

Inspection of John King Infant Academy

Church Street West, Pinxton, Derbyshire NG16 6NB

Inspection dates: 11 and 12 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Anne Ingle. The school is part of Flying High Trust, which means that other people also have responsibility for running the school. The school is run by the chief executive officer (CEO), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

This is an inspirational school where pupils flourish and learning comes alive. Pupils who were asked to describe their school used words such as 'amazing', 'beautiful' and 'brilliant'. They understand that 'we are here to learn'. They are rightly proud of their achievements.

Pupils' behaviour is excellent. They are kind and caring towards each other and respectful to adults. They are enthusiastic and attentive in lessons. Pupils understand the importance of trying hard and not giving up if something is tricky to learn. Pupils take great care when presenting their work and the quality of their work in books is impressive.

There is a range of popular clubs and activities to enhance pupils' broader personal development. These include activities such as sports, yoga, drama, mindfulness and coding. The school makes sure that activities are accessible for everyone, including pupils with special educational needs and/or disabilities (SEND). Trained staff are available to support pupils' social, emotional and mental health needs. Pupils are encouraged to talk to someone or use the class 'worry monsters' if they have concerns.

During their time at the school, pupils typically achieve very well. They achieve above-average results in reading, writing and mathematics tests.

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

The school's highly ambitious curriculum is fully planned and sequenced in all subjects. It has been designed to enable pupils to 'LEAP' into learning, by being 'Language rich, Experiential, Aspirational and Purposeful'. The school has carefully considered the specific needs and context of the pupils when planning the curriculum. For example, the 'learning mine' approach to knowledge and skills is a mark of respect to the community's proud former mining heritage. In lessons, pupils are encouraged to 'dig into knowledge' as they apply what they know to new skills and concepts.

Staff have expert subject knowledge. They understand very well how young children learn. Teachers give clear explanations and constantly check pupils' understanding. For example, in mathematics, pupils could confidently explain what they were learning. They knew that a pictogram is 'a picture that has a key to help you find the answers.' In history, pupils were fascinated to learn about a wide range of famous people from the past. If something is tricky, an adult will quickly step in or offer a practical resource to support learning.

The school's provision for pupils with SEND is strong. Pupils' needs are quickly identified, and appropriate support is arranged. In lessons, staff adapt their teaching so that pupils with SEND can access the full curriculum.

Reading is a well-established strength of the school's curriculum. It is considered to be 'at the heart of everything'. Children in the early years get off to a flying start in reading, due to the school's systematic approach. By the end of Year 2, almost all pupils are fluent, confident readers. Well-trained staff provide daily, focused support for any pupil who is at risk of falling behind in reading.

The early years provision is exceptionally strong. The well-planned curriculum provides children with a rich store of knowledge and skills for their future learning. The indoor and outdoor areas have been developed and equipped to a high standard. Thoughtfully planned and highly creative activities enable children to develop exceptionally well across all the areas of learning. The skilled staff team prioritise children's language development by means of their own Pinxton Village Academies' unique 'PVA Talks' project. As a result of this excellent provision, children are confident independent learners who are very well prepared for Year 1 and beyond.

The school promotes pupils' wider personal development very well. The personal, social and health education (PSHE) curriculum covers a wide range of themes such as safety, healthy relationships, bullying and friendships. Pupils learn to understand a wide range of cultures and to respect differences. The aim is for pupils to develop as 'great people making great choices' who are well prepared for life in British society.

Staff say that they are proud to work at this school. They value the consideration shown by leaders for their workload and well-being. Staff also praise the high-quality training that they receive from the school and from the trust.

Governance is strong. Local governors fulfil their statutory duties and provide appropriate support and challenge as they oversee the work of the school. All those responsible for leading and managing the school share a common vision and ambition for what they wish pupils to achieve. This is reflected in the school's aim to 'prepare for the future, value the now, achieve every day.'

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	145328
Local authority	Derbyshire
Inspection number	10268039
Type of school	Infant
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Anne Ingle
Website	www.pvacademies.co.uk
Date of previous inspection	8 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Pinxton Village Academies group of three schools. Senior leaders and governors oversee all of the schools in the group.
- The school does not make use of any 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 and other senior and curriculum leaders. The lead inspector met with several members of the local governing body,

including the chair. The lead inspector held a discussion with representatives of the multi-academy trust.

- Inspectors carried out deep dives in reading, mathematics, and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a member of staff they know.
- Inspectors also discussed the curriculum, reviewed curriculum planning and visited lessons in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Christine Watkins, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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