

# North Wingfield Primary and Nursery School

80 Chesterfield Road, North Wingfield, Chesterfield, Derbyshire S42 5LE

## Inspection dates

13–14 September 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	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although the actions of leaders and managers, including governors, are leading to improvement, the quality of teaching and pupils' achievement are not yet good.
- The changes leaders are making to the teaching of reading, writing and mathematics are too new to see the effect on standards.
- Pupils do not yet make consistently strong progress in well-structured writing and accurate spelling.
- In mathematics, there are limited opportunities for pupils to apply what they know.
- In reading, pupils' comprehension skills are not as well developed as they could be.
- In some subjects, there is not enough emphasis on the development of skills as pupils become older.
- There is some variation in how well teachers motivate learning. They do not challenge the most able pupils to do their very best.
- Teachers do not consistently enable pupils to build quickly upon what they already can do.
- Pupils' understanding of multicultural diversity is underdeveloped.
- There is room for improvement in helping parents to be more fully engaged in their children's learning.

### The school has the following strengths

- The headteacher is committed to improvement. Together with senior leaders, she checks the work of staff and pupils' progress regularly.
- The governing body is now much more active in holding school leaders to account.
- The improved teaching of phonics is accelerating pupils' progress in the subject.
- Pupils say that they feel safe. They play their part in the school community. Behaviour and relationships are good.
- Pupils' attendance is improving due to leaders' efforts.
- Good pastoral care provides support for pupils who may need it, including those who have special educational needs and/or disabilities.
- The extra help provided for pupils from disadvantaged backgrounds is leading to faster progress.
- Children get off to a good start in the early years because of consistently good teaching.

## Full report

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

- Improve teaching and accelerate pupils' progress by making sure that teachers consistently:
  - provide tasks and set the right level of challenge to enable pupils to build quickly upon their previous learning
  - have high expectations of what all pupils, and especially the most able, should achieve during lessons
  - maintain pupils' interest and motivate learning more effectively.
- Raise attainment in reading, writing and mathematics by:
  - ensuring that the teaching of reading develops pupils' comprehension skills strongly
  - checking that opportunities for pupils to write extensively lead to consistently good progress
  - ensuring that pupils' spelling is accurate
  - providing wider opportunities for pupils to demonstrate their understanding in mathematics.
- Improve leadership and management by:
  - ensuring the progressive development of pupils' skills in subjects other than English and mathematics
  - establishing wider ways to promote pupils' multicultural understanding
  - involving parents in their children's learning as fully as possible.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders' plans for improvement have been hindered because of frequent staff changes. There is still more to do to make sure that teaching and pupils' achievement are consistently good.
- The changes leaders are making to the teaching of reading, writing and mathematics are intended to develop pupils' higher-level skills. However, these changes are too new to yet see an impact on standards.
- There is not enough emphasis on the building of pupils' skills in subjects such as science, history and geography as they move through the school. This limits pupils' in-depth understanding in these subjects.
- Opportunities for parents to engage in their children's learning are not as strong throughout the school as in the Nursery and Reception classes. There is room for wider involvement to help parents to fully understand the school's work and the effect it has on pupils' learning.
- The curriculum, including the teaching of religious education, does not promote pupils' understanding of those from different backgrounds and faiths sufficiently well. Consequently, pupils are not as well prepared as they could be for life in culturally diverse modern Britain. Other aspects of pupils' spiritual, moral, social and cultural development are suitably promoted.
- The school is now in a position to move forward more rapidly. Leaders create a strong sense of purpose within the school. Teaching is improving and pupils' behaviour is good. Those subject leaders who are new to their roles are evaluating the effectiveness of the curriculum.
- Since her appointment, the headteacher, ably supported by the deputy headteacher, has determinedly identified the main areas for improvement. Her concerted efforts have led to stronger daily links with parents and improving pupil attendance.
- The headteacher and senior leaders check pupils' progress regularly and involve staff in understanding how well pupils should achieve.
- Leaders check the quality of teaching and give the right level of support to help teachers to improve. They are supported well by the local authority to ensure that teachers' assessments are accurate and to share best practice with others.
- Since the previous inspection, leaders have acted upon a review of the pupil premium funding. They now ensure that the additional money is improving the achievement of disadvantaged pupils. These pupils make good gains in their personal development and their progress is accelerating.
- The extra funding the school receives for pupils who have special educational needs and/or disabilities is used for adult support and resources. Leaders check the progress of these pupils to ensure that they make suitable progress in line with their capabilities.
- The curriculum is organised into interesting topics which link subjects together. During lessons and assemblies, pupils learn about the key values of tolerance and respect and about important British figures and institutions.

- The primary physical education and sport funding is used effectively to improve the quality of teaching and to widen the range of sports activities. Pupils are trained to be mini play leaders and take part in inter-schools competitions.

