

# Loscoe Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	112828
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378571
<b>Inspection dates</b>	12–13 March 2012
<b>Lead inspector</b>	Stephen Walker

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Wood
<b>Headteacher</b>	Stephen Jackson
<b>Date of previous school inspection</b>	27 January 2009
<b>School address</b>	Church View Loscoe Heanor DE75 7RT
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<b>Fax number</b>	01773 536 828
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	12–13 March 2012
<b>Inspection number</b>	378571



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## Introduction

Inspection team

Stephen Walker

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 15 lessons and observed seven teachers. Meetings were held with the headteacher, the Chair of the Governing Body, senior leaders, staff, and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor pupils' progress, documentation regarding the safeguarding of pupils, and a sample of pupils' work. He also analysed questionnaires completed by staff, pupils and 40 parents and carers.

## Information about the school

The school is smaller than the average primary school. It is housed in a modern building which has recently been extended. The majority of pupils are from White British backgrounds, with a very small number from minority ethnic backgrounds. The proportion of disabled pupils and those with special educational needs is below average. The proportion of pupils known to be eligible for free school meals is average. Key Stage 1 pupils are taught in single-aged classes whilst Key Stage 2 pupils are taught in three mixed-aged classes, except in English and mathematics, which are taught in year groups. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Provision for the Early Years Foundation Stage is made through the Reception class. The Children's Centre is located on the school site but did not form part of this inspection. The school has received the Activemark, Basic Skills Quality Mark and ECO School Bronze awards. The school has also received the Royal Horticultural Award for supporting the wild life on the school site and for developing the conservation and allotment areas.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This satisfactory school provides a safe and happy environment. Despite some growing strengths, it is satisfactory rather than good because the quality of teaching and the actions of leadership and management have led to satisfactory rather than good progress in all classes.
- Pupils make satisfactory progress and attain average standards overall by the end of Key Stage 2. The school has been particularly successful in supporting boys who made good progress in Year 6 last year. However, pupils are not fully developing their skills in writing or mathematics and too few reach the higher levels in their work. Pupils at risk of underachieving do not always get additional support quickly enough and attainment targets are not sufficiently challenging to ensure good rates of progress.
- Teaching is satisfactory. There is a positive atmosphere for learning in most lessons and some good practice in a number of classes. However, teachers do not always check the understanding of the pupils, use effective questioning to engage pupils or challenge the more-able pupils.
- Pupils' behaviour is good. They feel very safe, are polite and respectful, and have positive attitudes to learning. They enjoy school and develop into friendly and considerate individuals. Attendance is above average and is improving.
- Leadership and management, including the leadership of teaching, are satisfactory. The headteacher has a clear understanding of the areas for development, including the performance of staff, and is implementing a plan for improvement. The senior leaders are taking on more and more whole-school responsibilities, although this process is not yet complete and there is still some inconsistency in sharing good teaching practice. Leaders of core subject areas are not always involved in lesson observations or the detailed analysis of assessment information.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the achievement of pupils across the school so that attainment is above national averages in English and mathematics by:
  - building on the systems for tracking pupils' progress and providing timely additional support for pupils identified as at risk of underachieving
  - further developing pupils' abilities and confidence in writing, and in applying skills in mathematics
  - ensuring that staff and pupils are working to achieve good progress and reach challenging attainment targets.
- Raise the quality of teaching and learning by making sure that all teachers are :
  - checking the understanding of their pupils and ensuring that they make good progress in all lessons
  - developing their use of questioning to further engage pupils in lessons
  - ensuring that the work is challenging for the more-able pupils so that they attain the higher levels in English and mathematics.
- Improve the consistency and impact of leadership and management by:
  - developing the roles of the senior leaders so that there is an even greater sharing of whole-school responsibilities across the school
  - providing more opportunities for the core subject leaders to be involved in lesson observations and the analysis of assessment information
  - sharing the best practice in teaching and learning across the school.

