

South Wingfield Primary School

Inspection report

Unique Reference Number	112625
Local Authority	Derbyshire
Inspection number	337975
Inspection dates	24–25 March 2010
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Mrs Catherine Scott
Headteacher	Mr Paul Addison
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by two additional inspectors. Ten parts of lessons were observed and six teachers seen. Meetings were held with groups of pupils, the Chair of the Governing Body, senior staff and other teachers. Inspectors observed the school's work, and looked at policies, planning, assessment data, pupils' books, the autumn term report from the school improvement partner, documents relating to the safeguarding of pupils, and the school improvement plan. In addition, questionnaires completed by staff and a sample of pupils were scrutinised, alongside 60 questionnaires returned by parents and carers.

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

- the effectiveness of strategies to improve pupils' attainment in writing throughout the school
- why teaching is evaluated as good by school leaders yet achievement satisfactory, especially in English
- pupils' understanding of different communities within the United Kingdom, and the wider world
- the balance in the Early Years Foundation Stage between teacher-led activities and those chosen by children.

Information about the school

In this much smaller than average primary school almost all pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is slightly above the national average. Pupils are taught in five classes, all of which consist of pupils from two different year groups. Provision for children in the Early Years Foundation Stage is made in Class 1, a joint class for Reception and Year 1 pupils. The school has gained a number of awards including the Health Promoting Schools award, and Investors in People. The school offers an extended school day through a breakfast and after-school club.

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

South Wingfield school is a happy place, where pupils work and play together harmoniously. It provides a satisfactory quality of education. Most parents and carers recognise and appreciate the fact that their children are kept safe and that good care, guidance and support are provided for them. These factors make a good contribution to pupils' enjoyment of school, their good behaviour and above average attendance. This pupil's comment is typical of many: 'I enjoy school because I have lots of friends, and we do fun things.' Pupils are finding the new curriculum or 'learning journeys' particularly interesting, as subjects are linked together so that they are becoming more practical and meaningful to pupils.

Although pupils' engagement in learning is good, when planning activities teachers do not consistently use assessment information in their lesson planning to match work as precisely as possible to the needs of all pupils. This means that progress in English and mathematics, although satisfactory, is uneven. Attainment in English and mathematics is broadly average by the end of Year 6 and in science, it is above average because of the strong emphasis on practical activities. Assessment information shows attainment is rising but this is not consistent throughout the school, especially in writing. Teachers do not always share information with pupils about what they are meant to be learning, why and how to succeed. There is good practice in the marking of pupils' books, but there are some variations resulting in pupils not always knowing what they can do to improve their work.

Children settle happily in the Early Years Foundation Stage because relationships are good. That said, the work set is sometimes too teacher-directed, and planning does not always allow children to learn through pursuing their own interests and ideas. Indoor resources are readily available, and children are encouraged to use them to aid their learning. However, the outdoor environment is not used or resourced well enough to develop purposeful play and exploration across all areas of learning. Progress is satisfactory in the Early Years Foundation Stage but children's writing, calculation and creative skills lag behind their skills in other areas of learning.

Senior leaders provide a satisfactory drive for improvement. They and governors are aware of the school's strengths and weaknesses. Although self-evaluation is mainly accurate, leaders have too rosy a view of teaching, not relating it sufficiently well to the impact on pupils' learning and their progress. They have, rightly, identified that pupils do not have a good understanding of different communities within the United Kingdom and the wider world. While a good tracking and target setting system is in place pupils' progress is not checked regularly enough to ensure it reflects the information in the tracking system. Leaders are aware of this discrepancy, and have introduced new

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materials to ensure that assessment is more accurate. This is starting to have an effect on improving pupils' progress. The key issues highlighted in the last inspection have been rectified, especially those relating to improving the involvement of governors in the school's work and improving attainment in mathematics. The school's capacity for future improvement is satisfactory.

What does the school need to do to improve further?

