



# Creswell Junior School

## Inspection Report

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**Unique Reference Number** 112548  
**Local Authority** DERBYSHIRE  
**Inspection number** 289322  
**Inspection dates** 14–15 November 2006  
**Reporting inspector** Glynn Storer

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

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<b>Type of school</b>	Junior	<b>School address</b>	Elmton Road
<b>School category</b>	Community		Creswell, Worksop
<b>Age range of pupils</b>	7–11		Nottinghamshire S80 4JE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01909 721 260
<b>Number on roll (school)</b>	210	<b>Fax number</b>	01909 721 260
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ian Hall
		<b>Headteacher</b>	Mrs Lynn Spode
<b>Date of previous school inspection</b>	19 March 2001		

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<b>Age group</b> 7–11	<b>Inspection dates</b> 14–15 November 2006	<b>Inspection number</b> 289322
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is similar in size to many primary schools nationally. Virtually all pupils are from White British or mixed heritage backgrounds and very few do not speak English in the home. Levels of hardship in the community are twice the national average. The numbers of pupils eligible for free school meals or who have learning difficulties or disabilities, including those with statements of special educational need, are above average for a school of this size. In recent years, there has been a relatively high turnover of staff, especially senior staff.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Creswell Junior School provides a good education for its pupils. In the two years since her appointment, the headteacher has had a huge impact on standards and quality. She has successfully accelerated the rate of school improvement by tackling pupils' poor attitudes and disruptive behaviour and by making teaching and the curriculum more effective. These initiatives have dramatically improved the quality of pupils' learning; as a result, standards and pupils' achievements are getting better. It gives good value for money.

National test results, the school's assessment information and pupils' work all indicate that pupils' progress has improved steadily in recent years. Standards in Year 6 are now broadly average. Most pupils attain the expected standard for their age. The school's recent focus on its more-able pupils is beginning to pay off, with more pupils on course for above-average levels by the end of the year. Despite a degree of underachievement by a minority of formerly disaffected pupils, the overall picture is one of good progress and achievement from below-average starting points in Year 3. Pupils of all abilities in Years 3 to 5 make good progress because they benefit fully from recent improvements.

Teaching and the curriculum are good. They have improved considerably since the last inspection and now have a positive impact on pupils' learning and achievement. Teachers manage pupils really well, especially those pupils who find good behaviour difficult. They are consistently firm, fair and supportive. Consequently, pupils' behaviour is satisfactory overall and good in lessons and generally they do their best. Lessons and the many additional activities, such as 'Bring a Parent Day', are interesting and appealing. These, and a growing range of practical activities, promote pupils' willingness to learn. A particular strength is teachers' effective use of assessment information to plan lessons and to fit the curriculum closely to the needs of all learners. Provision for information and communication technology (ICT) has improved and is now well integrated throughout the curriculum.

Pupils' personal development and well-being are satisfactory. Most pupils' enjoy learning but many have yet to develop and sustain self-discipline in different situations. This applies especially at lunchtimes, when behaviour deteriorates because they are not with their teachers. Spiritual, moral, social and cultural development is satisfactory.

Standards of care are good. The school provides effective personal support and clear guidance for all pupils on how to improve their work. Support for the neediest pupils and for the many with learning or behavioural difficulties is strong and enables them to be fully included and to make good progress. Arrangements for ensuring pupils' safety meet current requirements. Supervision at lunchtimes is satisfactory but pupils do not get enough encouragement to be sensitive to others and to play pleasantly, so play often becomes too 'physical' and causes upset or accident.

The headteacher is an excellent leader. As a result, all staff work as a committed and effective team. Staff with management responsibilities evaluate the school's work well, and accurately focused planning underpins a good capacity for further

improvement. Governance is satisfactory. The governors are keen to support the school but their current monitoring arrangements do not give the comprehensive overview necessary for them to hold the school to account for what it achieves.

### **What the school should do to improve further**

- Improve behaviour at lunchtimes and pupils' capacity for self-discipline by giving supervisory staff a stronger role in promoting positive play and developing pupils' understanding of how their actions affect others.
- Make governors' monitoring of the school's work more systematic and thorough.

