

Inspection of a good school: John King Infant Academy

Church Street West, Pinxton, Derbyshire NG16 6NB

Inspection date:

8 June 2022

Outcome

John King Infant Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspectors were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

John King Infant Academy is a powerhouse of learning. There is a positive energy about the place. Pupils enjoy their learning. They told inspectors, 'This is the best school, and you don't want to miss out on it.' Pupils are proud of their school. They told inspectors, 'We feel proud to go to a school named after a famous local miner.' Pupils said that they feel safe.

Staff prioritise pupils' personal and academic development. They have very high expectations of pupils. The school's values permeate its work. Pupils know and understand the values. Pupils are aspirational. Love of knowledge is at the heart of the curriculum.

Pupils' behaviour is exemplary. Pupils are polite and respectful. They work hard and care for each other. They know what is expected of them. Pupils know that staff quickly sort out any problems and that bullying is not tolerated. Pupils know and understand the school rules. One pupil told inspectors, 'We are safe, ready to learn and respectful.' Pupils have a very clear understanding of difference and equality.

Parents and carers are overwhelmingly positive about the school. They feel well informed about their children's learning. Parents appreciate the support that their children receive.

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

Leaders have developed a strong curriculum. They ensure that pupils build their knowledge and skills gradually over time. Pupils remember what they have learned. For example, they recall learning about the Great Fire of London. Other pupils remember facts about artists such as Frida Kahlo and Vijaya Mohan. Pupils can explain the meaning of complex subject vocabulary. For example, in history, they know what chronology is.

Leaders ensure that reading is a high priority in the school. There is a consistent approach to the teaching of phonics. Pupils build their phonics knowledge enabling them to learn to read. They use their phonics knowledge to sound out unfamiliar words. Staff make sure that books are closely matched to the letters and sounds pupils are learning. They regularly check how successfully pupils learn new sounds. Staff provide pupils with extra phonics sessions when pupils fall behind. Nothing is left to chance. Staff and pupils are passionate about books and reading.

Pupils say that they 'love' mathematics. Leaders have set out the order in which pupils learn new knowledge. Teachers take the time to explain the learning. Pupils know that they are helped to understand their learning. They explain their learning well using mathematical vocabulary. For example, pupils use 'halves' and 'quarters' when discussing fractions. Pupils have regular opportunities to reason mathematically and solve increasingly sophisticated problems. Pupils build their knowledge, understanding and skills securely.

Leaders ensure that there is a sharp focus on developing children's communication and language in the early years. Children work independently on tasks such as segmenting and blending unfamiliar words. They are confident in using vocabulary such as 'hook' when discussing the 'oo' sound in phonics. Staff ask questions which deepen children's understanding. Children have positive attitudes. They are respectful to staff and each other. Staff make sure that the learning environment is very engaging.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Leaders follow a mantra of, 'If we are getting it right for pupils with SEND, then we have it right for everyone.' This is evident in the classrooms. Staff regularly check how successfully pupils access the curriculum. Leaders work very well with external agencies to provide additional support when needed. Leaders communicate well with parents.

The school's work to enhance pupils' personal development is of high quality. Leaders support pupils to be confident and to develop strength of character. Staff help pupils develop resilience. Typically, a pupil said, 'We are taught not to give up when something is hard!' Pupils' knowledge of different faiths and beliefs is strong. They have a secure understanding of fundamental British values, such as democracy. Pupils like to represent the school in the 'Pinxton Parliament.' They relish responsibility, for example as play leaders.

Governors and representatives of the Flying High Trust know the school very well. They understand the school's strengths and promote an attitude of 'What could be even better?' Trustees fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload. Staff are overwhelmingly positive about the leaders and the professional support from the trust.

In discussion with the headteacher, the inspectors agreed that the curriculum may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders provide regular training for staff and governors. Staff know how to spot pupils who may be at risk. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record-keeping is comprehensive. Governors and trust representatives regularly check the school's safeguarding procedures.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, John King Infant School, to be good in May 2013.

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 information from Ofsted Parent View 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	145328
Local authority	Derbyshire
Inspection number	10228430
Type of school	Infant
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
Headteacher	Anne Ingle
Website	www.pvacademies.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- John King Infant Academy converted to become an academy in January 2018. When the predecessor school, John King Infant School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Flying High Trust.
- The school works in partnership with other schools as part of Pinxton Village Academies.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, curriculum leaders, the leader with responsibility for provision for pupils with SEND and teaching and support staff.
- One inspector met with representatives of the governing body and the trust.

- The inspectors carried out deep dives in reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to leaders about the curriculum in other subjects.
- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

Gayle Bacon

Ofsted Inspector

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