- Eliminate the uneven progress of pupils in English, especially writing and mathematics, by:
 - ensuring accurate assessment information is used rigorously to inform teachers' planning so that it is clear what each ability group of pupils is meant to learn
 - make clear to pupils how well they are learning through the sharing of learning objectives, the criteria of how to succeed, and informative written feedback
 - leaders regularly scrutinising pupils' work and checking if pupils are making sufficient day-by-day progress.
- Improve provision in the Early Years Foundation Stage by:
 - planning quality learning experiences to enable children to develop their writing, calculating and creative skills
 - ensuring an appropriate balance between teacher-led activities and those chosen by children
 - ensuring the outdoor environment classroom is sufficiently resourced to provide opportunities for children to develop their skills in all areas of learning.
- Extend pupils' understanding of the diversity of cultures and faiths in the United Kingdom and the wider world by instigating the school's existing plan to develop this aspect of their education.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils have positive attitudes to learning. They are keen to do their best and are eager to contribute in lessons. They work effectively in pairs and small groups, as was seen in Years 1 and 2, as pupils explored what it is like to be an astronaut. Pupils say there is very little bullying and behaviour is good. However, not all pupils sustain concentration when tasks do not interest them or the teacher does not have high enough expectations of their work rate. Pupils show a good understanding of issues relating to healthy living, as reflected in their Healthy Promoting Schools award, and have a good understanding of personal safety. Pupils agree that the school is a safe place to be. They enjoy taking responsibility around the school and willingly take initiative for supervising younger children at playtimes and being members of the school and class councils.

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Attainment is broadly average and by the end of Year 6, there is a year-by-year improvement in the number of pupils attaining the expected level for their age in mathematics and science. Most pupils make satisfactory progress, but progress is uneven. It is more consistent in science, because teachers use information about prior learning more effectively in this subject. Strategies have been introduced to improve attainment in writing and these are having some effect, but this is not yet consistent throughout the school. In mathematics and reading, there are also some inconsistencies between different year groups. When pupils are engaged in purposeful and relevant learning, progress is clearly evident. This was seen in a French lesson in Years 4 and 5, when pupils rapidly increased their knowledge of French vocabulary. In Years 5 and 6, progress was good as pupils effectively developed their note-taking and research skills in the context of learning about the effects of rationing during and after the Second World War. Pupils with special educational needs and/or disabilities make similar progress to their peers. Pupils' satisfactory basic skills in literacy and numeracy, and their good personal skills, mean that they are soundly prepared 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 ¹	3
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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 ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

¹ 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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The good relationships teachers enjoy with their classes mean that pupils are very confident to ask and answer questions. Displays in classrooms are supportive with plenty of visual prompts to support pupils with their learning. Information and communication technology (ICT) is used effectively, and teachers are successful in engaging pupils' interest. Links are made between subjects, and so the curriculum is becoming more real to pupils. For example, pupils in Years 3 and 4 made cereal boxes to create a meaningful context for their work on persuasive language. Although the curriculum is becoming more relevant, the pace of learning slows down when teachers do not use information from assessment well enough to plan activities for the different ability groups in their classes. An exception to this is in science, which is undertaken mainly through investigation and encourages well the independent learning of all pupils. A wide variety of visits and visitors who come into school add a further dimension to pupils' learning. Pupils in Year 6 spoke about the visit to the Holocaust Centre, which they found both moving and informative. A variety of clubs, particularly for sport, help to broaden the curriculum and are appreciated by the pupils.

Pastoral care is based on sensitive relationships between pupils and staff, and pupils say they know how to find help when it is needed. They say, 'We are all valued here, and most adults will listen to us.' The use of friendship benches and mini-leaders encourages pupils to support each other on the playground. Parents and carers are appreciative of the breakfast and after-school clubs which provide a safe and caring environment for their children.

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?

Senior leaders are committed to school improvement, and development planning is focused appropriately on raising attainment and accelerating progress. This is starting to have an impact, although this is not yet even across all year groups and in all subjects. Governors have a good range of skills and provide appropriate support. Many governors are active within the school and make regular visits to observe specific aspects of its work. Their commitment to ensuring the safety of pupils is strong and safeguarding procedures are good. Appropriate checks are carried out on all staff and visitors to the school. Risk assessments are carried out on pupils' activities and the school takes care to identify and support pupils who may be at risk. Although satisfactory, the monitoring of teaching and its impact on learning are not yet tight enough.