## **Achievement and standards**

### **Grade: 2**

In 2005, standards in English, mathematics and science were well below average overall and pupils' progress was barely adequate. In 2006, standards remained low but achievement improved. Pupils made satisfactory progress in relation to their exceptionally low attainment on entry to Year 3. The school's tracking and evidence from the work of current pupils indicate that pupils of all abilities are now achieving well. In Year 6, standards are broadly average. Many pupils are making good progress but there is a legacy of underachievement for some pupils caused by their poor behaviour and negative attitudes when they first came to the school. Standards are rising and pupils' achievements are improving in Years 3 to 5 because levels of attainment on entry have risen and staff have improved pupils' behaviour and response in lessons enormously. This has created the conditions in which effective learning can take place and allows pupils to meet the challenging targets that the school sets for them.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory overall. Pupils feel secure and behaviour in class has improved significantly because they enjoy their lessons and feel their ideas are valued. Consequently, most are confident to answer questions and willing to learn. Positive attitudes, along with improving basic skills, provide a sound foundation for later life. Pupils know the importance of safe and healthy lifestyles and show this in the good choices they make for sports and healthy eating. They make a positive contribution to school and community life, for example by their involvement in the school council and the local history society. Spiritual, moral, social and cultural development is satisfactory overall. Pupils develop good spiritual awareness, which shows in their enjoyment in singing together when they achieve a high level of performance. Moral values are less well developed; as a result, there are still some pupils whose limited self-discipline results in challenging behaviour in the playground. Attendance has improved and is now in line with schools nationally.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers have high expectations of pupils' behaviour and successfully foster positive attitudes to learning. They manage pupils' behaviour effectively. They apply the school's rewards and sanctions consistently and fairly and pupils respond well in lessons. Pupils learn well because much of the teaching engages their interest and motivates them to succeed. For example, pupils in Year 6 were enthralled when the teacher took on the role of 'Destiny Child' and modelled how not to do a Powerpoint presentation. The ensuing discussion did much to improve the quality of their work. Teachers' effective use of assessment information, both in planning lessons and in modifying the curriculum to meet the needs of all learners, is another key factor in raising achievement. The teaching and support for the school's many pupils with learning difficulties or disabilities is good and enables these pupils to be fully included and to make good progress. Very occasionally resources used in lessons do not fully interest pupils.

### Curriculum and other activities

#### Grade: 2

The quality of the curriculum is good. Teachers work closely as a team to plan a curriculum which focuses well on the needs and interests of all groups of pupils. Personal, social and health education is well integrated across the curriculum and makes a strong contribution to pupils' academic and personal development. The provision for ICT has improved and is used well to support other subjects and activities. These social and ICT skills help to prepare them satisfactorily for their next stage of education. Pupils with learning difficulties and disabilities receive good support through well organised individual education plans. The school provides many good additional activities which enrich the curriculum. Pupils of all ages benefit from taking part in a wide range of clubs, musical productions and educational visits.

### Care, guidance and support

#### Grade: 2

The quality of pastoral care and support is good because the school places importance on nurturing and developing each individual pupil. Any incidence of bullying is dealt with promptly by the headteacher and staff. Pupils know satisfactorily how to keep themselves safe. Pupils are well supported and encouraged academically. A good system for setting and reviewing personal targets gives pupils a clear understanding of how to improve their work. The school works closely with outside support agencies to ensure that pupils who need extra help receive the necessary support. Systems for ensuring pupils' safety and welfare fully meet current government requirements. Supervision at lunchtimes is adequate. However, not enough is done to promote positive play and encourage pupils to take responsibility for their own behaviour.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is an excellent leader. Her vision, along with her rigorous monitoring of standards and quality, quickly enabled her to tackle weaknesses in provision and to accelerate school improvement. The way she has combined clear direction with strong support for staff has strengthened teamwork and improved staff morale. One teacher commented: 'I really look forward to coming to work each morning.' The headteacher delegates management responsibilities effectively to senior staff. Together, they monitor aspects of the school's work thoroughly. Consequently, self-evaluation is accurate and identifies the right issues for the school's ongoing improvement planning. This approach gives the school a good capacity for further improvement. The governing body gives good support but their oversight of the school's work is not systematic enough to enable governors to challenge the school effectively about what it achieves.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

16 November 2006

Dear Pupils

Creswell Junior School, Elmton Road, Creswell, Worksop, Nottinghamshire, S80 4JD

You may remember that inspectors visited your school recently. Thank you for making our visit so enjoyable and for taking time to talk to us and to answer our questions. We thought that you would like to hear what we found out about your school.

There are many good things happening in your school.

- Almost all of you make good progress in English, mathematics and science, and standards are improving.
- You enjoy school because teachers, visitors and special events make learning interesting.
- You get on well with the adults who help you to learn and they are really good at helping you to behave well in lessons and to get on with your work.
- Your teachers and other adults care for you. They help when you have problems, make sure that you are safe and give you good advice about your work.
- All the staff, governors and pupils work hard to make the school a better place.

There are some things that could be improved. You could all help by being on your best behaviour and by playing nicely together at lunchtimes. I have asked the lunchtime supervisors to help you to do that and to be more considerate to one another. We have also asked the school governors to come into school more often to check how well you are all doing and to find out how the school could be even better.

We hope that you will all continue to work hard and do well.

Yours sincerely

Glynn Storer

Lead inspector