

# New Bolsover Primary and Nursery School

## Inspection report

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Unique Reference Number	112509
Local Authority	Derbyshire
Inspection number	337951
Inspection dates	23-24 September 2009
Reporting inspector	Glynn Storer

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 of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Mrs Julie Christopher
Headteacher	Ms Gill Clubbs
Date of previous school inspection	23-24 April 2007
School address	New Station Road Bolsover Chesterfield Derbyshire S44 6PY
Telephone number	01246 823240
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## Introduction

This inspection was carried by three additional inspectors. The inspectors visited 14 lessons and held meetings with staff, governors and pupils. They observed the school's work, looked at pupils' completed work and scrutinised school policies, planning, pupil performance information and safeguarding documentation. They also considered the responses contained in 51 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Are children in Early Years Foundation Stage equipped with the skills and dispositions necessary to succeed in school?
- Are all pupils making the progress that they should? – particular focus on boys' achievement throughout school, the performance of pupils' in Key Stage 2 and the progress of pupils with special educational needs and/or disabilities.
- Is the quality of teaching sufficiently consistent to promote at least satisfactory progress in all classes? – particular focus on behaviour management, on teachers' use of assessment information to match work to the needs of individuals and groups within the class and on the quality of target setting and guidance for pupils
- Does the school curriculum promote cultural development and community cohesion effectively?
- Have senior leaders been successful in driving improvement and what is the school's capacity for this to continue? – particular focus on the impact of work of recently formed leadership teams in building quality / consistency in the classroom.

## Information about the school

New Bolsover is an average sized primary school. Virtually all pupils are from White British backgrounds and none speaks English as an additional language. The school is set in a challenging social environment where many families experience hardship. About a third of pupils are known to be eligible for free school meals and a similar proportion has learning difficulties and/or disabilities. These are higher proportions than are found in schools nationally. Since its last inspection, the school has experienced a higher than normal rate of staff turnover and absence.

The school has gained the following national awards: Health Promoting Schools, Eco Schools Bronze Award and Basic Skills Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

## Main findings

New Bolsover Primary School provides a satisfactory education for its pupils. Children get a sound start in the Early Years Foundation Stage but they progress more rapidly in Nursery than in Reception because the curriculum better meets their learning and developmental needs. Children in both Nursery and Reception have too little access to outdoor learning. Standards in all key subjects are broadly in line with national averages and age related expectations in Key Stages 1 and 2. Pupils of all abilities, including those who find learning difficult are making the progress that they should. Achievement over time is satisfactory and there is clear evidence of accelerating progress in some classes, in response to more effective teaching.

Teachers are working hard to improve their management of challenging behaviour, their planning for pupils with differing abilities and their use of assessment information to guide pupils learning. Good practice is taking root and, as a result, pupils' learning and progress are improving. Most pupils behave, respond and apply themselves satisfactorily. This gives the school sound foundations on which to build. Nevertheless, though satisfactory overall, pupils learning and progress remain uneven, because inconsistencies in these aspects of teaching still affect some classes.

The quality of care that the school provides to all pupils, but especially to the most vulnerable, is good. It is based on effective partnerships with parents, schools and support agencies and successfully underpins the school's effective drive to promote equality and to eliminate discrimination. Pupils know how to keep themselves healthy and safe. They make a satisfactory contribution to the school as a community and to the community beyond the gates. The current curriculum is satisfactory as a vehicle for both academic and personal development but does little to broaden pupils' horizons or to prepare them for life in a culturally and ethnically diverse society.

Thanks to the drive and determination of the recently appointed headteacher, ably supported by the new assistant headteacher, staff are once again pursuing ambitious targets for school improvement. The headteacher has rebuilt staff morale by providing effective leadership. She has also introduced initiatives to strengthen both leadership and management at all levels and thereby begun to improve quality and consistency in the classroom. A satisfactory balance of support and challenge has already begun to produce clear signs of improvement and, while there is still much to be done, especially in establishing the new leadership teams as a force for good, the school now demonstrates a satisfactory capacity to improve further in the future.

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

### What does the school need to do to improve further?

- Provide children in Nursery and Reception with more opportunities for outdoor learning and ensure that the Reception curriculum meets the full range of children's learning and developmental needs.
- Raise the quality of all teaching to that of the best by securing greater consistency in:
  - teachers' management of pupils behaviour in lessons;
  - the quality of planning and activities for pupils with differing abilities;
  - teachers' use of assessment information in setting targets and giving guidance to pupils on how to improve their work.
- Prepare pupils more effectively for life in a multicultural and multiethnic society by teaching them more about the richness and diversity of modern Britain and issues that affect the wider world.
- Increase the effectiveness of leadership teams in building quality and consistency in the classroom.

