

North Leverton CofE Primary School

Inspection report

Unique Reference Number	122765
Local Authority	Nottinghamshire
Inspection number	359299
Inspection dates	12–13 October 2010
Reporting inspector	Terry McDermott

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	J E Tarr
Headteacher	K Bacon
Date of previous school inspection	1 July 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons. All 4 teachers were seen teaching at least twice. Meetings were held with groups of pupils, representatives of the governing body, and staff. Inspectors observed the school's work, and looked at reports from the school improvement partner, procedures for tracking pupils' progress, records of the monitoring of learning, and minutes of governing body meetings. They considered 27 questionnaire responses from parents and carers, responses by 37 pupils in Key Stage 2 to the pupils' questionnaire, and 10 responses by adults in the school to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does teaching provide enough challenge to pupils throughout the school within mixed-age classes to enable them to make consistently good progress?
- How much does pupils' good personal development, as identified in the school's self-evaluation, help them to make good academic progress?
- Do leaders have sufficient knowledge of the strengths and weaknesses of the school, and the necessary drive and ambition, to continuously improve pupils' achievement?

Information about the school

This is a small school. All classes are made up of mixed-age groups. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils from minority ethnic groups is low. No pupils are at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Apart from the headteacher, all full-time teachers have changed since the last inspection. The school was flooded in July 2007. The completely refurbished buildings reopened in April 2009.

A children's centre, including day-care and a pre-school nursery, is attached to the school building. These are not controlled by the school's governing body and were not included as part of this inspection.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has fully recovered its equilibrium following flood damage and staff turnover in recent years. It has improved almost all of its major aspects since the last inspection. Attainment has risen and is now above average. Pupils' achievement, the quality of provision, and leadership and management are now good.

Pupils enjoy coming to school because it provides a welcoming and harmonious environment for learning, where they feel safe and well looked after. This is borne out by their above average attendance. Their spiritual, moral, social and cultural development is good because all adults provide consistently good role models of consideration for others, the valuing of diversity, and respect for individuals. Pupils make good progress, but it is more rapid in English than in mathematics. The marking of pupils' work in mathematics does not give enough guidance on how to improve.

Teaching is good. Relationships between adults and pupils are consistently good, and pupils' good behaviour is a key factor in their good learning. Learning is good in lessons, but it occasionally slows when work does not meet closely enough the wide range of pupils' learning needs. The curriculum links subjects together in groups so that pupils can apply their increasing skills across different topics. A good range of enrichment activities, linked to the everyday work of the school, provides additional experiences to motivate pupils. The good care, guidance and support for each individual is founded on the knowledge of pupils and their families within this close-knit village community. It successfully raises pupils' self-esteem and builds their self-confidence.

The school's self-evaluation is accurate if a little modest at times. Under the good leadership of the headteacher and his deputy, the school has successfully implemented strategies to improve the effectiveness of much of its work. Staff morale is high. Keen and enthusiastic middle leaders are beginning to take on responsibility for pupils' outcomes, but their monitoring of lessons is limited. The impact of recent improvements has already been seen in the good progress of the pupils. This indicates convincingly that the school has good capacity to secure further improvements.

What does the school need to do to improve further?

- Improve teaching and learning throughout the school by:
 - making better use of the reliable information the school holds to set challenging tasks for all pupils in lessons
 - ensuring that the marking of pupils' work in mathematics gives clear guidance on what needs to be done to get better

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- ensuring that leaders at middle management levels observe and evaluate the quality of learning going on in lessons more frequently, in order to identify and support improvements needed.

Outcomes for individuals and groups of pupils

2

Pupils report they enjoy lessons because 'we learn lots of interesting things', although some older ones say that the work they are given is occasionally repeated. In the vast majority of lessons pupils learn at a good pace. They show they can think things through for themselves when they are set challenging tasks. This was shown well in a Year 5/6 lesson on 'the Victorians', when pupils had to identify the risks experienced by child chimney-sweeps. Pupils routinely work independently and often, share their thoughts and ideas. This leads to good, secure learning.

