



# South Wingfield Primary School

## Inspection Report

**Unique Reference Number** 112625  
**Local Authority** DERBYSHIRE  
**Inspection number** 289352  
**Inspection dates** 7–8 November 2006  
**Reporting inspector** Trevor Watts

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Church Lane
<b>School category</b>	Community		South Wingfield, Alfreton
<b>Age range of pupils</b>	5–11		Derbyshire DE55 7NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01773832890
<b>Number on roll (school)</b>	96	<b>Fax number</b>	01773832890
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Dr John Partington
		<b>Headteacher</b>	Mr Paul Addison
<b>Date of previous school inspection</b>	8 May 2001		

<b>Age group</b> 5–11	<b>Inspection dates</b> 7–8 November 2006	<b>Inspection number</b> 289352
--------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small rural school in which all pupils are White British. The proportion of pupils who have learning difficulties and disabilities is similar to the national average. Pupils come from a wide range of socio-economic circumstances. Pupil mobility is high at 22% on average, rising to over 40% in some year groups. The school has experienced staff departures, maternity leave and illness during the last two years but these difficulties are expected to be resolved soon.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is an effective school. The school's own evaluation came to the same conclusion. Pupils mainly make good progress in the Foundation Stage and Key Stage 1. They have mostly consolidated their skills by the end of Year 2, attaining average standards. A drop in writing and mathematics standards occurred in 2004, particularly with boys. Close analysis recognised the part that staffing difficulties had played, but the school also made changes to teaching styles, involving some extra training for teachers and support staff. One-to-one reading and writing sessions were increased, writing was brought into many other subjects to increase pupils' opportunities to practise, and some lessons were oriented to things that boys were interested in. This was successful in raising standards in writing. Although the dip continued in 2005, standards were back to a high level in 2006, above the national average. Standards in mathematics, however, remained below average because this subject had not been given the same high priority until this year.

Pupils continue to make good progress in Years 3 to 6, and they achieve well. By the end of Key Stage 2, they attain above the national average in English, mathematics and science. In 2004 and 2005, however, there was a dip in writing standards to below national average. This brought about similar changes to teaching as were made with the younger pupils. The effect was equally successful: the recent 2006 national test results show that writing standards, as for all the other tested subjects, are again solidly above the national average.

Through good teaching, pupils develop their skills and knowledge well across a good range of subjects. Pupils enjoy their learning and they rightly feel secure and comfortable at school. As one pupil summed it up, 'Everything about the school is really great'. The vast majority of parents justifiably feel the same way. For the most part, pupils are not involved in developing their own targets for learning or in deciding what they need to do to achieve them.

Some older pupils have little awareness of what the fairly new school council does, or how much they can contribute to the council process as part of their own personal development. Overall, however, pupils' social and moral development is good, as is their spiritual and cultural awareness. Pupils have a good awareness of how to live safe and healthy lifestyles. They contribute well to their community, whether in school or further afield, and they are prepared well for the next stage in their education and lives.

The headteacher leads and manages the school well. However, he teaches a class for half of each week, and does not have a deputy headteacher to provide support. The recent loss of the senior teacher for Key Stage 2 meant that there was no management support for the headteacher among the senior classes. All staff have worked hard to minimise the impact on pupils' learning and progress in order to maintain standards. The role of the senior teacher for the lower school is not yet sufficiently well defined. As several staff are quite newly qualified, they have only recently taken on wider

responsibilities. The governors provide good support in many ways, but are not always as challenging and forward-looking as they might be.

### **What the school should do to improve further**

- Raise standards in mathematics in the Foundation Stage and Key Stage 1.
- Develop the role of senior staff and governors to more fully support the headteacher in checking the quality of teaching and learning and ensuring that pupils are making as much progress as possible.
- Increase pupils' role in setting their own targets and in playing a full part on the school council.

## **Achievement and standards**

### **Grade: 2**

Pupils come into the Reception class with a level of skills that is generally a little below the nationally expected level, especially in the areas of language and mathematics. Good teaching in Reception and Key Stage 1, where pupils often work together, sees them making good progress, except in mathematics. Following the adjustments to teaching since the results in 2004, pupils are again making good progress in Key Stage 2. They achieve well. More pupils attained National Curriculum levels 4 and 5 than the national average in all tested subjects in 2006. The school's own records show that pupils also do particularly well in physical activities and information and communication technology (ICT).

## **Personal development and well-being**

### **Grade: 2**

Pupils mostly love the school and behave well, despite occasional disputes in the playground. They are well motivated by their lessons and work well together and with the adults in school. Pupils have a good understanding of how to live healthy and safe lives. They are guided by the direct teaching of personal and social development, very good physical education and sports opportunities, healthy eating and the good examples that staff set. Pupils know the difference between right and wrong, and do much to help in the school community, locally and through international charity work. From Reception class, where children operate the cash desk in the 'pet shop', to Year 6, where pupils maintain the school's website, pupils learn well how to take responsibility and develop their skills for later life. Some pupils do not appreciate, however, what the class and school councils do for them, or how they could make a positive contribution to the school themselves. Pupils have a good understanding of their own culture and environment, as well as multicultural aspects of England and other countries. Opportunities for developing spiritual awareness abound, whether, for example, gazing at the vast steel furnace at a Sheffield industrial museum, or listening to the vet talking about the animals she treats.