### Outcomes for individuals and groups of pupils

3

In recent years, too many pupils, especially boys in both key stages and some of those who experienced learning difficulties, have not been making enough progress. Although staff were striving to raise standards and achievement, the impact of their efforts did not show in 2008 but it did in 2009. Standards came back into line with national averages in both key stages. More importantly, pupils of all abilities throughout school demonstrated the expected, satisfactory rates of progress over time and there are clear indications of progress accelerating from satisfactory to good in some classes. Consequently, the gap between boys' and girls' performance has narrowed considerably. Boys made at least satisfactory progress and some boys and several girls did well. Pupils who find learning difficult progressed at a similar satisfactory rate to most others. The school's performance data and pupils' current work in class indicate that this positive trend is set to continue.

Most pupils behave satisfactorily, show a reasonable degree of enjoyment in their work and make a sound effort to improve. Staff have worked hard to improve pupils' response in lessons and this is a factor in the recent improvements in standards and achievement. There are, however, a number of pupils who are restless and difficult to engage, and their influence contributes to uneven progress in some classes.

Pupils say that they feel well cared for in school. Most enjoy constructive relationships with staff. They know how to keep themselves healthy and feel safe when they are in and around the school. Pupils are proud of their school and make a

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satisfactory contribution to a growing sense of community. The school and its pupils are well integrated into the local community but have little understanding of the wider world. Spiritual, moral and social development are satisfactory but cultural development is weak. Sound basic skills and improving attitudes to learning provide a satisfactory preparation for the future.

*These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance <sup>1</sup>	3
The extent of pupils' spiritual, moral, social and cultural development	3

## How effective is the provision?

Teaching is satisfactory. As a result, most pupils progress at the expected rate and achieve satisfactorily over time. The best lessons are well planned. They are interesting and really make pupils think. Teachers know how well pupils are doing and what they need to reinforce or learn next. Pupils respond well in these lessons. They 'get stuck in' and make good progress. However, not all lessons are of this quality. Lessons that fail to engage pupils' interest or planning that takes too little account of pupils' differing needs result in restlessness and a slower rate of learning. Teachers' marking is satisfactory, although there are inconsistencies in the targets that some teachers set and in the quality of guidance to pupils on how to meet them.

The curriculum is satisfactory in promoting learning and personal development. There is a strong focus on developing basic skills and there is evidence of staff using pupils' work in other subjects to reinforce them. Staff are currently revising the curriculum in order to make it more relevant to pupils and to build more links between subjects. This initiative is appropriate at this time. Staff make good use of the local environment. Visits, for example to Bolsover Castle, Hardwick Hall and the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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local nature reserve bring learning to life and promote enjoyment. However, the current curriculum is too narrow in terms of promoting cultural development and global perspectives which, at present, are weak.

The care which the school provides to all pupils, but especially to the most vulnerable is good and is a strength of current arrangements. It has been an important driver towards improved attitudes, behaviour, achievement and relationships in the last two years. The school's investment in staff training is seen to pay off in the quality of its nurture provision, which has been effective in promoting equality of opportunity by supporting the school's most troubled pupils and reducing the incidence of exclusion.

*These are the grades for the quality of provision*

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

### How effective are leadership and management?

Since its last inspection, the school's development has been adversely affected by a combination of staff turnover, illness and absence. During this period, school improvement stalled, pupils' behaviour and response deteriorated and their progress declined. This turbulent phase is now over. The recently appointed head teacher quickly got to grips with this situation. She revitalised the school with her uncompromising belief in the pupils' capacity to achieve well and her sharp eye for quality, or the lack of it. Her evaluation of the school is accurate and shows exactly where improvements need to be made. She sets ambitious targets to drive improvement and holds staff to account rigorously for what they and their pupils achieve. This approach has 'kick-started' improvement and is why the school has already made important gains. Improvements in pupils' behaviour, in assessment systems and in the care and support of the school's many challenging pupils provide a sound platform for further improvements in the future.

Effective partnerships with the community, neighbouring schools and support agencies underpin much of the school's success, particularly in promoting equality and eliminating discrimination. The school understands the community it serves and does much to foster community cohesion on a local level, for example by integrating members of the traveller community. However, global partnerships and links with the wider community are not yet in place, nor does the curriculum provide pupils with enough understanding of different cultures and life in the wider world.

Senior staff and governors ensure that the school's arrangements for safeguarding meet current requirements so that pupils work and play in a generally safe

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environment. Staff training in these matters is up-to-date. The governors are supportive and hold the school to account. They have a satisfactory understanding of the school's performance but do not gather enough first hand evidence to be independent in the judgements that they make.