### **Governance of the school**

- Governance has improved since the previous inspection. While some governors are relatively new to their roles, they are developing their working practices well.
- Governors act upon external advice, including effective support from the local authority, and are now more involved in determining the strategic direction of the school.
- Governors recognise that they are still honing their skills but they now ask relevant questions to hold school leaders to account. They check on the achievement of particular groups of pupils, including those in receipt of pupil premium support and pupils who have special educational needs and/or disabilities.
- Governors know what priorities the school is working towards. They visit the school frequently to talk with school leaders and pupils. In this way, they gather first-hand evidence of the effectiveness of the school's work.
- Governors meet the challenges presented by staff and leadership changes. They value the hard work of the headteacher and check the effectiveness of her work. They are keen to strengthen the links with parents further.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders make sure that keeping pupils safe is the responsibility of all. Staff receive regular and relevant training and they know how to report any concerns they may have over pupils' welfare.
- The vetting procedures for adults who work with pupils are thorough. Any child protection issues are regularly recorded, using effective and well-maintained systems. There are good links with external agencies.
- Staff work well with families, including those whose circumstances may make them more vulnerable, and they offer support in a range of ways. For example, a weekly 'messy play' session for parents and babies is very well received and further develops parenting skills and community links.
- Some parents who responded to the online questionnaire, Parent View, expressed dissatisfaction over the school's handling of bullying. The inspection found that any issues that do arise are recorded and followed up. Leaders, staff and pupils report that incidents are rare.
- Pupils are helped to understand how to stay safe, including from extremism, through their learning in lessons and assemblies. Leaders use external visitors such as the NSPCC to provide pupils with extra guidance.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- Teaching is improving but it is not yet consistently good enough to ensure that all pupils make good progress.

- Teachers' expectations and the level of challenge they set in lessons are not high enough to build quickly upon what pupils already know.
- Too often, particularly in mathematical calculation, pupils repeat what they already can do. Tasks do not enable pupils who need to catch up to develop their basic skills quickly or extend the working of the most able pupils.
- In some cases, teachers do not make the most of pupils' positive attitudes to learning. Although lessons are planned around interesting topics, pupils are not always enthused enough to make good progress.
- There is some variation in how well teachers promote pupils' mathematical understanding. Pupils learn best when they are encouraged to apply what they know. For example, during the inspection, the teacher challenged pupils in Year 5 and Year 6 to use a given set of numbers to show their understanding of place value. Pupils worked well together and made good progress.
- The teaching of phonics has improved and standards in the subject are now higher than previously. This is helping to improve pupils' reading and writing, although spelling is not yet consistently accurate.
- Teachers link subjects together well and encourage pupils to write for a range of purposes. Leaders are now ensuring that pupils write creatively and at length. This provides greater opportunity for pupils to make stronger progress in developing fluid and well-structured writing.
- The teaching of reading is improving. There is a regular and consistent approach to the development of basic skills. New approaches are beginning to better develop and check pupils' understanding of what they read.
- Staff have good relationships with pupils. They encourage pupils to have a go and develop confidence in their own abilities. Staff manage behaviour consistently well and expect a positive response from pupils.
- When teachers are enthusiastic and set appropriate tasks for pupils, progress is good. In these cases, planning effectively identifies the range of ability in the class.
- Teachers use questions well to check pupils' understanding and to correct any misconceptions. They encourage pupils to share their ideas with each other.
- Teaching assistants often work with pupils who have special educational needs and/or disabilities and those from disadvantaged backgrounds who need to catch up. They help pupils to understand their learning. Teaching assistants encourage pupils to persevere and to develop positive social skills.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Strong pastoral care supports individual pupils well, which benefits their emotional and personal development.
- Pupils are happy to participate in the school community. They act as mini-leaders to

help younger pupils. Pupils who are school councillors and 'peer listeners' play their part in promoting friendships and anti-bullying.

- Pupils say that they feel safe and secure in school. They know who to speak to if they have a problem. Pupils understand what constitutes bullying and the different forms it can take. They talk sensibly about how to avoid unsafe situations, including those that might be presented by technology and social media.
- Pupils say that they enjoy their learning. They like their school and they say that they would recommend it to any new families moving into the area.
- Pupils value their friendships and respect each other's views. They show tolerance and understanding towards each other. Their respect for those outside of the school community is not so well developed due to limited opportunities to learn about others.