## Main report

### Achievement of pupils

Pupils' current work and the lessons observed show that the majority are making satisfactory progress, as confirmed by parents and carers, and attainment is broadly average. In a number of classes progress is good due to the higher quality of teaching. For example, the teacher's clear explanation of the tasks, use of appropriate worksheets for the different abilities and effective support during the lesson ensured that Year 1 pupils were fully engaged and made good progress in their mathematics work.

Children have traditionally joined the Early Years Foundation Stage with skills that are broadly at the levels expected for their age, although there is some variation from year to year. They are presently making good progress in their lessons because of the well-planned provision and the consistently good teaching.

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Pupils make satisfactory progress in reading because this is a key focus, and they read regularly in school and at home each day. By the end of both Key Stage 1 and 2, standards in reading are broadly in line with the national average. The majority of pupils are also making satisfactory progress in writing and mathematics. Structured teaching and support with writing benefit boys who made good progress in Year 6 last year. Additional literacy support for Year 4 pupils is significantly improving their rates of progress in writing. The school is presently providing effective breakfast booster classes and enrichment classes in English and mathematics for Year 6 pupils in order to improve their progress and increase the proportion of pupils gaining higher levels. Most disabled pupils and those who have special educational needs, make progress in line with their peers because of effective additional support from teaching assistants, which helps them overcome barriers to learning and take part in lessons with the other pupils. The very small number of pupils from minority ethnic backgrounds also make satisfactory progress.

Pupil progress is improving in the school and most pupils in the current Year 6 are on track to make satisfactory or better progress in English and mathematics. There are clear signs of better progress in reading across the year groups. However, the skills and confidence of a number of pupils throughout the school in writing and mathematics have not been consistently developed. Attainment targets are based on previous performance but are not sufficiently challenging for all pupils. This means it is hard for them to demonstrate more than satisfactory progress over their time at school. The developing systems for tracking pupils' progress and additional help for underachieving pupils are supporting improvements in achievement. Nevertheless, a small number of pupils are not fully benefiting from this extra support because they are not identified quickly enough for additional help.

**Quality of teaching**

The vast majority of parents and carers who returned questionnaires feel that their children are taught well. Most teachers plan interesting activities and create a positive learning atmosphere in their classes, as confirmed by the pupils. Displays in classrooms provide a stimulating environment for learning and celebrate the work of the pupils. Teachers' marking provides encouragement and guidance for pupils on how to improve their work. Teaching assistants are used well to support pupils who require additional help with their work. All pupils have daily periods of English and mathematics, and this aspect of the curriculum is supporting the teaching of basic skills. The teaching of different cultures, beliefs and ways of life is satisfactory and includes a visit to the Hindu temple in Derby.

However, teachers are not consistently checking understanding in lessons and ensuring that all pupils are accelerating their progress. Most teachers are using assessment of progress well to inform their planning so that there are suitable activities for the lower attaining pupils. Nevertheless, teaching in English and mathematics does not always challenge the more-able pupils. Not all teachers are effectively using questioning to engage pupils and develop their interest and understanding of the work.

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In lessons observed during the inspection, the teaching was particularly strong in the Reception, Year 1 and Year 3 classes. Good use was made of a range of teaching strategies, with many opportunities for pupils to develop their skills and work independently. Good teaching was generally seen when teachers challenged their pupils with high-quality questioning and encouraged them to take greater responsibility for their work. For example, Year 3 pupils made good progress and were fully engaged in their phonics work because the teacher had arranged a variety of appropriate activities which encouraged the pupils to work in ability groups at a swift pace to develop their skills in reading, spelling and comprehension. Similarly, Reception children were engaged and challenged by a range of structured activities in and out of the classroom which was having a significant positive impact on their personal development as well as encouraging number and language skills.