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Staff have put much effort into ensuring the good pastoral care of pupils. While this work has done a great deal to ensure equal opportunities for those with specific needs, it has been less successful in providing consistently good progress for all. The school makes a satisfactory contribution to community cohesion. The school is a harmonious community and it maintains good links with the local community. There are limited links with communities further afield to develop pupils' understanding of issues of diversity in the United Kingdom and in the wider world.

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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 start school with levels of knowledge and skills that generally match those expected for their age but are a little below expectations in areas of language and number. Progress is satisfactory and by the end of Reception, children's attainment is broadly average. Children settle well because induction procedures carefully involve their parents and carers. Children are keen to join in activities they have chosen or those led by an adult, and behaviour is good. Daily routines are well established, relationships are good and appropriate attention is paid to children's personal safety and health. Adults work well together and have the children's interests at heart. At times the provision is more suited to the Year 1 pupils in the class, rather than those of Reception age. Insufficient use is made of the outdoor learning area, and this space does not provide a stimulating setting in which to learn and play. The leader of this key stage is aware of the weaknesses in provision and the action plan identifies the right priorities.

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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 parents and carers who returned the inspection questionnaire were mainly positive in their views about the school. However, some parents are unhappy about the progress of their children, how well it meets their children's needs, the management of behaviour and how the school listens to their suggestions and concerns. Inspectors agree that progress, although satisfactory, could be better and the academic needs of all pupils more rigorously met. With regards to behaviour, the inspectors saw no evidence of unacceptable behaviour during the inspection, and pupils affirm any silliness is dealt with quickly and fairly. The headteacher says there is an 'open door policy' and both he and the governors encourage parents and carers to communicate with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Wingfield 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 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	58	18	30	6	10	0	0
The school keeps my child safe	30	50	26	43	0	0	4	7
The school informs me about my child's progress	24	40	25	42	9	15	1	2
My child is making enough progress at this school	23	38	28	47	4	7	5	8
The teaching is good at this school	29	48	25	42	4	7	0	0
The school helps me to support my child's learning	30	50	24	40	6	10	0	0
The school helps my child to have a healthy lifestyle	30	50	28	47	1	2	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)	23	38	23	38	5	8	4	7
The school meets my child's particular needs	25	42	27	45	4	7	4	7
The school deals effectively with unacceptable behaviour	23	38	26	43	7	12	4	7
The school takes account of my suggestions and concerns	22	37	25	42	6	10	5	8
The school is led and managed effectively	31	52	23	38	2	3	4	7
Overall, I am happy with my child's experience at this school	33	55	21	35	2	3	4	7

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 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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 March 2010

Dear Pupils

Inspection of South Wingfield Primary School, Alfreton, DE55 7NJ

Thank you for the very friendly welcome you gave us when we visited your school. You go to a satisfactory school, and we enjoyed meeting you and seeing the many interesting things you do. Here is a list of some of the best things we found out during our visit.

The adults in your school look after you well and make sure you are kept safe.

You behave well in lessons and enjoy your learning.

You have good relationships with your teachers and your friends.

You know how to keep healthy and could tell me lots about the importance of eating sensibly and taking plenty of exercise.

You attend school regularly and this is very good news if you are going to learn as much as you can.

Some of you are learning to speak French, and are getting a good knowledge of how to speak a different language.

There are some things that would make your school better. I have agreed with your headteacher that he and your teachers need to:

- use information about what you can already do to make sure you all make the best progress you can in English and mathematics
- make clear to you how well you are doing, how you could improve your work, and check your progress regularly
- give those of you in Class 1 more chances to choose activities, especially outside, and to make better progress in writing, solving simple number problems and in using your own ideas
- give all of you more opportunities to learn about the lives of people in this country and abroad that are different from your own.

You can help by continuing to come to school every day, working hard and behaving well.

Yours sincerely

Lois Furness

Lead inspector

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