Pupils begin school with skills that are broadly at the nationally expected levels, although there are often wide variations between the small numbers of pupils in each year group. First results for 2010 and the school's tracking for the current Year 6 cohort show pupils are now reaching above and sometimes well-above average standards in English, mathematics and science. This represents good progress for the pupils concerned. Pupils with special educational needs and/or disabilities make progress at the same good rate as their classmates because of the well-planned and skilful support they receive from dedicated and knowledgeable adults. This helps them to participate successfully in everything the school offers. Boys and girls make similar progress across subjects. There are no trends of underachievement in any particular group of pupils.

Pupils say they enjoy being in school because 'we are all safe here', and 'there is no bullying'. They are polite, considerate to each other and their environment, and can be trusted to work and behave sensibly when not directly supervised. Even the youngest speak up confidently in lessons to give their views, because they have no fear of ridicule.

Pupils have a good understanding of how to lead healthy lives, and know the benefits that exercise brings to their bodies. They know where dangers might occur in the outside world, and how to avoid them. They are active fund raisers for charities, giving generously to World Share, a Christian charity working with HIV positive orphans in Africa, and in aid of disaster relief. They speak proudly of the School Forum, of which all pupils are members, and the decisions they make about their own clubs. Although their direct experience of life in the wider communities of Great Britain and around the world is comparatively restricted, their well developed moral code of fairness ensures that they recognise and celebrate diversity well. All pupils quickly assume and practise the personal skills and attributes they will need as they get older. They are well prepared as responsible young citizens for the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Classrooms are well resourced and staffed, and set a positive expectation for learning. Teachers have good subject knowledge and plan carefully so subjects can be grouped together to aid the study of various themes. They regularly use practical 'hands-on' methods and pupils say they like this way of learning. In most lessons work is carefully targeted to what pupils need to learn next but, in a few, teachers do not use assessment information effectively enough to set work which meets the wide range of pupils' individual learning needs. In these lessons, the pace of learning inevitably slows down, as some pupils find the work easy, and some find work too hard. The marking of pupils' work is carried out regularly and conscientiously. The guidance given to pupils in mathematics on what to do next to improve is neither as clear, nor as well followed up, as the excellent guidance given for English.

Enrichment activities, such as visits to places of interest like Eden Camp or Whitepost Farm, help pupils to see the reality of their work. They report that this helps them to understand why they are learning certain things. The school regularly evaluates the relative impact of different aspects of the curriculum on pupils' learning.

Adults in the school know the pupils and their families well. This is central to the school's good pastoral provision that begins in the Reception class and continues consistently through to Year 6. The school is trusted by parents and carers, who appreciate how focused it is on helping their children. Systematic recording and tracking of pupils'

