted in some improvement in outcomes for this group of pupils this year.
- The additional funds provided through the physical education and sport premium are used well. Leaders recognise the importance of providing activities that support the physical development of pupils as well as introducing them to competitive sports. The impact of this funding is also apparent in the development of pupils' fine and gross motor skills and this is having an impact on essential classroom skills such as handwriting.
- The special educational needs coordinator has a very good understanding of her role. She knows each pupil and their background well and is determined to improve the outcomes for pupils who have special educational needs and/or disabilities. Consequently, the vast majority of these pupils make good progress from their starting

points and the additional funding provided for them is used well.

- Pupils' spiritual, moral, social and cultural development is a strength of the school. Enrichment activities, such as trips to different places of worship, help to equip pupils for life in modern Britain. This helps pupils to adopt a caring and tolerant attitude to each other and to adults, including visitors to the school.

Governance of the school

- The impact of the governing body has increased significantly over the last six months. Under the determined and uncompromising leadership of the chair of governors, the expectations of governors' commitment to the school have been raised. There is some particularly good practice to ensure that new applicants for the governing body fully understand their obligations and the responsibilities their role places upon them.
- The governors are ambitious for every pupil. Minutes from governing body meetings show an increasing level of challenge being placed on senior and subject leaders. Governors now ask searching questions and invite subject leaders to meetings to hold them to account for pupils' outcomes. These improvements mean that there is no requirement for an external review of governance.
- The governing body is increasingly effective in monitoring the impact of additional funds provided through resources such as the pupil premium. They know the aspects of the school that need improvement and attempt to deploy the school's limited financial resources accordingly. Governors' understanding of the use of performance targets to manage the effectiveness and salaries of staff is improving.

Safeguarding

- The arrangements for safeguarding are effective. Procedures to secure the safety of pupils and reduce their risk of harm are of high quality. There is no sense of complacency as leaders are constantly striving to improve the school's safeguarding and child protection practices.
- Staff, including those who work in the breakfast club, and governors receive regular training in safeguarding and child protection. All are very knowledgeable and this contributes to the culture of care that is tightly woven throughout the fabric of the school. Incident recording is thorough and shows that leaders and staff respond appropriately and quickly to a wide range of safeguarding risks.
- Parents and pupils agree that incidents of bullying are rare and that the school is a safe place to learn. The vast majority of parents speak highly of the approachability of staff and the speed and efficiency with which concerns are dealt with. Pupils' tolerance for each other, regardless of background, is apparent at all times.

Quality of teaching, learning and assessment

Requires improvement

- Teachers and teaching assistants do not have high enough expectations of what pupils can or should achieve. On too many occasions, pupils are not challenged enough by the tasks they are set. This results in pupils often not making the progress of which they are capable, in lessons and over time.
- Teachers are not accurate enough in their assessments of what pupils can do. Often, they move work on to new subjects without due regard for whether pupils have fully understood prior teaching. Consequently, tasks are not consistently well matched to pupils' needs and their progress slows as a result.
- Not all teachers and teaching assistants insist that pupils produce work of the highest quality at all times. In some phonics lessons, adults do not pronounce pure sounds or correct pupils' mispronunciation immediately. In writing books, teachers do not always model good handwriting or insist that pupils write to high standard. This limits the amount of progress pupils make over time.
- Teachers and teaching assistants are not consistent enough in their use of questions to secure and extend pupils' learning. On some occasions, their questions are not designed to make pupils think or to consider their answers. On others, adults are too quick to provide the answers for pupils, and this limits their learning as well as their capacity to identify solutions when they get things wrong.
- Teaching in mathematics is inconsistent and this slows pupils' progress. Work in books shows that not all pupils have regular opportunities to use and apply their developing calculation skills. Teachers do not provide enough activities to help pupils develop their reasoning skills and this means that pupils' mathematical understanding is not as secure as it could be.
- Teachers do not consistently plan writing activities that build on pupils' prior learning. Teachers are not effective enough at ensuring that the writing skills they teach are in evidence during the regular extended pieces pupils undertake in their writing books. As a result, key writing skills are not well developed over time.
- The teaching of reading is effective and, at times, very effective. Pupils read fluently, using their developing phonics knowledge to read new or unfamiliar words accurately. Pupils are encouraged to read regularly at home and their reading records show that they are well supported by their parents.
- Pupils' learning is often better than is indicated in their books. When talking to inspectors, pupils could show some well-developed mental arithmetic skills, for example manipulating two- and three-digit numbers to calculate addition and subtraction problems.
- Small-group work that is focused on the specific needs of pupils is often effective in securing improved progress, particularly for less-able pupils and pupils who have special educational needs and/or disabilities. Teachers and teaching assistants are effective in promoting the social and emotional learning and development that enables these pupils to succeed in more academic learning.
- Pupils benefit from strong teaching in subjects other than English and mathematics. Communal areas, such as the library, are festooned with high-quality paintings and colourful wax-resist artwork of flowers. Pupils talked enthusiastically to inspectors about their learning about the Great Fire of London and also the importance of

