

Wirksworth Infant School

Inspection report

Unique Reference Number	112653
Local Authority	Derbyshire
Inspection number	337983
Inspection dates	27–28 April 2010
Reporting inspector	Tim Bristow HMI

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	40
Appropriate authority	The governing body
Chair	Mr Phil Smith
Headteacher	Mrs Joanne Poyser
Date of previous school inspection	30 January 2007
School address	Harrison Drive Wirksworth Matlock
Telephone number	01629 822496
Fax number	01629 822496
Email address	info@wirksworth-inf.derbyshire.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed five teachers and visited eight lessons. They held meetings with the chair of governors, staff, a group of pupils, a group of parents and a representative from a partner agency. They observed the school's work, and looked at the school development plan, assessment information, lesson plans, school policies and questionnaires from 19 parents and eight staff. For the past five years the school has been part of a hard federation with Wirksworth Church of England Infant School. Separate inspection teams inspected both schools simultaneously.

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

- the impact of the hard federation partnership on the quality of the education for pupils who attend Wirksworth Infant School
- the achievement of boys and the more able
- whether the school's self-evaluation of good capacity to improve is justified
- the extent of pupils' cultural development.

Information about the school

The school is smaller than average. There are very few pupils from minority ethnic groups and none are from homes where English is not the first language. The proportion of pupils with special educational needs and/or disabilities is above average. A few pupils are known to be eligible for free school meals. The headteacher and governing body lead both schools in the federation. The majority of staff are contracted to the federation rather than Wirksworth Infant School. The federation has achieved National Healthy Schools status and Artsmark and Activemark awards. There is before and after school child care that is privately managed and subject to separate inspection arrangements.

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

2

Main findings

In the last two years the headteacher supported by the committed staff and governors have correctly prioritised the importance to the school of integration into the federation. Accurate evaluation of the school's work has enabled school leaders to establish firm foundations that are improving provision and the outcomes for pupils. For example, the well organised and strategic sharing of resources has led to improvements in care, guidance and support that are good, so that the progress made by nearly all the pupils with special educational needs and/or disabilities is now good. The effective partnership resulting from the federation has led to school improvements such as the greatly enriched curriculum, a better consistency in the quality of teaching, good engagement with parents and carers and a positive contribution to community cohesion. Consequently, the school demonstrates good capacity for sustained improvement. The benefits of the federation for pupils in this school are now fully appreciated by the overwhelming majority of parents and carers.

Achievement is satisfactory. Pupils make satisfactory progress overall so that by the time they leave Year 2 results show that standards in reading, writing and mathematics are broadly average. This is because the proportion of pupils attaining the expected level in these subjects is average.

The school has been particularly successful in giving pupils excellent opportunities to make an outstanding contribution to the community. For example, all the pupils enjoy taking part in The Wirksworth Community Award where their success in making a contribution is celebrated by a range of partners such as the police, the local church and council. Pupils demonstrate that their development of a healthy lifestyle and awareness of how to stay safe are good. For example, regular visits between schools in the federation mean that pupils have a good understanding of road safety. Behaviour at break and lunchtimes is particularly good because of the good quality of care pupils receive. Pupils demonstrate that their spiritual, moral and social development is strong. However, their understanding and appreciation of the diversity of society in the United Kingdom is weaker.

Leaders have ensured that teachers take a consistent approach to planning so that pupils understand the objectives for each lesson. However, pupils' progress is only satisfactory because in some lessons the objectives are based on the activities rather than the learning intentions. In these lessons assessment information is not used sufficiently well to pitch work accurately so that it meets the needs of all groups of pupils and occasionally it is unclear what has been learned by the end of the lesson. In these lessons some groups of pupils make less progress than they could. The school has correctly identified the need to establish closer links between subjects so that pupils

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

have more opportunity to practise and extend the skills learnt in their literacy and numeracy lessons.

What does the school need to do to improve further?

