

# Creswell CofE Controlled Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	112814
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	311016
<b>Inspection dates</b>	4–5 December 2007
<b>Reporting inspector</b>	Joanne Harvey

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>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Richardson
<b>Headteacher</b>	Mrs M Burdett
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Gypsy Lane Creswell Worksop Nottinghamshire S80 4JD
<b>Telephone number</b>	01909721471
<b>Fax number</b>	01909723798

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized school serving the village of Creswell in Derbyshire. The school is situated in an area of high social and economic disadvantage. The proportion of pupils entitled to claim free school meals is well above average, as is the proportion with a learning difficulty and/or a disability. The proportion with a statement of special educational need is above average. Most pupils are of White British heritage and very few pupils have English as an additional language. The school has a Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school, giving excellent value for money. At the time of the last inspection it was considered to provide pupils with a sound education, since then it has flourished and developed at a rapid pace. The school's success arises from the clear vision and direction given by school leaders, combined with a remarkably caring and committed staff team. They all work extremely hard, forming excellent partnerships with governors and the local community to which the school is central. Together, they ensure the needs of pupils are at the heart of all they do, determined that everyone will, as they clearly state, 'do well at Creswell'.

Each individual is valued in this nurturing, lively but challenging environment where a Christian ethos underpins the drive for academic and personal excellence. Pupils thrive and become very well-rounded individuals. They progress rapidly from extremely low starting points to reach and sometimes surpass the standards expected for their age. It is not surprising that parents are highly appreciative of the school. One wrote: 'Creswell is a friendly school with good values that offers an excellent start for the children.' Another wrote: 'I am amazed at how well my daughter is progressing; the children are encouraged to do their very best.' These comments reflect the views of many parents and sum up the school well. The pupils, who say 'they like everything they do at school', echo this view. This is reflected in the dramatically improved levels of attendance which is now satisfactory.

This is a very happy and harmonious school where pupils' personal development is outstanding. They are encouraged to express their opinions and to accept increasing responsibilities. Consequently, pupils grow in confidence and maturity, often beyond their years. They make safe and healthy choices and are equipped well for the next stage of their education and their lives beyond school. Good teaching, based on very positive working relationships, and a greatly enriched curriculum, ensure that pupils develop extremely positive attitudes to learning. They enjoy the stimulating activities which involve them in their own learning and bring lessons alive. Teachers plan lessons conscientiously, thus enabling pupils to learn and achieve so well.

Leadership and management are outstanding because the headteacher and staff employ rigorous procedures for checking how well pupils are doing. Governors are hardworking and highly supportive. There is a shared and accurate understanding of the school's performance. Consequently, the school's leaders agree that the notable features of the best teaching are not yet applied consistently enough in order to ensure pupils make equally good progress in all lessons.

The success the school has had in the past and its determination to do even better means that the capacity for sustained and future improvement is outstanding. A commitment to continuous improvement from all staff ensures there is no complacency.

## Effectiveness of the Foundation Stage

### Grade: 1

Children achieve extremely well in the Foundation Stage. They settle quickly into this exceptionally welcoming and stimulating environment. This is because of the excellent support and knowledge of staff who make children and their families feel highly valued, secure and confident. Because of this, they quickly begin to thrive and make very good progress in all areas. Careful assessment results in work and activities being tailored to each individual child, and taught expertly by class teachers and very able teaching assistants. Consequently, by the

time children enter Year 1, although they have not reached the standards expected for their age, they are extremely well prepared for their future learning. This is because their social and emotional development is particularly strong. The curriculum is outstanding. There is an excellent range of activities with a good balance between adult led and child initiated opportunities. Leaders are not complacent. They are working to improve further the quality of the outdoor experiences offered to the children. These are already high, but do not as yet match the extremely high quality of those enjoyed inside every day.

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

- Ensure that the quality of teaching consistently matches that of the best to ensure pupils' progress is consistently at least good in all lessons.

## **Achievement and standards**

### **Grade: 1**

Children enter the Foundation Stage with levels of knowledge and skills in all areas which are well below those expected for their age. They get off to a flying start in the Nursery Class and continue to progress well in the Reception Class. However, because they have so much catching up to do they are still broadly below average when they enter Year 1. Pupils make good, and often extremely good progress in Years 1 and 2 so that by the end of Year 2 they have caught up with their peers nationally. Consequently, they reach average standards in reading, writing and mathematics and some surpass these. High standards were also seen in art, geography and history. Pupils with a learning difficulty and/or disability are supported extremely effectively to make very good progress and therefore achieve very well.

