

Inspection of Creswell CofE Controlled Infant and Nursery

Gypsy Lane, Creswell, Worksop, Nottinghamshire S80 4HY

Inspection dates: 8–9 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and feel safe at this friendly school. Pupils get on with one another and the staff care for them very well. Bullying is rare. Staff deal with any issues swiftly and fairly. Pupils try to meet the school's 'rainbows' aims, which include values such as respect, aiming high, nurturing and working together.

Pupils enjoy the extra responsibility of being school council members. They have recently been raising money for charity. The 'mini leaders' help to set up play equipment at lunchtimes. Pupils have good links with the local community. They design the local well-dressing and make poppies for the nearby cenotaph.

Staff have high expectations. They reward pupils through a new online system for behaving well and trying hard. Pupils achieve points that are exchanged for rewards. These include having a hot chocolate with the headteacher. Pupils look smart in the school's uniform. There are strong routines in place that mean that pupils move sensibly and calmly around the school.

Most parents are positive about the school. One parent said, 'My child is thoroughly enjoying their time at Creswell and is making brilliant progress, both on a personal and academic level. All the staff are amazing!'

What does the school do well and what does it need to do better?

Leaders have ensured that the broad and balanced curriculum is well suited to all its pupils. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Curriculum plans for all subjects have been well thought through and sequenced. Leaders want pupils to gain real-life experiences through educational visits and visitors to the school. These experiences and 'hooks' help to engage pupils at the start of a new topic. In geography, for example, pupils spend time learning outdoors in a wooded area. They then visit a larger, local forest. This work prepares pupils well for their next learning about rainforests.

The teaching of early reading and phonics is a strength. Leaders have made sure that staff have received effective training. Staff have bought new books for pupils to enjoy. Pupils are encouraged to be 'reading champions' by reading often at home. Pupils take an active role in these phonics sessions. Children in a Reception class ended a session by enthusiastically reading aloud, 'The hat is on a hen!' Pupils who are falling behind are spotted quickly. They are given support to help them catch up.

Pupils have a good attitude to school and are keen to learn. Leaders want pupils to be confident, resilient and tolerant. In Year 1 science, pupils enthusiastically sorted different materials to make a shield for a knight. In Year 2 mathematics, pupils stuck at and enjoyed the challenge of solving division problems.

Staff are skilled in helping pupils who have challenging behaviour. Leaders seek advice from a range of agencies, including the behaviour support team. They act on this advice effectively.

All leaders work together well to improve the school. The governing body is well trained and has a good mix of skills and experience. Governors are successful in holding the senior leaders fully to account for their actions and know what the school needs to do to become even better. The school has received very good support from the local authority. This has been particularly helpful when developing the skills of the subject leaders and the phonics staff.

Children in the early years get off to a strong start. Staff help children to develop speech and language skills. There are good resources available, including those in the improved outside area. Relationships between adults and children are warm and positive. There are frequent opportunities for staff to read to and sing with children. This helps to develop children's vocabulary and communication skills. Nursery children enjoyed listening to a story about a winter owl and learning what an icicle is.

Pupils learn about healthy foods. They know that running in the 'daily mile' helps them to keep fit. However, there are not enough opportunities to develop pupils' various talents and interests.

Some parents told us that communication between school and home could be better. They also said they would like to receive more information about the topics their child is learning and how they can help their child at home.

The well-run breakfast club has helped to improve the attendance of some pupils. However, not all pupils attend school as often as they should. This is particularly the case for disadvantaged pupils.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher has ensured that all staff receive up-to-date and appropriate safeguarding training. This includes spotting the signs of neglect, child sexual exploitation and any extremist views. Staff are clear on the procedures for reporting welfare concerns about a child or family. They use the new online system frequently and effectively.

The headteacher and head of care are a strong team. They receive helpful advice from various outside agencies. These include social care, the early help team, the educational psychologist and the child and adolescent mental health service.

The school business officer ensures that adults cannot work or volunteer at the school until all the necessary checks on their suitability to work with children have been made.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are not enough opportunities for pupils to develop their different skills, interests and talents. Leaders should ensure that there are increased opportunities for pupils to experience a wider range of activities.
- A significant number of parents told us that communication from the school could be better. They also said that more information about what their child was learning and how they could help their child at home would be useful. As a result, some parents missed school events and could not help their child as much as they would like. Leaders should ensure that parents receive more information from the school and receive it in good time.
- Pupils' attendance is still not as high as it should be. Consequently, too many pupils, including disadvantaged pupils, are missing out. Leaders should continue to find ways to improve pupils' attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	112814
Local authority	Derbyshire
Inspection number	10110035
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	251
Appropriate authority	The governing body
Chair of governing body	Claire Senogles
Headteacher	Amanda Dodd
Website	www.creswell-inf.derbyshire.sch.uk
Date of previous inspection	13–14 June 2017

Information about this school

- Creswell C of E Infant and Nursery school is a voluntary controlled school. It underwent an inspection under section 48 on 5 October 2017.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held various meetings with the headteacher, deputy headteacher and the leaders responsible for the provision for pupils with SEND, the early years, phonics, science, English, mathematics and geography. Further meetings were held with staff, members of the governing body, including the chair, and a representative from the local authority. A number of discussions were held with pupils and parents. Responses to Ofsted’s staff, pupil and parent questionnaires were considered.
- The inspection team undertook deep dives into mathematics, English, phonics and early reading, science and geography. A deep dive entails talking with the subject leader, visiting lessons, talking with pupils and teachers and examining work in pupils’ books, all from the same subject.

- When inspecting safeguarding, the lead inspector met with the designated safeguarding lead, the head of school care and several members of staff. The safeguarding policy, training records and examples of safeguarding concern records were scrutinised.
- The inspection team examined a wide range of documentation including the school development plan, self-evaluation, curriculum plans and information relating to pupils' attendance and behaviour.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

David Carter

Senior Her Majesty's Inspector

Christine Watkins

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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