*These are the grades for leadership and management*

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

## Early Years Foundation Stage

Children get off to a good start in the Nursery, because the manager for the provision has a good understanding of how to meet the needs of young children. There is a real sense of teamwork in the setting, where experienced nursery nurses provide valuable support. Children are warmly welcomed into a safe and secure environment, where they settle happily. Their starting points are often lower than those normally found, especially in their communication skills. However, staff are skilled in assessing children's level of need. They interact sensitively with them, providing them with good role models. Expectations are high so that children quickly adopt well established routines and become active, enthusiastic learners. They thrive on the praise, which is duly earned, and make good progress. Activities are thoughtfully planned to take account of children's' interests and there is a careful balance of both adult-led activities and of those tasks where children make choices. Consequently, the pace of learning is brisk and enjoyable. Resources are readily available and children are constantly encouraged to learn independently. As a result, many children leave the nursery class close to the levels typically found for this age range, except in communication, language and literacy where standards remain relatively low.

Achievement and progress in Reception classes are satisfactory, enabling children enter Year 1 attaining levels expected for their age range. However, planning to

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reflect the latest national guidance is not fully in place in these classes and there is insufficient use of assessment to ensure that the necessary challenge is built into lessons for more able children. The work set is often too teacher directed and there is more to be done in enabling children to learn through pursuing their own interests and ideas. Nevertheless, a strong emphasis on the teaching of letters and sounds is improving children's early reading skills. Parents value being welcomed into the weekly 'share a book' session, where they read alongside their children. Leadership and management are satisfactory. Tracking of children's progress across the Early Years Foundation Stage has recently begun. In all classes within the Early Years Foundation Stage there is too little emphasis on planning purposeful play and exploration, which naturally flows into the outdoor areas.

*These are the grades for the Early Years Foundation Stage*

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The majority of parents who returned questionnaires expressed confidence in and approval of most aspects of the school's work. One parent wrote: 'My daughter loves school.....I have no concerns about her welfare or education'. Other parents commented favourably on the quality of support for children with learning difficulties, the approachability of staff and the school's efforts to involve parents in their children's education.

A few parents raised concerns about pupils' behaviour and felt that bullying was a problem. Inspectors saw no disruptive or aggressive behaviour during the inspection. Staff are generally successful in managing those pupils who, at times, lack self-control. Pupils who spoke to inspectors confirmed that they feel safe in school and that bullying is no longer a serious concern for them.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Bolsover Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	57	19	37	1	2	0	0
The school keeps my child safe	28	55	23	45	0	0	0	0
The school informs me about my child's progress	23	45	24	47	2	4	2	4
My child is making enough progress at this school	22	43	24	47	5	10	0	0
The teaching is good at this school	25	49	21	41	8	8	1	2
The school helps me to support my child's learning	23	45	24	47	4	8	0	0
The school helps my child to have a healthy lifestyle	22	43	25	49	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	39	30	59	0	0	1	2
The school meets my child's particular needs	22	43	25	49	2	4	0	0
The school deals effectively with unacceptable behaviour	22	43	13	25	9	18	4	8
The school takes account of my suggestions and concerns	18	35	29	57	2	4	2	4
The school is led and managed effectively	21	41	25	49	1	2	2	4
Overall, I am happy with my child's experience at this school	27	53	20	39	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 September 2009

Dear Pupils

Inspection of New Bolsover Primary and Nursery School, Chesterfield, S44 6PY

Thank you for making my colleagues and I so welcome and for taking time to talk to us and to answer our questions. We enjoyed talking to you. The things that you told us showed us that you think that your school is getting better - and we agree. We enjoyed seeing how well you play together at lunchtime and visiting the games club and were particularly impressed by the Year 6 assembly, so well done. I thought that you would like to hear more about our findings.

Yours is a satisfactory and improving school.

- Children in the Nursery get a good start to their time in school.
- Most of you are making satisfactory progress in English, mathematics and science; standards are broadly average and rising.
- Those who find learning difficult progress as well as everyone else
- Your behaviour and the way that you respond in lessons have improved, although some of you need to try harder to do your best all of the time.
- Staff help you if you have problems and take particularly good care of anybody who is having a hard time.
- The headteacher, staff and governors are working hard to improve the school.

Because everybody wants New Bolsover Primary to be as good as it can possibly be, we have made a few suggestions that should help it to improve further. This is what we would like the school to do:

- Make sure that children in Reception do as well as those in Nursery and give all of them more opportunities to work and play out of doors.
- Make all lessons as good as the best, so that you make even better progress.
- Teach you more about different cultures and traditions and about the wider world, so that you grow up to be good citizens.
- Enable your Team Leaders to give other staff all the help that they need to make every lesson a real success.

Yours sincerely

Glynn Storer (Lead Inspector)

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