remembrance through their Second World War topic.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are enthusiastic learners who are eager to share their work with the adults in school and visitors. By Year 2, many are confident in talking about their work and their school experiences. Teachers and teaching assistants are particularly effective at ensuring that all pupils feel safe, secure and valued, and pupils regularly display these traits towards each other.
- From their entry into the early years, pupils are taught to respect each other, regardless of their background or ability. They take enormous pride in their school. Pupils of all ages can share and discuss the importance of the school's Golden Rules in keeping everyone safe and happy.
- Pupils' understanding of how to stay safe and healthy is appropriate to their age. They know who to turn to if they have a concern or problem. However, at times, they rely on adults too much, or adults are too quick to intervene, and this reduces pupils' resilience to solve their own problems or face new challenges with confidence.

Behaviour

- The behaviour of pupils is good.
- Pupils are invariably polite, courteous and well-mannered towards adults and visitors. Their conduct around school and at different times of the day is consistently good. They care for each other, for example taking pupils who have had an accident on the playground to the first aid station.
- Leaders have taken all reasonable steps to increase attendance, which has been below the national average for primary schools for several years. Initiatives include the recognition of good attendance for individuals and classes in newsletters and assemblies, while fines have been issued to some parents for their children's unauthorised absences. However, rates of persistent absence have been more stubborn to shift and are still well above the national average.

Outcomes for pupils

Requires improvement

- From their low starting points, children leave the early years at levels of development that are just below those seen nationally in reading, writing and number. This very strong progress has not been replicated in key stage 1 in the years since the last inspection. This is the result of inconsistencies in the quality of teaching and learning in key stage 1.
- Published information shows that, since the last inspection, outcomes for pupils in key stage 1 have declined, particularly in writing. In 2016, the proportion of pupils attaining at the standard expected for their age was below the national average in reading and

mathematics. In writing, the proportion was approximately half of the national average.

- Outcomes in the Year 1 phonics screening check declined dramatically in 2015. In 2016, the proportion of pupils achieving the national standard rose but was still below the national average. The proportion of pupils achieving the standard by the end of Year 2 also rose but was below the national average.
- Work in key stage 1 pupils' books shows that their outcomes are not consistently good. Variable quality of teaching and learning means that too many pupils are not making the progress of which they are capable. Consequently, these pupils are unlikely to be well prepared for the next stage of their education, particularly in writing.
- Provisional results from the end of key stage 1 national testing suggest that the proportions of pupils attaining the expected standards in reading, mathematics and, particularly, writing will again be below the national averages.
- The most able pupils show better attainment by the end of key stage 1. In 2016, the proportions attaining at greater depth in reading, writing and mathematics were broadly in line with the national averages. Provisional results for 2017 suggest that this will again be the case.
- The majority of least-able pupils and pupils who have special educational needs and/or disabilities make progress that is often at least good. Consequently, these groups of pupils attain well in relation to their starting points. In 2016, this was particularly true of reading and mathematics.
- The increased focus and attention given to supporting the learning of disadvantaged pupils, this year, appear to have been successful. As a result, there has been a reduction in the difference between their outcomes and those of other pupils nationally.