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personal progress gives clear information that is used promptly to resolve any issues which arise. Care and support for the school's vulnerable pupils is good and is crucial to these pupils' good personal development. The school is not afraid to recruit the help of outside professionals and other agencies when circumstances arise which are beyond its own expertise.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and leadership team know the school's strengths and weaknesses well. Their self-evaluation is firmly based on the outcomes pupils reach. Although improvement planning lacks some sharpness in defining precise aims and objectives, all adults nonetheless have a clear focus on doing the very best for the pupils in their care. Recently appointed staff are beginning to rise to their new responsibilities, although opportunities to develop their skills are at present limited. There is no complacency even as attainment improves. Senior members of the effective governing body act as 'critical friends' to the school's leaders, and their work is well complemented by other members' close links to the community. Current requirements for safeguarding pupils are fully met; laid down procedures are well understood and vigorously applied. This gives parents and carers confidence that their children are safe in school. The school understands its religious, ethnic and socio-economic context well. It has good links with parents, and partnerships into the wider community, which contribute well to pupils' learning and well-being. It has secure strategies to develop its contribution to community cohesion further. For example, links into the global community are being extended. The school works quietly but persistently to ensure that all types of inequality are addressed robustly, and to ensure a harmonious school community, free from harassment or discrimination. Pupils' progress and that of groups is closely tracked. This ensures that every pupil has good equality of opportunity to make the best progress they might.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The starting points for children who enter Reception class are usually broadly in line with the expectation for their age. Even so, there are often wide variations within and between cohorts from year to year. Provision is good. Effective links with families ensure that children settle in rapidly, get off to a good start, and make good progress in all areas of learning. Activities are planned to ensure that work tasks and play resources build on previous experiences. Adults focus on encouraging children to become independent, successfully raising their self-esteem and self-confidence. Children engage in a wide range of learning activities, both indoors and outdoors, and become confident enough to make their own choices about where and how they want to learn. Adults are patient and provide good role models from which children learn how to play and work together in harmony. Children trust the adults and quickly learn to behave sensibly and sensitively, and to get on with each other. Their personal, social and emotional development is effective. The good habits learned in Reception class provide a strong foundation for the continuing strong relationships between pupils as they move through the school.

Leadership and management are good and the Early Years Foundation Stage manager is well supported by an experienced practitioner. Adults monitor and record children's progress regularly, and use the information well. They have a clear understanding of what each child knows and can do. Their cooperation and teamwork ensure children's welfare and safety when, for example, children are free to explore their environment.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' written responses were overwhelmingly positive. Inspectors investigated the very few concerns raised, including one about safety, and this formed part of the evidence from which inspectors arrived at their judgements. They found safeguarding to be good. A few parents or carers did not feel that unacceptable behaviour is dealt with effectively. The pupils to whom inspectors spoke did not confirm this. They felt that rare instances of challenging behaviour were dealt with quickly and firmly, and did not interfere with their learning. A few responses indicated that the school does not respond to parents' concerns. Inspectors found no evidence to support this and judged that the partnership with parents is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Leverton CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	78	5	19	0	0	1	4
The school keeps my child safe	18	67	8	30	1	4	0	0
My school informs me about my child's progress	16	59	9	33	0	0	2	7
My child is making enough progress at this school	18	67	4	15	1	4	0	0
The teaching is good at this school	18	67	7	26	0	0	0	0
The school helps me to support my child's learning	18	67	6	22	2	7	0	0
The school helps my child to have a healthy lifestyle	15	56	10	37	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	63	8	30	0	0	0	0
The school meets my child's particular needs	18	67	8	30	1	4	0	0
The school deals effectively with unacceptable behaviour	13	48	8	30	2	7	0	0
The school takes account of my suggestions and concerns	17	63	7	26	3	11	0	0
The school is led and managed effectively	19	70	5	19	0	0	0	0
Overall, I am happy with my child's experience at this school	19	70	6	22	2	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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 October 2010

Dear Pupils

Inspection of North Leverton CofE Primary School, Retford, DN22 0AD

Thank you very much for making us so welcome when we inspected your school recently. We were really impressed with your politeness and good manners, and particularly with how you all get on so well together. It was really good to be in such a pleasant environment for learning, where children are developing well as young citizens.

We found that yours is a good school. The adults in the school make sure that you are safe and well looked after, just as you told us. We also found that teaching is good, and that it helps you to make good progress overall.

However, we also found that there are some things that could be done better, and so we want the adults to do the following things.

Make sure that each of you is set work in lessons that takes full account of what you already know and can do.

Ensure that the marking of your work in mathematics lets you know exactly what you have to do get better, just like it does in English.

Ensure that all teachers have more opportunities to find out how well you are learning in other lessons.

You can help the school to become even better by continuing to work hard, and by letting the teachers know if the work you have been set is too easy or too difficult.

Please accept my best wishes for your future success.

Yours sincerely

Terry McDermott

Lead inspector

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