

# Inkersall Primary School

Inkersall Green Road, Inkersall, Chesterfield, S43 3SE

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are making good progress throughout Key Stages 1 and 2. The standards they reach by the end of Year 2 and Year 6 have improved rapidly since the previous inspection. Pupils currently in the school are achieving well.
- This rapid improvement is the result of high expectations and teaching that is typically good and occasionally outstanding.
- In all year groups, pupils supported by the pupil premium are frequently achieving at least as well as their classmates. Where historical gaps in attainment remain, they are closing quickly.
- Teachers set consistently high expectations. They provide work that is a good match to pupils' interest and abilities.
- Teachers' feedback and guidance to pupils are of a high quality and contribute strongly to pupils' rapid rates of progress.
- Pupils display positive attitudes to learning. The good levels of challenge they receive inspire them to work hard and succeed. Behaviour in lessons and around the school is good.
- Pupils feel safe and learn how to keep safe.
- The school is well led and managed by the headteacher. He has a clear vision and uncompromising drive for school improvement. He is strongly supported by the deputy headteacher and assistant headteacher.
- Leaders at all levels are focused on ensuring that all groups of pupils reach their potential. They have been successful in improving teaching and achievement.
- The curriculum is well devised and promotes pupils' spiritual, moral, social and cultural development well.
- The school is developing effective partnerships with parents and encouraging them to support their children's learning.

### It is not yet an outstanding school because

- Although children in the Reception classes are making better progress than previously, not enough of them reach a good level of development.
- Standards in writing in Key Stage 1 are not as high as those in reading and mathematics.

## Information about this inspection

- Inspectors observed 16 lessons, including seven which were jointly observed with senior leaders.
- Inspectors looked at pupils' current work across a range of subjects.
- Inspectors heard a group of pupils from Years 2 and 6 read.
- Meetings were held with: the headteacher and other senior leaders; leaders of different subjects; the early years leader; a group of pupils from Key Stages 1 and 2; and representatives from the local authority. A telephone conversation was held with the Chair of the Interim Executive Board.
- The inspectors took account of the reported findings from three previous monitoring visits to the school, as well as detailed monitoring reports provided by the local authority.
- The inspectors looked at a range of documentation, including: the school's own self-evaluation and plans for improvement; the school's evaluation of the quality of teaching and learning; school policies; the school's most recent data on the attainment and progress of pupils; information provided to families; information relating to the safeguarding of pupils; and the school's most recent data relating to attendance and punctuality of pupils.
- The lead inspector considered the range and quality of information provided on the school website.
- The inspectors spoke informally to several parents at the beginning of the school day.

## Inspection team

Dorothy Bathgate, Lead inspector

Her Majesty's Inspector

Simon Hollingsworth

Her Majesty's Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- This is a much larger than the average-sized primary school.
- Pupils are taught in 15 classes. In the early years, there is one Nursery class and two Reception classes. All children in the Nursery class attend on a part-time basis. All children in the Reception classes attend on a full-time basis. There are two classes per year group in Key Stages 1 and 2.
- Most pupils are White British. There are very few pupils from other heritage groups or who speak English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is above the national average. This is additional funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- A new headteacher was appointed in September 2014. A new early years leader took up post in April 2015. A new Key Stage 1 leader took up post in April 2015. The senior leadership team has been restructured to include an assistant headteacher. An established Year 6 teacher was appointed to this post in June 2015.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.
- The school is due to convert to an academy on 1 September 2015.

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

- Raise standards in writing in Key Stage 1 by:
  - providing regular opportunities for pupils to practise their sentence structure, punctuation and spelling skills
  - providing more opportunities for pupils to write at length in subjects other than English.
- Improve the outcomes for children in the early years by:
  - providing additional resources and opportunities for children to select and use technology
  - improving the outdoor environment to enhance children's enjoyment and increase learning opportunities.