Early years provision

Good

- Provision in the early years is good. Children are enthusiastic learners and keen to take part in the range of well-planned learning activities available. The early years leader and her team are determined to provide the best possible opportunities to meet the needs of the children. As a result, the vast majority of children make progress which is at least good from their starting points and are well prepared for the next stage in their education.
- Children thrive in the nurturing environment of the early years. Children are thoughtful and kind, quickly entering into the caring culture of the school. They are inquisitive and eager to share their work and experiences with others, including adults. Safeguarding is effective and all statutory duties are met.
- Teachers and teaching assistants ensure that children understand what they are expected to do and why. The teachers plan activities that build on children's prior learning and which cater for their varied interests. For example, children were eager to investigate different boat shapes to discover which would travel fastest when blown across water or when sliding down a drainpipe. By the end of the early years, children often concentrate and tackle tasks for prolonged periods without close supervision.
- Teachers and teaching assistants extend children's learning through thought-provoking

questions. Children's curiosity and understanding of different cultures are stimulated through interesting role play opportunities. For example, children are encouraged to find out about different places in the world at the travel agent's shop, or go on an adventurous train journey to other countries.

- Teachers and teaching assistants have very positive relationships with parents. Teachers and teaching assistants ensure that every child is visited at home before starting in the Nursery class. Parents are encouraged to be involved in their children's learning through participation in daily learning challenges, or taking home 'buddy packs'.
- Leaders target resources, including the pupil premium, effectively. Children's additional learning and physical development needs are supported through activities such as the use of balance bikes, talking groups and speech and language programmes. As a result, disadvantaged children and children who have special educational needs and/or disabilities make progress which is often good or better.
- The majority of children enter the early years at levels of development that are below and often well below that which is typical for their age. As a result of effective teaching linked to assessment practices, which include parents' feedback on their child's development, the vast majority of children make progress that is at least good. By the time they leave the early years, the proportion achieving a good level of development is close to that seen nationally.
- Leaders have not ensured that the provision in the early years is of consistently high quality, indoors and outdoors. While the Nursery classroom is vibrant and stimulating, the Reception classroom is 'tired' and not well maintained. As a result of this inequality, the progress of some children in the early years is not as good as it could be.

School details

Unique reference number	112814
Local authority	Derbyshire
Inspection number	10031193

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.

Type of school	Infant and nursery
School category	Voluntary controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Claire Senogles
Headteacher	Amanda Dodd
Telephone number	01909 721471
Website	www.creswell-inf.eschools.co.uk
Email address	headteacher@creswell-inf.derbyshire.sch.uk
Date of previous inspection	12–13 June 2014

Information about this school

- Creswell Infant and Nursery School is larger than the average-size primary school. The school is due to increase its number on roll further over the next two years.
- Changes in the leadership structure have enabled the headteacher to become more proactive in leading the school. She is also well supported by a new chair of governors.
- Key stage 1 pupils are taught in four classes. Children in the Reception class attend full time and are taught in their own classroom. Nursery children, who attend part time, are taught in their own classroom and have their own outdoor provision. There is also a private pre-school provision on the school's site.
- The majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils eligible for free school meals is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is twice

the national average.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed learning in a number of lessons, some of which were observed jointly with the headteacher. They observed the teaching of early reading skills and pupils were heard to read. The inspectors also talked with pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time. An inspector also visited the before-school club.
- Meetings were held with the headteacher, subject and middle leaders and representatives of the governing body. The inspectors also spoke to the school's local authority link adviser.
- The inspectors spoke with parents informally at the start of each school day. They considered the 26 responses to the online parent questionnaire (Parent View).
- The inspectors looked at a range of documents, including: the school's own self-evaluation and plans for improvement; the school's most recent information on the achievement and progress of pupils; information relating to the health, safety and safeguarding of pupils; the school's most recent data relating to the attendance of pupils; and minutes from meetings of the governing body.
- The inspectors considered the range and quality of information provided on the school's website.

Inspection team

Stephen McMullan, lead inspector

Senior Her Majesty's Inspector

Jeannie Haigh

Ofsted Inspector

Christopher Davies

Ofsted Inspector

Helen Williams

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017