### **Behaviour and safety of pupils**

Pupils' behaviour is typically good in lessons and around the school, and this contributes to a positive atmosphere for learning. The school has well-developed systems for promoting positive behaviour and pupils adhere to the '3 Diamond Rules' of the school. The vast majority of parents and carers who returned questionnaires believe that behaviour is good. In lessons, pupils consistently meet the school's expectations and, typically, pupils respond well to teachers' good use of praise and encouragement to promote good behaviour. A small number of parents and carers say that some pupils misbehave. The inspector found that the very small number of pupils who display challenging behaviour are managed well by the teaching assistants so that they do not disrupt the learning of the other pupils. Pupils confirmed that disruptions are very rare and that any misbehaviour is dealt with appropriately by the teachers.

Although bullying of any kind is rare, pupils, parents and carers say any unkind behaviour, such as teasing and pushing, is dealt with quickly and effectively. Teachers and other adults take good steps to ensure that all groups of pupils have an equal chance to thrive in an atmosphere of fairness, trust and without fear. Pupils feel very secure and they have a good awareness of issues relating to safety. They talk confidently about how they would keep themselves safe in a variety of situations such as using the internet and the crossing the road. The school has been active in improving attendance by following up all absences and addressing issues regarding persistent absentees.

### **Leadership and management**

There are clear signs that the school has secured essential improvement in the school since the last inspection, particularly in terms of pupils' achievement and attendance. The headteacher regularly monitors the quality of teaching and organises appropriate training to improve teaching practice. However, the school is not fully sharing the best practice in teaching and learning within the school to raise the quality of teaching in all classes. The headteacher is involved in most aspects of

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the school and is encouraging other senior leaders to share whole-school responsibilities. Leaders of core subject areas are becoming increasingly involved in lesson observations and the detailed analysis of assessment information. These developments are not yet complete.

The school improvement plan is a comprehensive working document, clearly focused on improving pupils' attainment and progress. The members of the governing body are well informed and are developing their evaluating and monitoring roles. There is a strong commitment to inclusion and tackling discrimination. The school's arrangements for safeguarding pupils meet statutory requirements.

The school has developed an appropriate curriculum that is relevant to pupils' needs and provides a satisfactory range of enrichment activities. For example, visits such as those to the Residential Centre in Matlock and the Butterley Railway Centre near Ripley increase pupils' enjoyment and experience of school. The school is developing the use of the grounds as an environmental resource for learning. Pupils benefit from effective support in physical education from the local secondary school. The range of experiences within the curriculum contributes adequately to pupils' spiritual, moral, social and cultural development. Pupils gain confidence and self-esteem, and develop satisfactory social skills and a clear sense of right and wrong.

The large majority of parents and carers are supportive of the school and value the education provided for their children. They receive weekly newsletters and regular information on pupils' progress. The clear leadership of the headteacher, the developing systems for tracking pupils' progress and the improvements in pupils' progress and attendance show the school's satisfactory capacity for further improvement.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 March 2012

Dear Pupils

**Inspection of Loscoe Church of England Primary School, Heanor, DE75 7RT**

Thank you for making me so welcome and for sharing your views with me during the inspection and through your questionnaires. I greatly enjoyed watching your lessons and looking at your work. It was also good to see you during assembly, playtime and lunch. Your school is satisfactory. The headteacher and governing body have made some improvements since the last inspection. There are many positive things about your school.

- You enjoy school, attend regularly and feel safe.
- You are friendly and well behaved.
- You show kindness and consideration to others.
- You work hard in your lessons.
- Your teachers and their support staff care greatly for you as individuals.
- The curriculum supports your personal development and experience of school.

I have asked the headteacher, staff and governing body to do the following things to make the school even better.

- Help and challenge all of you to make good progress in English and mathematics.
- Check more regularly your understanding of the work.
- Ask you more questions so that you are fully engaged in lessons.
- Support your teachers in sharing good practice so that you can make even better progress in all lessons.
- Ensure that senior leaders are fully involved in supporting improvements in the school and the quality of your learning.

You can all help by asking the teacher for help when you do not understand the work and also answering more questions in lessons. I wish you every success in your future education.

Yours sincerely

Stephen Walker  
Lead inspector

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