## Behaviour

- The behaviour of pupils is good. From the time children start in the early years, staff make their expectations clear. There is a consistent approach to rewards and sanctions which is clearly understood by pupils.
- Pupils say that most pupils behave well. They recognise that some pupils find it difficult to conform to the school's expectations but that they improve over time. This is because individual pupils receive extra adult support to help them to concentrate and to reduce any potential disruption to the learning of others.
- Pupils' good behaviour contributes to the school's orderly environment and smooth daily running. Pupils respond well at the end of playtimes and settle to their learning quickly. They listen well to their teachers, although sometimes their attention wanes when teachers do not make the most of pupils' positive attitudes.
- Attendance is improving due to the school's positive actions. The number of pupils who stay away frequently is reducing because leaders help parents to see the effect of absence on their children's achievement.

## Outcomes for pupils

## Requires improvement

- The good start pupils make in the early years is not strongly built upon as they move through the school. Pupils do not make consistently good progress to enable them to achieve as well as they can by the end of Year 6.
- In 2016, by the end of Year 2 and Year 6, standards were well below those seen nationally. Pupils, including those from disadvantaged backgrounds, did not make strong progress, particularly in reading and mathematics. Overall, the proportion of pupils who reached high standards was below average.
- The school's information and work in books show that during the last academic year pupils made expected progress. Pupils from disadvantaged backgrounds did better than previously. However, there is still some way to go to ensure that all groups of pupils, including the most able, reach their full potential.
- Pupils who have special educational needs and/or disabilities make good progress in

their social development because of the good support they receive. This enables them to make suitable progress in their academic achievements.

- Leaders are addressing the shortcomings. Pupils are enthusiastic about reading and are already enjoying the new books recently purchased by the school. They are now writing longer pieces, and the teaching of spelling is being revised. In mathematics, a new approach to teaching is introducing more problem-solving and investigational work.

## Early years provision

**Good**

- Staff give children a positive start in the early years. Good leadership ensures a consistent approach between the Nursery and Reception classes. This enables a smooth transition for children and the solid and progressive building of basic skills.
- Staff establish and maintain very positive links with parents, who value the support their children receive, reflected by the comment, 'Since my child started it has been fantastic. I've been kept updated with the routines. I am very impressed and I have a happy child.' Parents are encouraged to engage in their children's learning and they receive frequent updates on children's progress.
- Teaching is good. Staff create colourful and inviting work spaces and provide interesting tasks. Children engage readily. During the inspection, children had been at school for only a few days but already knew simple daily routines. Staff make their expectations clear and children respond well.
- Staff check regularly on how well children are doing. They use this information effectively to provide activities which develop children's literacy and numeracy skills quickly. Staff focus strongly on language and social development which are often weaker areas when children start school.
- Children achieve well. By the end of the early years, they are well prepared for their learning in Year 1. Over time, the percentage of children reaching a good level of development is increasing. This represents good progress and, for some, very good progress from below typical starting points.

## School details

Unique reference number	134139
Local authority	Derbyshire
Inspection number	10036070

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Sarah Whittaker
Headteacher	Rachael Peacock
Telephone number	01246 851176
Website	<a href="http://www.northwingfield.derbyshire.sch.uk">www.northwingfield.derbyshire.sch.uk</a>
Email address	<a href="mailto:enquiries@northwingfield.derbyshire.sch.uk">enquiries@northwingfield.derbyshire.sch.uk</a>
Date of previous inspection	4–5 February 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is an average-sized primary school.
- The vast majority of pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- In 2016, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club and after-school care. These facilities are privately run and did not form part of this inspection.

- The early years provision comprises a Nursery class and two Reception classes. Children attend Nursery on a part-time basis but, from this academic year, may attend full time. Children attend the Reception classes full time.
- Since the previous inspection, there have been significant staff and leadership changes. The headteacher took up post in January 2016.

## Information about this inspection

- The inspectors observed learning in 15 lessons, four of which were observed jointly with the headteacher. In all, nine members of staff were seen teaching. An inspector also observed an assembly.
- The inspectors looked at samples of pupils' work from all year groups, including the early years. The inspectors spoke with pupils about their work during lessons and met with groups of pupils. They listened to pupils in Year 2 and Year 6 read.
- The inspectors observed pupils' behaviour around the school and at playtimes and lunchtimes.
- The inspectors held meetings with governors, school leaders and staff, and spoke with a representative of the local authority.
- The inspectors analysed the 32 responses to Ofsted's online questionnaire, Parent View, and took account of parents' written comments. They scrutinised the results of a questionnaire for parents conducted by the school. An inspector also spoke with some parents during the inspection.
- The inspectors analysed the nine responses to a questionnaire submitted by school staff and the nine responses to the online pupils' survey.
- The inspectors scrutinised the school's systems and documentation relating to safeguarding. They looked at information about pupils' attainment and progress, and about their attendance. The inspectors looked at the school's improvement plans and evidence of its checks on the quality of teaching.

## Inspection team

Viv McTiffen, lead inspector	Ofsted Inspector
Moira Dales	Ofsted Inspector
Jennifer Digges	Ofsted Inspector

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