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Mrs Amanda Williams
Headteacher
Langwith Bassett Primary School
Bassett Hill
Mansfield
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Dear Mrs Williams

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Langwith Bassett Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 28 February 2012 and for the information which you provided during the inspection. Please pass on my thanks to the staff, pupils and the Chair of the Governing Body with whom I spoke, for their time and courtesy.

Since the previous inspection, one teacher has returned from long-term absence. Two teachers are currently on maternity leave and these posts are being covered by temporary teachers.

As a result of the inspection on 10 November 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made inadequate progress in making improvements and the effectiveness of the school in improving pupils' behaviour is good.

Achievement of pupils at the school

The very small numbers of pupils in each cohort means that results of national tests can vary considerably from year to year. However, the key factor in the judgement of inadequate progress is that attainment in 2011 was well below the national average at the end of Key Stage 2. This represents inadequate progress for almost all of the pupils in the cohort. Additionally, results of teacher assessments for pupils in reading, writing and mathematics at the end of Year 2 in 2011 were at their lowest for three years. In lessons observed jointly with senior leaders, too many pupils continue to make inadequate progress and, as a result, do not reach standards appropriate for their age in English or mathematics.



The quality of teaching

The quality of teaching is not strong enough to help pupils make the progress required to raise their attainment. There are insufficient good lessons to enable pupils to make more rapid and accelerated progress and some teaching is inadequate. Learning objectives are often a description of what children will do, rather than what they are to learn. Success criteria are not sharp enough and are not communicated clearly to pupils. Teachers lack precision in scaffolding the learning for pupils. Consequently, pupils' understanding is limited and they are unsure about what they have learnt. The use of assessment to inform planning and to check pupils' understanding remains underdeveloped. Too frequently, work is not well matched to the wide range of pupils' attainment in mixed-age classes. A number of initiatives have been introduced to improve pupils' achievement in writing, including 'Big Writing', as well as opportunities for extended pieces of writing in topic work. Marking is carried out regularly and is beginning to provide pupils with guidance about how to improve their work through the 'Bubble and Box' symbols. However, the impact of both the new initiatives in writing and new marking procedures is limited because the quality of teaching is not consistently good.

Behaviour and safety of pupils

The behaviour seen in lessons and around school during the inspection was consistently good. Pupils care about their community, look after their environment and help others. Pupils demonstrate positive attitudes to learning even when the pace of learning is slow or when teachers fail to engage them fully in the learning. Pupils enjoy good friendships because there is no intimidating or poor behaviour, and they feel safe at school.

The quality of leadership and management of the school

The headteacher is fully committed to the school and has gained the confidence of the wider school community. She has an accurate understanding of the school's strengths and areas for development. However, because of the significant instability in staffing since she took up post, she has taken most of the responsibility for monitoring, evaluating and trying to improve the work of the school. Other senior leaders have not contributed sufficiently or with enough urgency and rigour to addressing the decline in pupils' outcomes and in the quality of teaching and learning since the previous inspection. The Chair of the Governing Body has a sharp understanding of the issues facing the school. As a result, she is ensuring that the governing body provides support, as well as more rigorous challenge in holding all school leaders to account.

The school has improved its provision for developing pupils' awareness of other cultures and promoting community cohesion. Increasingly, the curriculum provides pupils with a range of experiences which reflect cultural diversity through a range of

projects, visitors and visits. The school has developed positive links with a number of community groups and is regarded as a hub for local community activities.

The inspection has raised very serious concerns. These will be considered by the appropriate Regional Director, Inspection Delivery, who will decide when the school will next be inspected.

The school has had several changes of local authority advisers in quick succession. As a result, the support received has not been sufficiently focused to have an impact on enabling the school to make the improvements that are urgently required. However, the current adviser has visited the school on two occasions recently, has a clear understanding of the areas requiring urgent improvement and is fully involved in plotting a course for improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2010

- Improve pupils' achievement in writing by ensuring that:
 - the more-able pupils are given work in lessons which is matched to their capabilities
 - pupils are provided with more opportunities to complete extended pieces of writing in literacy lessons and through other subjects.

- Improve the quality of teaching and learning by:
 - ensuring that teachers are clear about what they want pupils to learn in lessons and carefully guide pupils through the small steps which help them to learn effectively
 - improving the quality of marking so that it has a greater impact on pupils' learning.

- Improve leadership and management by ensuring that subject coordinators continue to develop their skills in monitoring, evaluating and improving the work of the school.

- Improve pupils' cultural awareness and promote community cohesion by raising pupils' knowledge and understanding of the diversity of faiths and cultures in the United Kingdom and globally.