## Inspection judgements

### The leadership and management are good

- The school has improved rapidly since the previous inspection. This is due to the inspiring leadership and management of the headteacher, along with highly effective support from the deputy headteacher and assistant headteacher. Their drive for improvement is summed up by their motto: 'Nothing less than good will do.' All senior leaders work closely as a team, communicate clearly their high expectations to staff and pupils and, through regular monitoring, ensure that teaching is typically good.
- The senior leadership team has a clear and accurate understanding of the strengths of the school and where weaknesses lie. They are successfully creating an exciting learning environment where good behaviour is the norm. Checks on how well pupils are doing are frequent and rigorous. School improvement plans are updated regularly and school self-evaluation is accurate.
- Subject leaders are enthusiastic and effective in their roles. They are involved in all developments and are aware of how all pupils are achieving in their subject. This is ensuring that progress is accelerating across the school. They appreciate regular opportunities to be involved in local school cluster initiatives, such as working with staff in other schools to develop resources to help parents support their children with mathematics at home. These opportunities make a good contribution to subject leaders' own professional development.
- The school uses a range of training, coaching and mentoring to continually improve teachers' skills. Teachers are held to account for the progress of their pupils through regular pupil progress review meetings and any pay rises are related to this.
- Staff successfully create an environment in which everyone feels valued and has an equal chance to succeed. The achievement of different groups of pupils is checked regularly. Well-targeted support activities, enhanced resources and improved facilities are ensuring that any gaps in attainment between different groups are being narrowed. As a result, pupils for whom the school receives pupil premium funding are making similar or better rates of progress to others in the school.
- The school is developing an exciting curriculum to engage and motivate pupils. Parents enjoy the regular opportunities to attend curriculum showcase events where pupils present their topic work. Pupils talk enthusiastically about topic work that relates to their interests and teachers are ensuring that English and mathematics are integrated into these topics. However, in Key Stage 1, the potential to develop pupils' writing skills more extensively through work in other subjects is hindered because pupils' technical writing skills are not well developed.
- The school's good promotion of pupils' spiritual, moral, social and cultural development is reflected in their positive attitudes to learning and the respect and care they show to each other. Pupils are developing an increasing appreciation of other cultures through trips, visits, visitors and assemblies. In this way, as well as through its clear values, the school is preparing its pupils well for life in modern Britain.
- The leader responsible for disabled pupils and those who have special educational needs keeps a careful check on the progress of individual pupils. The school provides support programmes which help pupils to achieve well. The school engages with a range of external support agencies to provide additional support to pupils and their families.
- The school is making good use of the additional primary physical education and sport premium. It is providing a wider range of sport and physical education activities, ensuring participation in competitive events and developing teachers' skills in teaching physical education. This is promoting improvement in pupils' skills and fitness. Pupils confirm that they enjoy taking part in sport and physical education activities, and they understand how this helps them to develop healthy lifestyles. They are proud to be county football champions for 2014/15.
- The school is fostering strong working relationships with the vast majority of parents, as well as with the wider community. Parents are kept well informed about the life of the school through newsletters, text

messaging and the new website.

- The recently appointed leader of the early years is providing good leadership and ensuring that children get off to a better start at school. She has quickly introduced new systems to assess each child's development needs and their on-going progress. She has swiftly identified that children are not confident in their use of technology and that the current outdoor provision limits children's physical development. The many changes that she is introducing are in the very early stages of development. Consequently, it is not possible to judge the full impact of these at the present time.
- The local authority has successfully steered the school through a turbulent period. It has provided strong support to the school, with a focus on improving the quality of teaching and learning. This support has had a positive impact in raising the quality of teaching to good and in rapidly raising standards in all year groups. The local authority rightly recognises the school's strong capacity now to drive its own school improvement and is providing a more 'light-touch' approach.
- **The governance of the school:**
  - The interim executive board has a range of skills and networks which help it to support and challenge senior leaders, promote the school in the wider community, and communicate its role to parents. It is regularly informed about all aspects of the school's work by the headteacher and receives regular, detailed information on the performance of pupils. It oversees decisions about pay progression and performance management based on a wide range of evidence.
  - The interim executive board knows how the school spends the funding designated for disadvantaged pupils. However, it does not always check the impact of this funding and how it is helping pupils to make rapid progress.
  - Along with senior leaders, the interim executive board ensures that statutory duties are met, including those for the safeguarding of pupils. It is currently in the transition process of handing over responsibilities to a new governing body as the school moves towards academisation.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils' positive attitudes to learning have a good impact on the progress they make. In all lessons, pupils respond quickly to the instructions they are given. This ensures that no learning time is wasted and lessons run smoothly.
- Pupils are respectful of all adults. These positive relationships help them to improve and contribute to the school's positive learning environment. Pupils play well together at break time and lunchtime.
- Attendance has improved over the last year, although it remains below the national average. Senior leaders have highlighted the importance of good attendance with pupils and families. The importance of good attendance is promoted at every opportunity. For example, monthly class attendance rates are posted on the home page of the new school website.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils feel safe because of the good levels of care, guidance and support they receive from all adults.
- The school ensures that the building and grounds are safe for pupils. Thorough checks are made on all staff prior to appointment. All visitors are required to sign in using an electronic badge system.
- Pupils say they feel safe and their parents agree. All parents spoken agreed that their child felt safe at school.
- Pupils have a good understanding of how to keep themselves safe in different situations. They demonstrate a good understanding of how to deal with risks, especially when using the internet, and know what to do if anything causes them concern.

