

North Wingfield Primary School

Inspection report

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| Unique Reference Number | 134139 |
| Local Authority | Derbyshire |
| Inspection number | 319579 |
| Inspection dates | 30 April –1 May 2008 |
| Reporting inspector | Joanne Harvey |

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

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|-------------------------------------------|-----------------------------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 334 |
| Appropriate authority | The governing body |
| Chair | Mrs M Stanley |
| Headteacher | Mrs Dorcas Jennings |
| Date of previous school inspection | Not previously inspected |
| School address | Blacks Lane North Wingfield Chesterfield S42 5LW |
| Telephone number | 01246 851176 |
| Fax number | 01246 857670 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized school, formed from the merger of adjacent infant and junior schools in April 2007. The headteacher was appointed at this time. The school serves the village of North Wingfield near Chesterfield. Pupils come from a wide range of backgrounds, including some from an area of social and economic disadvantage. Most pupils are of a White British background and none are at an early stage of learning English. The number of pupils eligible for free school meals is above average. The percentage of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is above the national average. The school has achieved ECO School status and an Active Mark during its first year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school where pupils make satisfactory and sometimes better progress. Standards are rising. Provision for children in the Foundation Stage is also satisfactory. The headteacher is effective. She has already established one united community from the previous two distinctive ones. At its core, the school has an ethos built on the inclusion and good pastoral care of the individual pupil. One parent wrote, 'My child has recently joined the school and was instantly welcomed. The teaching staff and teaching assistants are professional, friendly and kind to the children. My child cannot wait to get to school.' This view was representative of many who responded to the questionnaire.

The curriculum is satisfactory, but well enriched by a good range of extra-curricular learning opportunities. Pupils enjoy a range of additional activities, in school, at lunch times and after school. These are highly valued by parents and pupils. Good curricular planning was seen in Key Stage 1. However, a planned progression for pupils to gain knowledge, skills and understanding across the school is not in place. Pupils' personal development, including their social, moral, spiritual and cultural development, is satisfactory. Most are considerate and polite. Some said they would like to increase the range of responsibilities they willingly take on. The academic guidance of pupils is satisfactory. However, systems for checking on progress and setting learning targets that pupils know and understand are not embedded across the school. Pupils, including those who find learning difficult, are suitably equipped with the skills that prepare them for their future lives.

Teaching and learning are satisfactory. Many teachers embrace the opportunities provided for them to use creative methods in their teaching. These teachers have high expectations and challenge pupils to do as well as they can. In these circumstances, pupils progress well. This approach is not yet evident throughout school. Inconsistencies remain in the quality of teaching and learning and, consequently, in the progress that pupils make. Pupils make good progress to attain average standards in Key Stage 1. Pupils in Key Stage 2 are helped to catch up with their peers and are on target to attain average standards by the time they leave the school.

Senior leaders and managers satisfactorily evaluate the school's work and identify how to tackle pupils' prior underachievement. Curriculum leaders are not sufficiently involved in this work. They do not rigorously use the information collected to quicken the pace of improvement. However, the successful establishment of this new and inclusive community school and a shared enthusiasm to continue to improve demonstrates a satisfactory capacity to go further forward.

Effectiveness of the Foundation Stage

Grade: 3

Children enter the Foundation Stage with levels of knowledge, skills and understanding below those usually found nationally. Their use of basic skills is often well below that expected at this age. They do not always catch up with the levels expected for their age by the time they enter Year 1, but they are generally satisfactorily prepared for the next stage of learning. They settle quickly and happily in school because adults know them well and are caring. Teachers and assistants present positive role models and actively teach suitable behaviour and cooperation. Learning activities in Nursery and Reception classes are conscientiously planned to ensure that children are interested and motivated. The environment is bright and lively. Children engage in a suitable balance between adult-led, and child-initiated activities. Leaders are not complacent

and recognise the need to strengthen further the systems for assessing and checking on the progress that the children make.

What the school should do to improve further

- Ensure that all teachers consistently challenge pupils to achieve well.
- Develop the curriculum to ensure the progression of knowledge, skills and understanding in all subjects.
- Train curriculum leaders and managers to monitor and evaluate performance more rigorously to quicken the pace of improvement.
- Make sure that all pupils understand their learning targets and help them to gain the skills to evaluate their own success.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils make good progress from low starting points in Years 1 and 2. The school's accurate assessment data confirms that they are currently on target to attain average standards overall by the end of Year 2. In 2007, standards attained in national tests at the end of Year 6 were close to those expected in English, but exceptionally low in mathematics and science. School leaders were quick to identify a legacy of underachievement in Key Stage 2. They have worked successfully to reverse this trend. Pupils in most year groups are now making at least satisfactory progress and school tracking evidence and work in pupils' books demonstrates that they are on course to achieve the standards expected for their age in English, mathematics and science. For pupils currently in Year 6 this represents a quickening of progress to catch up with their peers nationally. Pupils who find their learning more difficult are supported suitably to make similar progress to their peers.

