

# Creswell Junior School

Elmton Road, Creswell, Worksop, S80 4JD

**Inspection dates** 16–17 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- There has been good improvement in pupils' achievement since the last full inspection.
- Good leadership of the school has raised the quality of teaching to good.
- The percentage of pupils who make the progress they should in reading, writing and mathematics is above the national average.
- Governors have a good understanding of the school and its needs. They both support and regularly challenge school leaders.
- Disabled pupils and those who have special educational needs make the same progress as other pupils. So do pupils who receive free school meals.
- Good teaching makes sure that all groups of pupils progress well. Teachers regularly capture the interest and enthusiasm of pupils. This is partly due to an exciting range of subjects and activities in which pupils make choices about their learning.
- Pupils' enjoyment of school is reflected in their attendance, which is above average.
- The good behaviour of pupils means that lessons are rarely disrupted. Pupils enjoy school and feel safe.

### It is not yet an outstanding school because

- The results of the most able pupils are not as good as those found nationally.
- The marking of books does not consistently give pupils a clear understanding of how to improve.
- Recent improvements in the way subject leaders work to improve teaching have not had enough time to have an impact.
- Pupils do not have a good enough understanding or experience of the diverse cultures in the United Kingdom.

## Information about this inspection

- Inspectors observed 14 lessons. All nine teachers were seen teaching at least once.
- Meetings were held with pupils, staff, governors, school leaders and a local authority representative.
- A range of documents were examined, including minutes of governing body meetings, school policies, safeguarding documents and the school's self-evaluation.
- The views of three parents were presented on the online Parent View. They were analysed. One letter was also received from a parent.
- Inspectors looked at information about how well pupils achieve at the school. They looked closely at several of the pupils' books.

## Inspection team

John Hucker, Lead inspector

Additional Inspector

Christopher Moodie

Additional Inspector

## Full report

### Information about this school

- Creswell Junior is smaller than the average-sized primary school.
- Nearly all pupils are White British. There are very few pupils from minority ethnic backgrounds and very few who are learning English as an additional language.
- The proportion of pupils entitled to additional funding through the pupil premium is more than double the average. This is funding provided to support pupils known to be eligible for free school meals, those in local authority care and those who are from families in the armed services.
- The proportion of pupils with special educational needs supported at school action is higher than the national average. This is also true for those at school action plus or with a statement.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- Since its last full inspection in 2010, the school had a monitoring inspection in 2011.

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

- Develop the quality of leadership and management so that pupils have broader experiences and more-able pupils achieve the best they can by:
  - subject leaders improving teaching so that more-able pupils make even better progress than at present
  - providing opportunities for pupils to understand what life is like in other parts of the United Kingdom.
- Raise the level of achievement at the school by:
  - making sure that the good practice in marking is used consistently by all teachers so that all pupils benefit from comments and advice in their books from teachers on how to improve their work
  - giving pupils, especially the more able, opportunities to learn for themselves in English and mathematics and by asking questions that make them think harder about the work they are doing.

## Inspection judgements

### The achievement of pupils is good

- When they start at the school, pupils' attainment is broadly average. In reading, writing and mathematics, the proportion of pupils making the progress they should in 2012 was higher than the national average. The school's own data shows that current progress is good. Progress in lessons is also good. Pupils enjoy their work and say that they feel they are learning well.
- More pupils than average attain Level 4 (the nationally expected standard) in reading, writing and mathematics. However, fewer pupils attain the higher levels. More-able pupils are not given tasks that ask them to apply their skills in more demanding contexts.
- The school's results have improved over the last four years. Attainment in English was particularly poor in the past, with pupils leaving in Year 6 about a year behind average in their learning. In 2012 attainment in writing was above average and average in reading. This is a result of the school's successful focus on improving the quality of writing since the last inspection.
- Disabled pupils and those who have special educational needs make good progress because they are well supported in class and their work is set appropriately.
- Pupils who are entitled to free school meals get similar results to the national average for all pupils. This is because the extra funding that comes with the pupil premium is used to give well-targeted support to these pupils.

### The quality of teaching is good

- Lessons are well-planned, with a variety of activities that pupils enjoy. Teachers know the abilities of the pupils very well and set work that makes each pupil think and work hard. Pupils feel proud of their achievements and teachers constantly check how well pupils understand, asking questions that challenge pupils to think harder.
- Disabled pupils and those who have special educational needs are set work that is at the right level of difficulty, so that their progress is similar to most others. Adults in the classroom that help the teacher mainly support pupils with special educational needs and those who are struggling with their work. They do this successfully, principally by questioning pupils so that they work things out for themselves.
- Marking is not consistent. The school has introduced a scheme called 'Assertive Mentoring'. Pupils can see how well they are doing as it gives them good feedback and shows them what they need to do next. Some teachers are not doing this as well in all subjects, so not all pupils benefit from such clear advice on how to improve their work.
- In English and mathematics lessons, more-able pupils are not encouraged to learn for themselves. This is important for them to achieve the best they can.
- In other subjects, the school has introduced 'The Leonardo Effect'. Pupils are asked what topics they want to learn about. They then suggest questions that they want answered. In these subjects, pupils are encouraged to learn for themselves. Teachers are creative in responding to the things that pupils want to learn about. From the pupils' ideas, teachers create topics that fascinate pupils as a group and individually. In this way, teachers make reading, writing and mathematics fun to

use.