- Pupils have a good awareness of different forms of bullying and they say that bullying does not occur. This is confirmed by the school's records. Pupils know who to talk to if they have any concerns about bullying.

### **The quality of teaching** is good

- Teaching has improved rapidly. Senior leaders have focused on developing teaching through effective training, support and rigorous evaluation of its impact on pupils' learning. Consistently good or better teaching is enabling pupils to achieve well, particularly in literacy and numeracy. Writing, reading and mathematics are taught effectively.
- Since the previous inspection, the school has worked to improve the level of challenge for each pupil. Pupils now have a clear understanding of what they are trying to achieve through the use of class 'learning boards', where clear and challenging targets are set in every lesson. This is ensuring a more rapid pace to pupils' learning and encouraging them to take pride in their work.
- The more-able pupils are suitably challenged and well motivated to do their best. As a result, they learn well. They welcome opportunities to deepen their learning by solving problems that require them to apply their knowledge to new situations.
- Pupils' work is marked regularly. Marking is used to set additional challenges, to correct errors and to provide opportunities for pupils to reflect on and consolidate their learning. Pupils have a secure understanding of the 'think pink, go green and perfect purple' marking codes. This enables them to reflect and respond appropriately to teachers' comments in the daily 'thinkers all time'. This is helping to accelerate their progress because teachers know that pupils are following their guidance and advice.
- Pupils are proud of the new themed classrooms that are being created throughout the school. These exciting and vibrant learning environments demonstrate the school's commitment to providing the highest standard of provision in every aspect of school life.
- The teaching of phonics (the sounds that letters make) in the early years and Key Stage 1 is effective. The school has recently introduced a more consistent approach to the teaching and delivery of daily phonics in all classes, and new resources are being used effectively to support pupils' learning. As a result, pupils are quickly acquiring skills that are enabling them to become more confident readers. However, teachers do not always support pupils in applying these skills to their writing. As a result, pupils in Key Stage 1 are not confident in using their writing skills in subjects other than English.

### **The achievement of pupils** is good

- The achievement of pupils across Key Stages 1 and 2 has improved significantly since the previous inspection. This is a direct result of teaching that is well matched to pupils' abilities and interests. As a result, standards at the end of both Key Stages 1 and 2 are rising rapidly. This represents a significant turnaround from the previous three years, where standards at the end of both key stages were well below national averages.
- Almost all pupils in Year 6 are making good progress from their different starting points because of the consistently good and sometimes outstanding teaching they are receiving. The school's most recent data, as well as the work in pupils' books, confirm that standards at the end of Key Stage 2 this year are at least in line with the standard expected for their age. The proportion of pupils reaching the higher levels is rising rapidly, most notably in writing.
- Pupils are making good progress across Key Stage 1. The work that pupils currently in the school are producing is of a higher standard than in the past. The school's own data indicate that a much greater proportion of Year 2 pupils are securely on track to meet the standard expected for their age in reading and mathematics. However, because of extremely low starting points in writing on entry to Year 1, as a result of previously inadequate teaching in the Reception classes, their progress in writing is weaker. The

school has sound strategies in place to make sure that pupils are making good progress so that they catch up quickly.