Personal development and well-being

Grade: 3

Behaviour is satisfactory. Most pupils behave well in class and around the school, but a significant minority do not always listen in lessons and some are unduly boisterous around the school. Pupils enjoy school but lack sufficient opportunities to take initiative and responsibility for their own learning. Attendance rates compare well with those prior to the merging of the two schools and are close to the national average. Pupils have a satisfactory awareness of how to keep themselves safe and of how their actions affect others. The school has rightly identified the need to broaden pupils' awareness of different faiths and cultures. Pupils talk knowledgeably about what is needed to follow a healthy lifestyle and put it into practice by eating lots of fruit and taking part in exercise and many sporting activities. The school's commitment to the environment is reflected in the pupils' enthusiasm for recycling, but their willingness to make a greater contribution to the school and wider community is not encouraged enough.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are good in Years 1 and 2 and some good lessons were seen in other years. In successful lessons, teachers' expectations of what pupils can achieve are high and work is planned to challenge all abilities. These lessons arouse interest; relationships are positive and behaviour is managed well so that pupils work hard and make good progress. However, not all teachers use assessment data effectively to set work that is well matched to pupils' needs, and too often the work planned does not challenge pupils to do as well as they can. In too many lessons, teachers talk for too long and do not encourage pupils to think and solve problems for themselves. Able teaching assistants support individuals and groups to do well, but others do not encourage pupils' learning and personal development well enough.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements. The Key Stage 1 curriculum is good and combines subject learning in topics that pupils find enjoyable and motivating. Learning is practical and active. However, the curriculum does not ensure the progression of knowledge, skills and understanding in all subjects as pupils move through the school. This is most apparent in the older years. Planning to coordinate topics is at an early stage. There are inadequate opportunities for pupils to engage both in active, topic-based learning and in the full range of basic skills across the curriculum. A good range of extra-curricular opportunities is provided for all year groups. There are worthwhile visits to places of educational interest, regular visitors to school and a range of clubs to appeal to different tastes. The programme of personal, social, health and citizenship education is satisfactory, though it has been particularly successful in promoting pupils' understanding of how to keep themselves healthy.

Care, guidance and support

Grade: 3

Staff know the pastoral needs of pupils well. Initiatives such as the Rainbow Room and the work of the learning mentor ensure that the personal, social and emotional needs of individual pupils are well met. The school's efforts to improve attendance have reaped rewards. Pupils feel safe in school and readily state that there is always someone to talk to if they have any worries. Appropriate procedures are in place for ensuring that pupils are safe. Academic guidance is barely satisfactory. Systems recently put in place are not yet consistently applied across the school. Not all pupils know their targets well enough or how to achieve them. They are not well skilled in evaluating their own success. Although some good examples were seen, marking does not consistently guide pupils in how to improve their work.

Leadership and management

Grade: 3

The headteacher is making a significant contribution to school improvement. In a short time, she has drawn together two existing and distinctive schools, raised staff expectations of what pupils should achieve and united all with a new vision and ethos. In partnership with the local

authority, she has put useful systems in place to strengthen self-evaluation and planning for school improvement. She has recognised and tackled underachievement and ensured more challenging whole-school targets are set and met. The systems for monitoring and evaluating the work of the school and how well pupils are progressing are still developing. The use of the information gathered is not rigorous enough. Some stakeholders, particularly the curriculum leaders, do not participate actively and effectively enough. Members of the senior leadership team are very new and keen to develop their roles. Governors have a sound understanding of the strengths and areas for development in the school.

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.

Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 3 |
| The effectiveness of the Foundation Stage | 3 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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|----------------------------------------------------------------------------------------------------------|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

| | |
|---------------------------------------------------------------------------------------------------------------|---|
| How good is the overall personal development and well-being of the learners? | 3 |
| The extent of learners' spiritual, moral, social and cultural development | 3 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 3 |
| How well learners enjoy their education | 3 |
| The attendance of learners | 3 |
| The behaviour of learners | 3 |
| The extent to which learners make a positive contribution to the community | 3 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|----------------------------------------------------------------------------------------------------|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

¹ 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| 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

2 May 2008

Dear Pupils

Inspection of North Wingfield Primary School, North Wingfield, Chesterfield, S42 5LW

We were pleased to meet you and all the staff and enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school.

You go to a satisfactory school where the grown ups take care of you and keep you safe. Your teachers and teaching assistants try to make learning interesting and enjoyable. They help you to make satisfactory progress in lessons so that you reach standards that are similar to most pupils of your age by the time you leave the school. Some of you do even better. We noticed the good behaviour of many of you in class, around school and in the playground. However, we also noticed that not all of you are as good at remembering to behave well all of the time. You told us that you are happy at school. Your teachers and your friends help you to feel important and safe there. We were impressed that you know how to keep yourselves healthy by eating the right things and by exercise. You have done well to get an ECO Award for your school

Your school is keen to find ways to help you achieve as well as you possibly can. We agree that you could do even better. We would like to see those who lead the school make sure that teaching and learning are always as good as the best examples we saw when we visited your classrooms. We have also asked that you have an exciting and enjoyable curriculum that is well planned for the whole school. We want the staff to check carefully that you are making as much progress as you can in all your subjects. Finally, we want you to have learning targets that you understand and that you are helped to know exactly what you have to do to achieve them. We also want you to learn how to check how successful you are for yourselves.

We are sure that your headteacher and all the staff intend to do everything they can to help you. You can play your part by behaving well, working really hard, and making sure you attend every school day.

We wish you the very best for the future.

Joanne Harvey

Lead inspector