

Langwith Bassett Primary School

Inspection report

Unique Reference Number	112616
Local Authority	Derbyshire
Inspection number	357146
Inspection dates	9–10 November 2010
Reporting inspector	Roy Bowers HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Salena Berry
Headteacher	Amanda Williams
Date of previous school inspection	21 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Seven lessons were observed and all three teachers seen. Inspectors held meetings with the Chair of the Governing Body and a parent governor, the learning mentor, the family resource worker, teaching assistants, parents and carers, a group of pupils and curriculum coordinators. They observed the school's work and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 36 questionnaires from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Is the improved achievement at the end of Key Stage 2 seen in all year groups, especially in literacy?
- Are the strategies for improving attendance having a positive impact?
- Are the systems for monitoring, evaluating and improving the work of the school sufficiently rigorous to continue the upward trend in achievement?

Information about the school

The school is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is more than twice the average. Most of these pupils have moderate learning difficulties. There are no pupils with a statement of special educational needs. Almost all pupils are White British. There are three classes. One class caters for Reception age children and pupils in Key Stage 1, and the other classes provide for pupils in Key Stage 2. The school has achieved the national Healthy Schools status, the international school award and the Activemark award. The current headteacher commenced her duties at the start of this term. A teacher is currently employed by the school to cover a long-term absence. The pre-school on the school site is not managed by the school's governing body and was inspected separately at the time 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?**3****The school's capacity for sustained improvement****3**

Main findings

The school provides a satisfactory standard of education and cares for the pupils well. Strong relationships between adults and pupils are evident in lessons and around the school. Pupils say that they enjoy coming to school and parents and carers agree. Pupils behave well and show mature and conscientious attitudes to their learning. The many initiatives implemented by the school to improve attendance are having a positive impact. Attendance has risen significantly and is now average.

Since the last inspection, improvements to the school's systems for tracking pupils' progress and better monitoring of the quality of pupils' learning in lessons, have helped leaders and managers have an accurate view of the school's strengths and weaknesses. Several new initiatives have successfully been put into place to raise pupils' achievement. Pupils' attainment in mathematics and science has risen over the past two years and is now broadly average in most year groups. Although there has been some improvement in pupils' attainment in English, it is not as high as in other subjects. This is because attainment in writing is below average in all year groups and very few pupils exceed the level in writing which is expected for their age.

Although the school and local authority monitoring shows that the quality of teaching has improved since the last inspection, especially in Key Stage 2, there is not enough good teaching to ensure that all groups of pupils learn well in lessons. This is mainly because teachers are not clear about what they want pupils to learn in lessons and pupils are not guided well enough through the small steps which help ensure effective learning. In writing, teachers' expectations of the more-able pupils are too low and the work given to these pupils is often too easy. In addition, not enough opportunities are taken for pupils to complete extended pieces of writing in literacy lessons or through links with other subjects. In all subjects, although there is some good marking where pupils are provided with helpful advice on how to improve their work, it is inconsistent.

Pupils' moral and social development is good, but their spiritual and cultural development is not as strong. Although the school's links with the local communities are well developed, the plan for promoting community cohesion is not yet fully implemented. Consequently, pupils have only a satisfactory knowledge and understanding of the diverse range of communities in the United Kingdom and globally.

The many and varied after-school clubs make a good contribution to pupils' learning.

The 'Bassett's Business Kids' enables pupils to understand business principles and the 'Let's Get Cooking' club provides pupils and parents with enjoyable opportunities to learn about how to make healthy meals and understand kitchen hygiene. The school is currently revising the overall curriculum plan to help guide teachers on how pupils' learning can be developed progressively over time.

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The newly appointed headteacher is successfully building on previous initiatives. All staff share a strong sense of common purpose, with raising pupils' achievement at its core. However, the skills of subject coordinators in monitoring, evaluating and improving the work of the school are not developed well enough to bring about rapid improvements in all aspects of the school's work. Nonetheless, improving self-evaluation systems and rising pupils' achievement show that the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- 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.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children enter into the Early Years Foundation Stage with skills which are broadly typical for children of that age but their language and communication skills are less well developed. As they move through the school, all groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress. By the time pupils leave at the end of Year 6, their skills in reading and mathematics are broadly average but attainment in writing remains low. In lessons pupils enjoy their learning and are eager to please their teachers. Relationships are strong and help ensure a positive climate for learning. Pupils engage enthusiastically with their work, try hard and willingly support each other. Although teachers' plan work for the wide range of levels of attainment in each class, the work for the more-able pupils in writing often does not provide enough challenge.

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Pupils talk confidently about feeling safe and how adults in the school are willing to help them overcome their concerns. They contribute positively to the school and the wider community often through their roles on the school council. Pupils are proud of the money they raised to buy outdoor and indoor play equipment. In the cooking club, parents and children are helped to understand the importance of nutritious and tasty meals. Pupils eat healthily when in school and eagerly participate in clubs and other activities which help them keep fit and active. They understand that smoking and drug abuse can seriously damage health and life-style. Although pupils study a variety of religions and cultures, often through whole days devoted to particular cultural themes, pupils' knowledge and understanding in this area are only satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The quality of teaching is consistently satisfactory throughout the school. Lessons are calm and orderly. Teaching assistants are mostly used effectively to support small groups of pupils with specially targeted work. Although teachers' lesson plans detail the activities pupils are to undertake, they often do not focus sharply enough on what pupils are expected to learn during the lesson. Teachers mark books regularly, but pupils are not always sure what to do to improve because much of the marking does not provide pupils will helpful guidance.