- Accelerate the progress in reading, writing and mathematics for all groups of pupils so that achievement is good.
- Improve the quality of learning in lessons by:
 - ensuring that all planned activities are focused sharply on pupils' learning
 - ensuring that work given to all groups of pupils is sufficiently challenging
 - improving the guidance that pupils receive so that they understand better the steps to take to improve their work
 - ensuring that leaders focus on pupils' learning when checking the quality of lessons.
 - Improve the curriculum by:
 - providing more opportunities for pupils to practise their literacy and numeracy skills in subjects other than English and mathematics
 - ensuring that lessons provide more opportunities for active learning
 - broadening the range of opportunities for pupils to gain a greater understanding of the diversity of faiths and cultures in the United Kingdom and globally.
- 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 report how much they enjoy coming to school and nearly all their parents and carers agree. In lessons they demonstrate good social skills working cooperatively together in groups. They try hard to please their teachers when carrying out their work, but are not as independent as they could be, because occasionally they are not sure what it is they are learning about or how they could improve their work. The school has successfully sustained an improvement in the attainment of the more able in the last few years. For example, in 2009 the proportion of pupils who attained the higher level in writing and mathematics was average and in reading it was above average. While the school's national test results show standards overall to be above average in 2009 the standards achieved by boys were only average. In particular, assessment information since the previous inspection shows that girls generally achieve more highly than boys in writing.

All the parents who submitted a questionnaire agree that their children are safe in school. Pupils' report that they know what to do if they need help. Pupils in Year 2 are able to give a very good description of the elements that need to be included in

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

maintaining a healthy lifestyle. For example, pupils explained how much they enjoyed walking to school because they knew that it was good for them. Pupils very enthusiastically engage in helping to improve their school and community by taking responsibility for an extensive range of activities, such as the circle of friends that makes pupils that are new to the school feel welcome, and the activities they organise to raise money for charity. They demonstrate great respect and a strong sense of pride in their school and community that underpins their good spiritual, moral and social development.

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	2
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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers demonstrate a very conscientious determination to improve their teaching. The relationships they have with the pupils in lessons are excellent because they know them very well. However, they do not always use this knowledge to ensure that pupils' work is pitched accurately to meet their needs. When this occurs some groups, in particular those who are not being supported by an adult such as the more able, make less progress than they could. In a few lessons pupils do not experience a sufficient variety

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

of teaching methods so, for example, they spend too long sitting listening to the teacher rather than getting involved in activities. When this happens behaviour is only satisfactory because a few pupils become bored. Marking is conscientious but procedures to guide pupils on how they can make improvements to their work are less effective. The curriculum offers a good range of enrichment and extra-curricular activities that pupil's report that they thoroughly enjoy. While the curriculum, particularly for religious education, offers adequate provision for pupils to gain an understanding of other religions there are insufficient opportunities for pupils to learn about the rich diversity of the wider community. Strong partnerships with outside agencies have been established and consequently a small minority of parents whose children have special educational needs and/or disabilities have reported how delighted they are with the help their children receive. For example one parent reported, 'The staff have been fantastic in supporting my child.' The good partnership with the before and after school provision has further added to pupils enjoyment and has extended the development of their social skills.

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?

Under the strong and ambitious leadership of the headteacher the school is now well placed to drive further improvements to teaching, learning and achievement. Teamwork is a strength and staff morale across the federation is high which is benefitting the education of pupils in school. For example, the enriched curriculum opportunities resulting from shared resources and expertise has enabled pupils to make an excellent contribution to the community. There has been insufficient attention paid to ensuring that some initiatives introduced to improve teaching and learning are fully embedded. The headteacher and other leaders have now correctly identified the need to check more carefully the quality of learning in lessons.

