

# John King Infant School

## Inspection report

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<b>Unique Reference Number</b>	112607
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	310945
<b>Inspection date</b>	17 September 2007
<b>Reporting inspector</b>	Geof Timms

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jim Coyle
<b>Headteacher</b>	Mrs Margaret Ward
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Church Street West Pinxton Derbyshire NG16 6NB
<b>Telephone number</b>	01773 810314
<b>Fax number</b>	01772 819635

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## Introduction

The inspection was carried out by an Additional Inspector. The inspection evaluated the overall effectiveness of the school and investigated how effectively the school is improving pupils' mathematics, the way it is helping boys' achievement, the changes made to aspects of the curriculum and the teaching, and how well the school cares for the pupils in its charge. Evidence was gathered from discussions with the headteacher, senior staff, governors and pupils, and from the parent questionnaires. Lessons were observed, school self-evaluation documents seen and samples of pupils' current and previous work were examined. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

John King Infant School is a smaller than average school which draws its pupils from Pinxton village. Almost all pupils come from White British families and none need support in learning to speak English. Pupils come from a range of social and economic circumstances. The proportion with learning difficulties and/or disabilities is broadly average. When pupils start school, their attainment varies widely but for a significant number it is often below or well below that expected nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

John King Infant is an outstanding school. It helps pupils make excellent progress in reading, writing and mathematics, so that they achieve above average standards by the time they leave the school. The work of the school is successful because it is very well led by a visionary and inspiring headteacher. She has a very clear idea of what is best for the pupils and is able to deliver this vision through clear leadership and excellent management of resources, ensuring the school provides outstanding value for money.

Pupils make outstanding progress in developing the literacy and numeracy skills that they need for their future education and lives. This is true of all groups, including those with learning difficulties and/or disabilities. Pupils consistently achieve above average standards, despite a year on year variation in attainment on entry. The boys' achievement is better in mathematics than it has been in reading and writing, but the school has worked hard to provide appropriate resources and teaching for all of the pupils. They do this through an exciting curriculum, high quality teaching and the inspiring learning environment staff have created out of the available space.

Teachers ensure that the curriculum is very well enriched by a wide range of special days, educational visits and visitors into school. This is particularly evident in the high quality work in art and design and in design and technology and in the opportunities for independent learning. An excellent example of this is the 'fairytale cottage' role play area which was designed and built by Year 2 pupils. In addition, staff are always seeking to improve and develop the curriculum. Currently they are trialling ways to create more links between subjects and to create a curriculum based on themes rather than separate subjects. Staff are yet to complete their review of how the new national guidelines for literacy and numeracy teaching will support even higher achievement.

This willingness to try new ideas results in pupils who really enjoy being at school. As one parent wrote, 'My child loves coming to school!' The pupils themselves say how much they enjoy being at school and learning new things. One said, 'We get to learn a lot and grow up clever.' Pupils have an excellent understanding of how to keep healthy and safe. They are given many opportunities to make an important contribution to their own and the wider community. They also appreciate the way they are cared for in school. The school does all it should to keep children safe. The outstanding system for tracking progress and setting challenging targets, especially in mathematics, ensures teachers are able to support and guide their pupils very effectively and quickly address any underachievement. Attendance is below average, largely due to parents taking children out of school for holidays. However, the school does a lot of work to make parents aware of the need for good attendance and this is slowly improving.

The outstanding teaching is a major factor in the excellent achievement. Teachers have very effective relationships with pupils. This helps maintain pupils' interest and enjoyment. In particular, the work is often very challenging but clearly helps children make excellent progress. They behave very well and are attentive and interested in lessons. This makes it easier for teachers to help them develop effective learning skills. Lessons are very well planned and resourced and teachers often use imaginative ways to introduce new learning. This was evident, for example, in a Year 2 lesson on rounding numbers to ten.

The school has worked very hard to address the issues for improvement raised after the last inspection. Because of this, pupils' speaking and listening skills have improved and the school

ensures more of its work helps pupils learn about different cultures and faiths. This excellent improvement is a further indicator of how well the school accepts new ideas and is willing to look beyond its walls for advice and other good practice. There is no complacency even though standards are consistently high.

The headteacher has very recently helped the school become part of a federation of two local infant schools. This has had a positive impact on John King Infants School in helping to make staffing more flexible as well as improving the resources available for building improvements. The headteacher's dynamic leadership and her excellent relationships with the children clearly have a major impact on the success of the school. All staff work very effectively as a team and subject leadership is very successful. The governing body has offered excellent strategic leadership during the formation of the federation and they have a very good understanding of the school's strengths and the challenges ahead. The improvements made since the last inspection and the excellent provision found throughout the school show that there is an outstanding capacity for the school to maintain its success and improve even further in the future.

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

The leadership of the school is clear about the importance and impact of the provision for the youngest children and how this can affect their future learning. Much thought goes into the provision for these children and this is reflected in the excellent progress they make from their starting points, which are often below or well below national expectations. By the time they finish the Reception year, many of the children have attained the levels expected of them and the school's records show that this is consistently the case. The teaching is excellent and based on a well planned and appropriate curriculum, which, although suitable for the ages of the children, does not separate them unduly from the work of the rest of the school. The provision ensures children have a successful and happy start to their full-time schooling.

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

- Review current provision in the light of the new national guidelines for literacy and numeracy and develop the links between subjects so pupils see how they can use skills in other activities.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

18 September 2007

Dear Children,

Inspection of John King Infant School

Thank you very much for the way you made me so welcome when I visited your school recently. I enjoyed meeting you and watching some of your lessons. I especially want to thank those of you who sat and talked to me in the staff room.

You all told me that you enjoy school a lot and I could see this from the excellent way you behave in lessons. You listen very carefully to your teachers and this helps them to teach you well. You all learn many new things and are very well prepared for your next school. You reach high standards in reading, writing and mathematics. Well done!

You are very lucky to have such good teachers and to have so many adults to help you and keep you safe and happy at school. Your teachers provide interesting things for you to do and they give you many opportunities to go on visits or to do exciting and unusual things on special days.

I think there is one thing the teachers can do to make your school even better for you. They need to look at some new suggestions for teaching reading, writing and number, and keep finding ways to link subjects together so that you have more opportunities to use all your skills.

Thank you again for your help on my visit. You are lucky to be at such an outstanding school. Enjoy your time there and keep working hard!

Yours sincerely,

Geof Timms

Lead inspector