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

### **Grade: 1**

Pupils really enjoy all the activities in which they take part, and their attitudes to learning are outstanding. They get on very well with one another and form strong, trusting, working relationships with adults in the school. Spiritual, moral and social development is outstanding. Pupils have a good understanding of the multi-cultural nature of the society into which they are growing. They are encouraged strongly to adopt healthy lifestyles and they participate enthusiastically in physical activity. They feel safe in school and are confident that there is always somebody to help or support them. Pupils' behaviour is outstanding and the very few who find it difficult to reach this level are supported well by adults. This ensures that the learning of others is not interrupted. Pupils make an outstanding contribution to both the school and wider communities. Sound basic skills, and improving use of new technologies along with outstanding personal skills, contribute well to pupils' preparation for the next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers inspire and engage pupils with lots of practical activities that make learning fun and memorable. Learning is made highly interesting and appealing to pupils by involving them in a wide range of stimulating and often 'hands on' activities. Learning is very good overall because pupils are encouraged to think for themselves and are motivated to work hard. Because of good

planning and classroom management, the best lessons move at a brisk pace. Because teachers use their careful assessments to set targets, pupils are left in no doubt about what they need to learn. They have many opportunities to talk about their work and to practise what they have learnt. Those who find learning more difficult get excellent support from able teaching assistants to enable them to learn very well. Nevertheless, school leaders are aware that some of these features are not yet consistent in all lessons and as a consequence progress occasionally slows. The school has a conscientious approach to professional improvement. Therefore, senior leaders are using their experience to support and induct effectively those staff who are relatively new to the school.

## **Curriculum and other activities**

### **Grade: 1**

There is excellent coherence in the curriculum because very good links are forged between different subjects. A strong emphasis is placed on improving the core skills of English and mathematics and on personal development. This is because the school recognises that these are the areas of greatest need for most pupils. Wonderful classroom displays stimulate and challenge. Curriculum enrichment is excellent. A comprehensive programme of trips and visits enhances classroom learning. Many visitors to the school make a strong contribution to the curriculum. This is illustrated well by the input of the local history group to the activities associated with the recent celebration of 30 years in the life of the school. Furthermore, pupils paid rapt attention during a visiting drumming workshop. The school provides a wide range of extracurricular activities. These are popular with pupils and hence participation rates are high.

## **Care, guidance and support**

### **Grade: 1**

Pastoral care and support are excellent, contributing very well to building pupils' confidence and ensuring their outstanding personal development. The needs of each individual are well-known and hence these are met extremely well. Many pupils are identified as requiring additional support to develop their communication and language skills. The help they receive ensures that nobody is left behind. Pupils are given challenging targets, which are based accurately on detailed tracking of their progress. Consequently, they have a really good understanding as to how well they are doing and what they need to do to meet their personal targets. Contact with parents in order to ensure their involvement in their children's education is exceptional. The impact of this enhanced partnership with parents is illustrated by the big improvement in pupils' attendance since the previous inspection. Arrangements for safeguarding pupils, child protection, health and safety and risk assessments are secure.

## **Leadership and management**

### **Grade: 1**

The school benefits from exceptional leadership at all levels. The headteacher has made an outstanding contribution by establishing a clear strategic view and bringing together an able team, united behind a clear vision. She has developed the capacity of leadership and management at all levels so that all staff are involved in rigorous procedures for checking on the school's work. This shared understanding of the school's performance and the commitment to continuous improvement ensure that all are involved in school development planning. Consequently, good as the school is, there is no complacency. Expectations are high and challenging targets are set

and achieved. Progress since the last inspection has been outstanding. Governors are hardworking, highly supportive, and carry out well their statutory responsibilities. Nevertheless, they are planning to be involved even more fully in the monitoring of the school's work and improvement. Partnerships with stakeholders and others are very strong. Leaders strive constantly, with a great deal of success, to extend the opportunities the school offers to all its members.

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## Annex A

## 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	3
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	2
The extent to which learners adopt safe practices	2
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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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	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**

6 December 2007

Dear Pupils

Inspection of Creswell CofE Controlled Infant and Nursery School, Creswell, Nottinghamshire, S80 4JD

Thank you for making us so welcome when we came to inspect your school recently. This letter is to tell you what we thought about your school and how we think it could be even better.

We think you are lucky to go to such an outstanding school where you make much better progress than most other children of the same age. You told us that teachers make learning fun and that you do exciting things in lessons. We saw some of this when looking around the school. We particularly enjoyed seeing you perform so brilliantly in assembly and enjoying your drumming lessons.

You also told us that behaviour is excellent and that everyone gets on together very well. This was certainly the impression we got as we saw you working hard in classes, having lunch together quietly and sensibly, and playing outside. It was lovely to see you proudly carrying out the important jobs you do around school. You are polite and well mannered, and we saw how well you take care of each other.

Because the staff look after you so well, you make excellent progress in your learning. You develop all the important skills you need to help you do well in the future. You also have someone to go to if you ever get worried and upset.

To make the school even better we have asked those who lead the school to make sure that all your lessons are as good as the best ones we saw.

We are sure that Mrs Burdett and the other staff will continue to work hard to make the school an exciting and interesting place. You can do your bit by continuing with your excellent behaviour and hard work.

Joanne Harvey

Lead inspector