Governors are fully equipped to fulfil their statutory responsibilities. For example, their recent recommendation to improve the E-learning policy has improved safeguarding and pupils' awareness of the dangers of the internet. While governors' knowledge of the school is increasing they recognise the importance of taking more action to hold the federation and the school to account for its work. Presently, procedures to safeguard pupils are secure. For example, the procedures for supporting vulnerable pupils are good. The staff are very successful at ensuring the equality of all pupils in this very

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

secure and nurturing environment so that no groups of pupils are disadvantaged.

The promotion of community cohesion is good because the school in partnership with the federation has successfully changed the attitudes of some parents and the community to the two separate infant schools. There is now unified support and respect from the community, as expressed by parents, for the quality of education of infant pupils in Wirksworth. The effective action plan has identified that now more needs to be done to give pupils the opportunity to appreciate the diversity of society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children enter school with skills that are broadly in line with those expected nationally. They are well prepared for learning because they have social skills that are better developed than would be expected for their age. While progress overall is satisfactory, improvements in provision mean that a growing proportion of children each year is making good progress. Currently the majority of children reach the expected levels in all areas of learning by the time they enter Year 1. The Early Years Foundation Stage team has worked hard to overcome the difficulties presented by the low numbers of children of Reception age and the old building. For example, shared activities with children in the partner school are enabling children to have better opportunities to develop their physical and social skills. Provision overall is only satisfactory however, because children do not have easy access to the outside environment. This limits their opportunities to take part in activities that develop their independent learning skills. Induction arrangements are improving because the Early Years Foundation Stage coordinator has successfully strengthened partnerships with

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

pre-school providers and introduced home visits.

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 very large majority of parents and carers who completed questionnaires are happy overall with their child's experience at school. All the parents think that teaching is good and leadership effective. They think that the school keeps the pupils safe and helps them to adopt a healthy lifestyle. A trend in the comments made by the parents shows that they think the headteacher is doing a great job. A few parents rightly voiced concerns about their children's progress. Inspectors took these into consideration and pointed them out to school leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wirksworth CofE Infant 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	79	3	16	1	5	0	0
The school keeps my child safe	13	68	6	32	0	0	0	0
The school informs me about my child's progress	12	63	5	26	2	11	0	0
My child is making enough progress at this school	12	63	5	26	0	0	1	5
The teaching is good at this school	12	63	7	37	0	0	0	0
The school helps me to support my child's learning	12	63	6	32	1	5	0	0
The school helps my child to have a healthy lifestyle	12	63	7	37	0	0	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)	12	63	6	32	0	0	0	0
The school meets my child's particular needs	12	63	5	26	0	0	1	5
The school deals effectively with unacceptable behaviour	10	53	7	37	1	5	0	0
The school takes account of my suggestions and concerns	13	68	5	26	1	5	0	0
The school is led and managed effectively	13	68	6	32	0	0	0	0
Overall, I am happy with my child's experience at this school	14	74	4	21	1	5	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



29 April 2010

Dear Children

Inspection of Wirksworth Infant School, Matlock, DE4 4GZ

If you remember I came with my colleague to inspect your school. We were very impressed with how well you behaved. You were polite and helpful to us and played with each other very nicely. You try to do your best in lessons particularly if you find your work to be interesting. We think that the contribution you make to the school and to the community in Wirksworth is excellent. What a lot of activities you all take part in! The Wirksworth Wander that most of you recently did with your parents looked like great fun. We think that being part of the federation has helped you to understand more about safety, particularly when you walk between schools.

The headteacher, governors and other adults are working hard to improve your education. They give you lots of opportunities to take part in exciting activities outside of lessons. They look after you very well so that we agree with you and your parents when you tell us how much you enjoy school.

In order to improve your education even more we have asked the school to help you to do even better in your reading, writing and mathematics by making some improvements to the lessons, increasing the opportunity for you to practise your literacy and numeracy skills in other subjects, giving you better guidance on how to improve your work and making sure it is not too easy. We have also asked the school to teach you more about all the different backgrounds that people who live in this country come from.

You can help by continuing to work hard and trying your best in lessons.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.