

# Inspection of South Wingfield Primary School

Church Lane, South Wingfield, Alfreton, Derbyshire DE55 7NJ

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Inspection dates: 24 and 25 October 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils like coming to this school and arrive promptly each morning. They look after each other and get on well. Most parents and carers praise the school's nurturing environment, where everyone is valued. Parents like that staff know each pupil as an individual. As one parent commented: 'The school is a safe, welcoming and encouraging place for my child to be able to learn, progress and develop.'

Pupils understand how they should behave. They know why it is important to 'be ready, respectful and safe'. They like gaining rewards for doing the right thing. Disruption in lessons is unusual, and bullying is rarely an issue. As one pupil helpfully explained: 'If people argue and fall out, it is resolved quickly. However, it doesn't happen much.'

Pupils are keen to learn and want to do their best. However, the curriculum is not planned or implemented well enough in some subjects.

Promoting pupils' personal development and well-being is a high priority. Each child in the Reception Year knows that they can look after their toy mouse if they feel anxious. Older pupils learn to play a musical instrument. Pupils talk excitedly about recent trips they have enjoyed and community events they have been involved in.

## **What does the school do well and what does it need to do better?**

The school has made some notable improvements to the curriculum. These changes are starting to make a positive difference. However, some subjects are still being reviewed to ensure that they are well planned and suitably ambitious. In these subjects, pupils do not achieve as well as they should.

The mathematics and English curriculums are well organised. In these subjects, it is clear what pupils need to know and by when. However, there are some inconsistencies in how well these curriculums are taught. While pupils enjoy learning mathematics, some of them find the work too easy. There are too few opportunities for them to explain how to solve mathematical problems. In English, a renewed focus is helping to improve pupils' writing skills. However, the purpose of each writing activity is not always clear enough.

In several other subjects, the school is still working on identifying exactly what it wants pupils to learn. The curriculum in some of these subjects does not cover the national curriculum. Pupils in key stage 2 learn information they should have covered in key stage 1, or pupils miss content altogether. The order that pupils learn new knowledge in some of these subjects is disjointed. Even when the curriculum for a subject is fully planned, teachers do not always teach it as intended. They sometimes miss out important content. This leaves pupils with gaps in their knowledge.

Staff are well trained to teach phonics. Children begin to learn letters and sounds as soon as they start school. Frequent opportunities to practise their phonics help pupils to remember what they have learned and become more fluent readers. If any pupils fall behind, they get the support they need to catch up. Opportunities for pupils to read a range of different texts are threaded through the curriculum. Pupils choose their own books to read from the newly stocked library. They enjoy listening to their teacher during 'super story time'.

Any pupils with special educational needs and/or disabilities (SEND) are identified quickly. These pupils benefit from extra help. However, it is not always clear exactly what these pupils need to focus on to improve.

Children in the early years provision benefit from a rich variety of purposeful activities. They love playing together as they 'choose it, use it and put it away'. While some paint pumpkins to learn about autumn, others imagine sailing their self-made boat through shark-infested waters. Most children enjoy singing songs and repeating rhymes such as 'Choppity chop chop'. They are proud to collect a pom-pom for being kind.

Pupils know how to be fit and healthy. They learn about keeping themselves safe online, near roads and water, and in their own homes. Pupils enjoy leadership roles, such as being school ambassadors, members of the pupil parliament and librarians. They are encouraged to have 'big dreams' for their futures. However, pupils learn too little about different faiths and cultures, and their knowledge of important British values is quite limited.

Staff enjoy working together as a team. They feel well supported and motivated to do a good job. However, while the school knows that the quality of education needs to get better, its improvement work is not always focused precisely enough on the key things that will make a difference.

Governors are committed to the school and the community it serves. However, they are not always sharp enough when checking the work to improve the school. The school benefits from guidance from the local authority about what needs to get better.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In several foundation subjects, the curriculum is still being developed. What pupils need to know in these subjects is sometimes not identified precisely enough or sequenced in a logical order. When this is the case, pupils' knowledge of these subjects is not secure. The school needs to ensure that there is a well-

planned curriculum in place for each foundation subject that fulfils the scope of the national curriculum.

- Teachers do not always deliver the curriculum in sufficient breadth or depth. They sometimes miss out important information that pupils need to know. This leaves pupils with gaps in their knowledge. This is particularly the case in some foundation subjects. The school needs to make sure that teachers deliver the curriculum as intended in each subject.
- The curriculum is not always adapted appropriately to meet pupils' needs. Some pupils complete the work with ease and do not move on to the next stage quickly enough. Others, including pupils with SEND, do not always get the help they need. The school should ensure that the curriculum in each subject is suitably ambitious for all pupils.
- Opportunities for pupils to learn about different faiths and cultures, or about what it means to live in modern Britain, are too limited. Pupils cannot easily recall values such as democracy or tolerance. They confuse what they know about different religions. The school should make sure that pupils gain a rich understanding of different faiths and cultures, and of British values, and why they matter.
- Leaders' work to improve the school sometimes lacks precise focus. It is not always clear exactly what needs to be done to bring about the improvements necessary. The school needs to prioritise the most important things that need to get better and identify specific measures against which it will know if the actions taken have been successful.
- Governors' oversight of the school is not as sharp as it should be. While they are knowledgeable about the school, they do not always question sufficiently well the work being done to bring about improvements. Governors need to ensure that they have the necessary knowledge and expertise to carry out their roles effectively.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a

social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	112625
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10288407
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Victoria Gray
<b>Headteacher</b>	Neil Hunt
<b>Website</b>	<a href="http://www.southwingfieldprimary.com">www.southwingfieldprimary.com</a>
<b>Date of previous inspection</b>	23 June 2022, under section 8 of the Education Act 2005

## Information about this school

- The headteacher's position was made permanent in January 2022. The assistant headteacher took up the role in July 2022.
- A new chair of governors was appointed very recently.
- The school provides before- and after-school clubs run by school staff and overseen by the governing body.
- The school uses the services of one unregistered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, who is also the school’s designated safeguarding leader, and the assistant headteacher, who is also responsible for the provision for pupils with SEND. They also spoke with the leader of the early years provision.
- The lead inspector met with five members of the governing body, including the new chair. She spoke with a representative of the local authority on the telephone.
- Inspectors carried out deep dives in reading, mathematics, English, history, and art. For the deep dives, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils’ work. The lead inspector heard some pupils read to a familiar adult. Inspectors also considered the curriculums for science, geography, French, and design and technology.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, parents and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors reviewed a range of documentation, including the school’s self-evaluation and improvement plans, and information about governance. They also considered information about pupils’ attendance and behaviour, and the wider curriculum.
- Inspectors considered the responses to Ofsted’s online questionnaire, Ofsted Parent View.

## Inspection team

Rachel Tordoff, lead inspector	His Majesty’s Inspector
Katherine Chadbourne	Ofsted Inspector
Ceri Hathaway	Ofsted Inspector

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