

Inspection of a good school: New Bolsover Primary and Nursery School

New Station Road, Bolsover, Chesterfield Derbyshire S44 6PY

Inspection dates:

17 and 18 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

This school is a lively, inclusive school where everyone is welcome. Leaders and teachers support pupils to 'be the best that they can be'. Staff model respectful and positive attitudes. Pupils say that they feel happy in school. Pupils feel safe.

Leaders want pupils to do well. Most are motivated to learn. However, at times some pupils' behaviour disturbs learning. Pupils say that bullying sometimes happens. They know how to share their concerns. Staff deal with bullying quickly when it occurs. Too many pupils do not attend as regularly as they should. They fall behind with their learning.

Pupils have the opportunity to learn about what constitutes a healthy lifestyle. They learn about the importance of a healthy diet and exercise. Many take part in the daily run and some play tag-rugby at breaktime. Some pupils have the opportunity to be a young leader and role model for others. Pupils develop an understanding of respect and how to treat one another well.

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

Leaders are developing the school's curriculum. They have ensured that subject curriculums are well thought out in some subjects. They have identified the key knowledge and skills they want pupils to learn and when. For example, in mathematics, teachers revisit and build on previous learning. Pupils gain mathematical knowledge and skills over time. They become fluent in applying their knowledge to solve problems. Children in early years develop a strong foundation of knowing numbers and shapes. Teachers ensure that the physical education (PE) curriculum builds pupils' learning across a range of sports and activities. For example, pupils learn about the need for good balance in different situations.

Leaders have not clearly identified all of the key knowledge pupils need to learn in all subjects. They have not carefully thought about building learning on what pupils have learned previously. Leaders are developing subject curriculums that are suitably challenging for all pupils. For example, some curriculums are being developed to be more demanding in subjects such as geography, history and music.

Leaders have prioritised reading. Staff are experts in helping pupils learn to read. Leaders have established a consistent approach to helping pupils learn to read. Pupils read books that match the sounds they know. Pupils relish story time. Staff nurture a love of reading across the school.

Teachers have strong subject knowledge in some subjects. They use assessment to check learning. Teachers' explanations are clear. They help pupils acquire new vocabulary. Staff support pupils with special educational needs and/or disabilities (SEND) to learn the same curriculum as their peers. Many parents and carers value the way staff support pupils with SEND.

Children in the early years get off to a good start. They play and learn well together. Staff encourage children to be curious. For example, children were intrigued when bird watching and learning about migration. Teachers respond well to the interests of the children. They make sure that children are safe in different situations. For example, teachers enabled children to talk about the risks of using a frosty slide.

Leaders have recently developed a new personal, social, health and economic (PSHE) education curriculum. They have identified key learning for pupils in each year. This is in its early stages of being delivered. Pupils are beginning to be better prepared for life in modern Britain.

Staff work effectively as a team. Leaders support staff to manage their workload. They value the training opportunities to develop their subject knowledge and teaching.

Governors provide support for leaders. However, they do not consistently challenge or hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their safeguarding responsibilities. They know pupils very well. Staff are confident in identifying when pupils' welfare is at risk. Concerns are reported to the safeguarding leader. Leaders respond appropriately. Leaders work effectively with partner agencies to provide support when needed. Leaders have not ensured that safeguarding records are as detailed as they should be. Leaders need to ensure that all safeguarding procedures are robustly followed.

Leaders carry out appropriate checks on adults before they start working with pupils.

Pupils learn how to keep themselves safe, for example when in the community and when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils, including disadvantaged pupils and pupils with SEND, are regularly absent. This impacts negatively on their learning and progress. Leaders should continue to support and challenge parents whose children do not attend regularly, thus reducing the rate of persistent absence and enabling pupils to gain from the school's provision.
- Leaders have not ensured that all foundation subject curriculums are suitably ambitious for all pupils. In some subjects, curriculum planning is at an early stage of development. Consequently, teachers are unclear about the key knowledge pupils need to learn and when. Leaders must ensure that all subject curriculums are suitably ambitious and appropriately sequenced, enabling all pupils to know more and remember more over time.
- The curriculum for personal development does not fully prepare pupils for life in modern Britain. It does not provide all pupils with sufficient opportunities to learn about different traditions, cultures and fundamental British values. Leaders must ensure that the newly planned PSHE curriculum is implemented effectively, enabling pupils to be better prepared for life in modern Britain.
- Governors do not hold leaders to account effectively. As a result, they do not fully support leaders in strategically improving the school. Governors must continue to develop their knowledge and skills to fulfil their responsibilities.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 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.

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	112509
Local authority	Derbyshire
Inspection number	10240810
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	Board of Governors
Chair of governing body	Kay Lovegrove
Headteacher	Gillian Clubbs
Website	www.newbolsover.derbyshire.sch.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- 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. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, other leaders and members of staff. The inspectors met with governors and local authority officers.
- The inspector carried out deep dives in these subjects: reading, mathematics and PE. For each of these subjects the inspector held discussions with subject leaders, visited lessons, spoke with teachers and pupils and looked at pupils' work. The inspector listened to pupils reading to a familiar adult.
- The inspector reviewed a range of documentation. These documents included the school improvement plan, various policies and curriculum documents.
- The inspector observed pupils at breaktimes and lunchtime. The inspector spoke to a range of staff and pupils.

- The inspector spoke with leaders, pupils and staff about the school's work to keep pupils safe. The inspector reviewed safeguarding records and the single central record.
- The inspector spoke with parents and considered the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Donna Chambers, lead inspector

Ofsted Inspector

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