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The curriculum provides effectively for pupils' moral and social development. It is enriched through some visits and visitors, but there is not enough of this type of activity to stimulate pupils' interests and to provide effectively for pupils' spiritual and cultural development. Few opportunities are provided in the curriculum for pupils to undertake extended pieces of writing about experiences relevant to their lives or topics of interest.

Teachers and support staff know the pupils well and pupils feel valued. Close liaison with local external agencies helps the school ensure that the most vulnerable pupils and their families receive additional support. The learning mentor provides good guidance and support, often through individual pupil learning programmes, for those pupils who have special educational needs and/or disabilities. Effective links with the pre-school provider, good induction arrangements when pupils first enter the Early Years Foundation Stage and strong liaison with the secondary schools help pupils quickly settle into their new communities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since her appointment, the headteacher has successfully continued to focus the school on raising pupils' achievement. Her evaluation of the quality of teaching is accurate enabling her to identify the right areas for improvement. All leaders are committed to improving the school and subject coordinators have recently started to undertake leadership training. They have yet to develop sufficiently good skills in evaluating work in their areas of responsibility in order to speed up the rate of school improvement. The governing body is aware of the school's strengths and areas for improvement. It is increasing its role from being supportive to taking a more constructive role in the strategic direction of the school. It ensures that safeguarding procedures meet current statutory requirements and follow good practice. The governing body takes appropriate measures to ensure pupils' health and safety. However, it is not as rigorous in checking that all the related paperwork is complete.

Most parents and carers who responded to the inspection questionnaire said that they felt that they were kept well informed about their children's progress. The headteacher values parents' and carers' views and has plans to continue to extend the engagement with parents that has been successfully built up over recent years. The school's commitment to equal opportunities and tackling discrimination is shown through working effectively with external organisations to promote pupils' good attendance and support for the most vulnerable pupils. The school promotes community cohesion well within the school and

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local community. However, the school has not established enough first-hand opportunities for pupils to learn about people in the world beyond the local area.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

On arrival each morning, children soon settle into the routine of the day because the caring and supportive attitudes of the staff help them feel safe and secure. Children work and play well together, and show a willingness to be independent. They demonstrate interest and enjoyment in the activities provided. Relationships with adults are strong and children relate well to each other. Adults are adept at promoting children's positive attitudes to their learning. The temporary teacher is well supported by skilled teaching assistants. There is a careful balance of activities that are led by teachers and those chosen by the children. However, some of the planning is not focused sufficiently on learning and consequently some of the activities do not have enough impact on raising children's achievement. Children make satisfactory progress and by the time pupils enter into Year 1, their attainment overall is broadly average, but their literacy skills remain lower.

The accommodation and resources are satisfactory, but the outdoor play area is not developed well enough and limits the quality of children's learning experiences. Leadership and management are satisfactory. The headteacher is taking sound steps to improve the provision and accelerate the children's progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

All of the parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were happy with their children's experiences at school. All said that they felt that their children enjoyed school and was safe. However, a few parents and carers who responded to the questionnaire expressed concern about how well their children were prepared for the future. The inspectors found that the way the school deals with the transition from pre-school, through the classes in school and then to the high schools has improved and the headteacher has plans to develop this further. During the inspection, parents said that the induction processes into the Early Years Foundation Stage were very effective and helped their children settle in well. A very small minority of parents and carers also expressed the view that their concerns and suggestions were not taken into account. The inspection found that the new headteacher values any suggestions made by parents and is seeking to extend the ways for parents to make their views known. All comments from all parents and carers were taken into consideration before judgments were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langwith Bassett 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	78	8	22	0	0	0	0
The school keeps my child safe	24	67	12	33	0	0	0	0
My school informs me about my child's progress	15	42	19	53	0	0	2	6
My child is making enough progress at this school	16	44	17	47	3	8	0	0
The teaching is good at this school	19	53	14	39	3	8	0	0
The school helps me to support my child's learning	16	44	18	50	2	6	0	0
The school helps my child to have a healthy lifestyle	16	44	19	53	1	3	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)	14	39	15	42	5	14	0	0
The school meets my child's particular needs	15	42	21	58	0	0	0	0
The school deals effectively with unacceptable behaviour	17	47	16	44	1	3	0	0
The school takes account of my suggestions and concerns	15	42	17	47	4	11	0	0
The school is led and managed effectively	16	44	20	56	0	0	0	0
Overall, I am happy with my child's experience at this school	23	64	13	36	0	0	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.



11 November 2010

Dear Pupils

Inspection of Langwith Bassett Primary School, Mansfield, NG20 9RD

Thank you for making our recent visit to your school such an enjoyable experience. We appreciated meeting you, visiting your lessons and hearing what you thought about the school. We were pleased to find that most of you have a good understanding of how to keep yourselves healthy through a balanced diet and taking plenty of exercise. You told us that pupils behave well and that is exactly what we found during the inspection. We were pleased that most of you say that you enjoy coming to school, and your parents and carers agree. We were very impressed with the way the school cares for you, especially those who have problems or difficulties. We were very pleased to find that almost all of you are now coming to school regularly. Well done.

You go to a satisfactory school and most of you are making satisfactory progress. We found that the quality of your writing was not as good as it could be and we have asked the headteacher to make sure that it improves.

Although teaching is satisfactory, we want it to be better. We have asked the headteacher to make sure that, in all your lessons, the teachers are more clear about what they want you to learn and carefully guide you through the small learning steps. The teachers mark your books regularly and sometimes give you helpful comments on how to improve. We have asked the headteacher to make sure that the marking is even more helpful to you so that you can learn more.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteacher to ensure that these teachers become even better at looking at the progress you are making and making sure that you achieve even more. The headteacher has also agreed to provide you with more first-hand opportunities to learn more about how people live in different parts of the United Kingdom and in other parts of the world. You can help by always doing your best and working very hard at your writing.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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