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

- Pupils are courteous and respectful of each other and adults. They are kind and helpful. During the inspection, the corridors were calm, despite the fact that bad weather kept pupils indoors for most of the time.
- In lessons, pupils show a positive attitude to learning and each other. They are keen to please the teacher and to help each other.
- In the past, the number of fixed-term exclusions has been high. In these cases, pupils had been badly affected by things happening outside of school. The school now provides ways of helping pupils cope with these situations. The number of exclusions has dropped considerably, from eight last year to one exclusion since September. This is in line with the national average.
- Pupils say that 'friendship circles' have helped pupils to stop their own bad behaviour and improve their relationships with others. They are also keen to gain rewards for good behaviour and good work.
- Experience of being play leaders has helped older pupils ensure that others never feel alone or friendless.
- Opportunities to be part of the school council, the eco-council, which contributes to the school's Eco-schools Green Flag Award, or other roles help pupils to take responsibility for themselves and others.
- The school has made pupils aware of all kinds of bullying and how to deal with it. All pupils have placed their handprint by the school's anti-bullying mission statement. Bullying is very rare and pupils feel confident that it is dealt with effectively and quickly.
- Pupils enjoy school and feel safe, so they like to come to school. They are absent less often than is found nationally.

### **The leadership and management** are good

- The headteacher is widely respected. Since her appointment, the quality of teaching, the pupils' results and their behaviour have improved to good. She has changed the way subjects are taught and introduced new ways of rewarding good behaviour.
- Self-evaluation is accurate and thorough. Improvements come through subsequent planning. As the school now exceeds the targets for achievement set by the local authority, they are beginning to set themselves harder targets for better results by their pupils.
- Teachers' performance is managed well. It is used to improve the success of pupils. There are few opportunities in this school to link performance with pay as teachers are already at the top of the pay spine.
- The teaching of all subjects has been skilfully put together in topics that inspire and inform pupils. Homework has become popular with pupils and their parents, who also become involved.

- Teachers with special responsibilities, especially those new to post, do not always identify accurately where teaching needs to be improved. They have not yet developed strategies to make those improvements to the teaching of others, especially to ensure that the most able pupils all do as well as they can.
- The school has a 'nurture room' and a nurturing approach in which pupils most at risk of underachieving thrive. It is a place where they feel especially safe. They can escape their worries or learn to come to terms with them. Pupils facing difficulties outside of school learn to be more positive about school and their own learning.
- Pupils visit museums, places of worship and arts events. There are opportunities to be involved in school productions, including an upcoming performance of *The Wizard of Oz*. Pupils are given a strong sense of right and wrong. They have opportunities to take responsibility as council members, play leaders and friends. They get involved in raising money for charities. These strengthen the social, moral, spiritual and cultural education that the children receive.
- Pupils do not have sufficient opportunities to understand the multicultural and regional nature of the United Kingdom. They are not aware of the differences for people living in Scotland, Northern Ireland or Wales or the languages they speak. They have little contact with people from other ethnic groups or religions.
- School leaders have welcomed three quarters of parents to events like coffee mornings. These have been opportunities to involve parents more in school life. In the past, very few parents have been involved. School performances have also brought in many parents.
- The local authority has provided a lot of support to the school in the past. This has had an impact on the quality of teaching and the effectiveness of the governing body. They have reduced the support as school leaders have demonstrated their ability to continue improvements.
- **The governance of the school:**
  - At the previous inspection, the governors were given clear and wide-ranging areas for improvement. Since then, they have made many improvements. They have very good arrangements for new governors to learn about the school and what they will need to do to support and challenge it. Governors regularly attend courses and fully meet their responsibilities. Link governors regularly come into school and report back personally and in writing to the governing body. The governors know the school well and they support and challenge school leaders and teachers. Their sound financial management includes ensuring that the pupil premium funding is used effectively. Money is spent on the nurture room, additional adults to support teaching, special educational needs resources and 'Assertive Mentoring'. Pupils known to be eligible for free school meals are subsidised on trips and activities that enrich their experiences.

## 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>	112548
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	401281

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Duncan McGregor
<b>Headteacher</b>	Katie Adamski
<b>Date of previous school inspection</b>	19 January 2010
<b>Telephone number</b>	01909 721260
<b>Fax number</b>	01909 721260
<b>Email address</b>	headteacher@creswell-jun.derbyshire.sch.uk

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