

Wirksworth Infant School

Harrison Drive, Wirksworth, Matlock, DE4 4GZ

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress across the school and standards by the end of Year 2 are above average in English and mathematics.
- Teaching has improved since the last inspection and is now good. Teachers plan work that is, in the main, closely matched to pupils' needs and as a result all groups of pupils make good progress.
- Pupils are happy at school, enjoy learning and feel safe. They benefit greatly from the excellent range of interesting activities provided and say that adults in the school 'make learning fun'.
- Pupils behave well and know how to stay safe. They have good attitudes to learning and understand the importance of being kind and helpful to each other.
- The headteacher provides high quality leadership and this has led to significant improvements since the last inspection, particularly in pupils' achievement and the quality of teaching.
- The governing body has a very detailed knowledge of the school and has had a key role in guiding and supporting improvement over recent years.
- The federation with Wirksworth CofE Infant School has benefited both schools. Staff work very well together as a team. They value each other's expertise and share ideas.
- The federation plays an important role in the local community. Parents are extremely positive about the quality of education provided by the school.

It is not yet an outstanding school because

- Adults do not always use questioning as well as they could in order to extend pupils' learning.
- The quality of marking varies across the school and occasionally pupils' errors are not identified. Pupils are sometimes not fully involved in assessing their own work.
- Although teachers set work at just the right level for the large majority of pupils, the most able are not always stretched to reach their full potential.
- The targets set for teachers to help them to improve are sometimes too general and not tailored to meet their individual needs, or to enable the school to check what impact they are having on pupils' achievement.

Information about this inspection

- The inspector observed six lessons involving three teachers and five support staff. One lesson was observed jointly with the headteacher.
- Meetings were held with pupils, staff, six members of the governing body and a representative of the local authority.
- The inspector took account of nine responses to Ofsted's online questionnaire, Parent View, and the 19 questionnaires submitted by staff across the federation.
- The inspector looked closely at a range of documentation, including information on pupils' performance, the school's own analysis of its strengths and weaknesses, improvement plans, safeguarding and behaviour policies, and records and documents relating to the targets set for teachers to improve their work.

Inspection team

Julie Price Grimshaw, Lead inspector

Additional Inspector

Full report

Information about this school

- Wirksworth Infant School is much smaller than average.
- All pupils are of White British heritage and speak English as a first language.
- The proportion of pupils known to be eligible for additional support through pupil premium funding is below average.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is below average.
- Since 2005 the school has been part of a hard federation with Wirksworth CofE Infant School. The schools share the same headteacher and governing body, and staff are contracted by the federation rather than separate schools. Wirksworth CofE Infant School was inspected, by a different lead inspector, at the same time as this school.
- Pupils are taught in two classes: a mixed Reception and Year 1 class, and a separate Year 2 class.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that all pupils, particularly the most able, make rapid and sustained progress, by:
 - ensuring greater consistency in the quality of marking and feedback, and increasing pupils' involvement in assessing their own work
 - providing work that stretches the most able pupils to reach their full potential
 - improving adults' use of questioning to extend pupils' learning.
- Ensure that targets for improving teachers' performance are specific, and enable the school to measure the impact teachers are having on pupils' progress and development.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with skills that are broadly in line with national expectations of this age group. They make good progress so that their skills are just above average by the end of the Reception year.
- Pupils continue to make good progress across Years 1 and 2. By the end of Year 2, their attainment is above average in reading, writing and mathematics. There has been a rising trend in attainment over recent years and achievement has improved significantly since the last inspection. The school's current data and evidence from pupils' work show that pupils' good progress is being sustained; a minority of pupils are making outstanding progress.
- All groups of pupils achieve well, reflecting the school's good promotion of equal opportunities. Pupils with special educational needs make at least good progress due to the high quality support provided by school staff working successfully in partnership with staff from outside agencies. Their achievement is above national expectations for this group.
- The most able pupils make good progress across the school, although they are not always given work that stretches them to reach their potential and make the rapid progress of which they are capable.
- Pupils eligible for support through the pupil premium make good progress. The school has used the funding to provide additional adult support, tailored to individual pupils' needs, and also high quality resources to enhance learning. Staff pay particular attention to the personal development of these pupils, arranging activities that build confidence and raise self-esteem. As a result of this provision, the achievement of this group is above average, not just in comparison to similar groups but also to all pupils nationally.
- Reading is promoted well across the school and pupils develop a love of books from their first days in the school. They use their skills in phonics (letters and the sounds they make) to read unfamiliar words and attainment in reading is above average by the end of Year 2. Pupils say that they like to read at home and talk enthusiastically about their favourite stories.
- Pupils develop confidence in using numbers and many said that mathematics was their favourite subject. In mathematics lessons, they enjoy practical work and can explain tasks in detail; for example, one pupil in Year 2 said 'we are colouring in sections of shapes to show they are symmetrical.'
- Pupils are skilled in using information and communication technology, as shown in the high quality pieces of artwork produced using computers. Their good basic skills in literacy, numeracy and communication mean they are well prepared for the next stage in their education.
- Children in the Reception class make good progress because they are provided with a range of activities and high quality resources. There is always something interesting for them to do. They make particularly good progress in the development of communication and language skills as well as social skills, benefiting from their work alongside Year 1 pupils.
- Since the last inspection the work of the federation has had a positive impact on pupils' achievement and continues to do so. Staff from across the federation form a strong team, regularly sharing their ideas, and this has led to pupils from both schools benefiting from good

quality teaching, As a result, their achievement has improved.