## Quality of provision

### Teaching and learning

#### Grade: 2

The good teaching stems from enthusiastic and imaginative teachers who work very well with capable and dedicated support staff to provide lessons that are fast-paced and have clear aims. Whether working with a whole class or one-to-one to help a slow reader or writer, staff expect a lot from the pupils in terms of the attention and effort that they must put into their work. Staff have taken very well to new and more creative methods of working. They have introduced more links between subjects, made sure that topics and investigations interest boys as well as girls, and use the computers and electronic white boards well in many lessons. Pupils respond positively to staff and they generally do their best to learn. Lessons are well planned to challenge the most able pupils, as well as those who have learning difficulties. Even so, pupils often do not have a clear understanding of exactly what they need to do to improve their work beyond their own personal targets, which are mainly for writing. What they would need to do to attain, for example, level 5 in mathematics by next summer, is not something that is fully discussed with them.

### Curriculum and other activities

#### Grade: 2

The curriculum is well designed to be relevant to the need of pupils in a well-balanced and broad-ranging way. Staff are constantly looking for ways to improve and adjust the curriculum. In science and mathematics, more practical and creative topics and approaches are increasingly being tried, in order to sustain pupils' motivation. Good use is made of the local environment through visits to farms and a nearby wildlife conservation area. Many pupils now enjoy learning French, and some have tuition in playing musical instruments. Pupils go on a very good range of visits that do much to bring their learning to life, from a visit to the limestone vales, to the dungeons of the local Tudor manor. Every night, pupils have the opportunity to attend an after-school club that offers a wide variety of activities.

### Care, guidance and support

#### Grade: 2

Pupils are well cared for because teachers and classroom support staff are highly committed to their welfare. Child protection arrangements are securely in place. Pupils' progress is assessed regularly, especially in English and mathematics, and the information is used well in planning lessons and in developing the curriculum. Pupils often do not have a good enough understanding of what they need to do to make specific improvements however. Pupils receive good support according to their needs, helping them to make good progress in personal and academic areas. Valuable outside help is provided when required.

## Leadership and management

### Grade: 2

The headteacher is firmly committed to maintaining and raising standards. He has clear ideas about what needs to be done, and how to achieve this. Consequently, good improvements have been made to many aspects of the school since the previous inspection, including the raising of standards, use of a new part of the premises, staffing and curriculum changes and the use of assessment. With a heavy teaching commitment, however, the headteacher's time is highly pressurised. There is only one senior teacher, who is mainly responsible for the younger classes. Teachers and support staff are very willing and able to develop their roles to include, for example, further checking on the quality of teaching and learning, ensuring that pupils are making as much progress as possible, and supporting the headteacher in new initiatives.

The governors are extremely supportive. They manage the finances and legal requirements very competently, and some members have taken the lead in initiatives, such as starting the after-school club, and the 'walking to school' scheme. They do not always make their own suggestions or challenge the headteacher when developments are proposed.

The school's accurate and realistic self-evaluation is soundly based on good systems of monitoring teaching and the overall performance of pupils and staff. It results in well-targeted developments, and has led to recent good improvements. It indicates a good capacity to improve further, especially if the staffing situation is settled shortly, and recently qualified staff begin to take on wider responsibilities. This school provides good value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

9 November 2006

Dear Pupils

South Wingfield Primary School, Church Lane, South Wingfield, Alfreton, DE55 7NJ

I expect that most of you will remember me coming to your school recently to look round for two days. Thank you for helping me, answering my questions and showing me your work.

I think you go to a good school where you are well looked after. Mostly, you make good progress and, by the time you are ready to leave, you are getting better scores in the national tests than children in most other parts of the country. One subject that the younger children are not doing so well in is mathematics. I have asked your teachers to look at how they can change the way they teach this subject.

You enjoy your learning in classes in a wide variety of subjects, and also when you visit some really interesting places. Almost all of your parents who wrote to me told me the same thing, and so did you when we were talking together. Your teachers and classroom staff give you work that is just about hard enough for you. I think they could help you to understand better what you need to do to make even more improvements in your work. You told me about the school council, but I don't think some of you realise how much you could help yourselves by taking on responsibilities on the council.

Mr Addison works very hard, and successfully, to make things right for you. He is helped well by your teachers, other staff and the school's governors. I think he needs to get some governors and teachers to take on different responsibilities so he will not have to do so much by himself.

With my best wishes

Trevor Watts

Lead inspector