- Pupils' knowledge and skills in phonics are improving rapidly as a result of teachers' improved confidence and subject knowledge. Pupils enjoy reading and they read every day. They use their phonics skills to help them decode words. Creative, inspiring and well-resourced reading areas within classrooms, such as the London bus and submarine, are supporting pupils in developing a love of reading. Pupils are thrilled with 'Narnia', which is a highly stimulating and well-resourced library area.
- The work of pupils in Key Stage 2 is of a high standard and characterised by good presentation. For example, pupils' work in a Year 4 topic session showed rapid progress in developing ideas about the work of charity organisations. They began the lesson by discussing a recent assembly visit from an Oxfam representative and the aims of charities before they developed their ideas further through writing a persuasive text on buying fairtrade products. The teacher provided good levels of challenge and encouraged a rapid pace to learning.
- Disabled pupils and those who have special educational needs make good progress from their starting points because of the skilled support staff and close monitoring of their progress. Work for these pupils in small groups is well planned to meet their individual learning needs so that they make consistently good progress. The developing work of the nurture group is enhancing this provision; pupils benefit from the well-planned opportunities to work with highly skilled teaching assistants in the calm and relaxing nurture rooms, which are a safe haven for them.
- In 2014, the attainment of disadvantaged pupils in Year 6 was the equivalent of six terms behind their classmates in reading and writing, and four terms behind in mathematics. There was a similar gap with pupils nationally. The school's highly effective use of pupil premium funding is ensuring that the vast majority of eligible pupils are now making accelerated progress. The school's most recent data shows that the attainment of those pupils currently in Year 6 is equivalent to one term behind their classmates in writing, one term ahead in mathematics and in line in reading. The gap between disadvantaged pupils and other pupils nationally is closing at a similarly rapid rate.
- The most-able pupils are provided with good levels of challenge. Teachers make it clear to these pupils what they want them to achieve in each lesson. Pupils work with confidence and determination and are highly motivated to succeed. The 'transformation teaser' presented to a group of the most-able Year 4 pupils provided challenge at the highest level, which they relished.

### The early years provision

### requires improvement

- On entry to the Nursery class, children's skills are lowest in communication, language and literacy, and social and emotional development. Children's knowledge of letters and sounds develops quickly because they have many opportunities to practise them in interesting ways. Their progress in social and emotional development is good because they are encouraged and supported to dress themselves and take responsibility for their own personal hygiene, as well as to make choices and collaborate with each other. The vast majority of children make good progress in the Nursery class.
- The new early years leader is providing good leadership. She is rapidly transforming the Reception classes to ensure that, together, the Nursery and Reception classes provide a good start for all children. However, this rapidly improving provision has not yet had time to show its impact on outcomes. Inadequate teaching in the past has severely affected the progress of children in the Reception classes. Consequently, too many children do not reach a good level of development and are not well prepared for their next stage of learning by the end of the Reception Year.
- School leaders are aware of the need to develop the outdoor learning environment to improve children's learning, particularly their physical development. Plans are currently being devised to create a new, well-resourced outdoor area. Children do not have sufficient opportunities to use technology. This is hindering some children from reaching a good level of development.

- Teaching is improving rapidly and is often good. As a result, many children are making accelerated progress. Detailed planning is already in place to ensure that children who leave the Reception class without having achieved the early learning goals will continue to learn partly through choice and play in Year 1 to enable them to quickly achieve the goals.
- Adults are checking more carefully how well children are learning; they are recording their observations in more detail and with greater accuracy. This information is then being used by the leader to plan subsequent activities more precisely. In turn, this is helping to move children on more quickly in their learning. All staff understand what they expect children to learn from each activity. They use every opportunity to assess the children's development as they play and add further challenge or give additional support, as and when necessary. There is a strong commitment from all staff to give children a good start to school life.
- The new leader is working to establish stronger relationships with parents and carers through, for example, providing opportunities for parents to contribute to children's learning journals. The school gave out 'goodie bags' at a recent parents' evening with resources for them to use at home to support their child's progression towards securing the early learning goals.
- Children behave well. Adults ensure that children are safe and that they feel safe in a welcoming and stimulating environment.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112795
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	462738

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	David Wooton
<b>Headteacher</b>	Jonathan Brookes
<b>Date of previous school inspection</b>	6 February 2014
<b>Telephone number</b>	01246 472370
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