The quality of teaching is good

- Staff create a very positive climate for learning during lessons. Attractive displays feature examples of pupils' work and also provide resources to support pupils' independent learning. Relationships between adults and pupils are a key strength. Pupils' typical views are reflected in comments such as 'our teachers are always looking for exciting things for us to do.'
- Planning is of good quality. Teachers across the federation plan their work together. They share ideas with each other and take care to ensure that the work set for pupils builds on previous learning.
- Staff know their pupils well and different work is set for groups and individuals according to their needs and ability levels. This results in consistently good progress for all pupils. Occasionally, the most able pupils are not provided with work that stretches them and develops their thinking skills so that they make the maximum progress possible.
- Lessons are well-structured and move at a brisk pace. A good variety of interesting activities ensures that pupils remain engaged with the tasks and most concentrate very well. There are many opportunities for pupils to practise their writing skills across a range of subjects.
- Teachers and support staff check pupils' learning regularly during lessons and give extra help where needed. They use praise and encouragement well in order to motivate pupils.
- Pupils with special educational needs are supported well. The special educational needs co-ordinator ensures that specific needs are identified as soon as possible, usually before children join the school, so that personalised support can be organised.
- In most lessons staff use questioning well to check understanding and to build on pupils' learning. However, occasionally staff rely on asking only those pupils who have their hands up, rather than involving more pupils by choosing individuals to answer questions. Consequently, some pupils do not participate as much as they might.
- There is much good practice in marking and feedback; pupils say that teachers tell them what they need to do to improve their work, and almost all pupils were aware of their 'busy bee targets', set by staff. Nevertheless, the quality of marking varies and is not always helpful in moving pupils on to the next steps in their learning. Occasionally, errors in pupils' work are not picked up and corrected. Pupils do not always have enough opportunities to assess their own work and that of their classmates.

The behaviour and safety of pupils are good

- Pupils' behaviour is consistently good. They are polite and friendly towards each other and are generally well-mannered and courteous to adults. Just occasionally there are minor incidents of low-level disruption, although this does not interfere with pupils' learning.
- Attitudes to learning are good. Pupils say that they enjoy their lessons and this is evident in their high levels of engagement. They are keen to talk about their learning, in particular how much they enjoy practical activities such as the 'sweet and sticky science' sessions, which involved a visit to a confectionery factory.

- Pupils have a good understanding of how to stay safe, especially when using the internet. They say that school is a safe place to be and speak very positively of the caring attitudes shown by staff, a typical comment being 'our teachers are so kind to us and look after us really well.'
- Pupils are aware of the different forms of bullying, but say that bullying is not a problem. Their understanding is promoted well through the school's 'kindness days', which highlight the importance of being considerate and respectful including to those who might come from backgrounds very different to their own.
- Behaviour is managed consistently well across the school. Staff have helped to bring about significant improvements in the behaviour of individual pupils over time.
- Attendance is above average and the great majority of pupils arrive at school on time every day. The federation is working to ensure that attendance rates increase further by informing parents of the importance of regular attendance and how this links to pupils' achievement.

The leadership and management are good

- The headteacher provides highly effective leadership across the federation. This has led to considerable improvements in the quality of provision and pupils' outcomes over recent years. There is a strong vision for the future of both schools in the federation, shared by leaders, staff and governors.
- Staff across the federation work successfully as a strong team. All of the responses to the staff questionnaire were positive, with some commenting that they felt privileged to work at the school.
- Subject leaders take an active role in checking the quality of provision and outcomes in their areas of responsibility. Leadership of the Early Years Foundation Stage is good and ensures that staff adopt a consistent approach to developing children's skills across the federation.
- Teaching and learning are managed well. Regular lesson observations, coupled with scrutiny of pupils' work and analysis of progress data lead to detailed and accurate feedback to individual members of staff. Staff have also benefited from working together across the federation, as well as from training opportunities. This has led to improvements in the overall quality of teaching since the last inspection.
- The school has introduced new systems for managing teachers' performance and all understand that pay increases are linked closely to the quality of teachers' work. However, the targets set for teachers are often too general, being linked broadly to whole-school priorities rather than being specific, measurable and closely matched to the actions that individual teachers need to take to make their teaching even better. Because targets are not precise enough, it can be difficult for the headteacher to measure the impact of these on pupils' achievement.
- The school provides an excellent range of subjects and activities for pupils. This includes many memorable 'hands on' experiences, such as pupils having the opportunity to take part in shearing a visiting sheep when learning about wool. Staff encourage a strong interest in nature and a tremendous respect for wildlife and plants. They are helped to appreciate their local area and take an active role in community events.
- The promotion of pupils' spiritual, moral, social and cultural development is a strength of the

school's work. Year 2 pupils were keen to talk about their recent work on Judaism and show appreciation for other faiths and cultures.

- Leaders have an accurate view of the school's strengths and areas for development. This, coupled with the improvements secured since the previous inspection show that there is strong capacity for further improvement.
- The local authority has gathered information on the school's work, including pupils' achievement and provides 'light touch' support as a result. The local authority adviser has provided training for the governing body.

■ **The governance of the school:**

- Since the last inspection, the governing body has worked very successfully to help secure improvement. Governors are very involved in the work of the school, visiting classrooms regularly and looking closely at aspects of provision, for example, application of the marking policy. Governors have the confidence and skills to provide both challenge and support to the headteacher and staff; for example, they have a secure understanding of data on pupils' progress and ask pertinent questions about the achievement of different groups. The governing body contributed to decisions on the spending of pupil premium funding and are checking on the impact of this over time. They are involved in discussions on how teachers' performance is managed and contribute to the school's evaluation of its work. Governors also ensure that all statutory requirements for safeguarding are met.

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

Unique reference number	112653
Local authority	Derbyshire
Inspection number	400367

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Tricia Rice
Headteacher	Joanne Poyser
Date of previous school inspection	27 April 2010
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