

Albert Village Community Primary School

Inspection report

Unique Reference Number	119905
Local Authority	Leicestershire
Inspection number	358644
Inspection dates	12–13 September 2011
Reporting inspector	Michael Miller

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Dean Parker
Headteacher	Susan Savage
Date of previous school inspection	22 April 2008
School address	Occupation Road Swadlincote DE11 8HA
Telephone number	01283 217880
Fax number	01283 216132
Email address	office@albertvillage.leics.sch.uk

Registered childcare provision	Albert Village Nursery
Number of children on roll in the registered childcare provision	35
Date of last inspection of registered childcare provision	22 April 2008

Age group	3–11
Inspection date(s)	12–13 September 2011
Inspection number	358644

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons and eight teachers were seen. Inspectors held meetings with governing body representatives, teaching and non-teaching staff. They talked formally with the school council and other groups of pupils. They attended assemblies, daily form time and registration sessions, looked at pupils' work, and talked informally with many pupils. They observed the school's work, and looked at school documents including policies, development planning, self-evaluation reports, monitoring files, curriculum and safeguarding materials. Minutes of governing body meetings were examined, including the headteacher's reports to the governing body, and information provided for parents and carers. Inspectors received and analysed questionnaires from 54 parents and carers, 12 members of staff and 77 pupils from Key Stage 2.

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

- The team examined the ways the school has been working to accelerate the progress of pupils in all year groups.
- The inspectors analysed the development of the school's use of assessment in order to improve both the quality of pupils' learning and day-to-day teaching.
- The team explored the ways those school leaders who are new to their roles are working together to raise standards and accelerate pupils' progress.
- The extent to which the pupils' personal development is an emerging strength of the school was explored.

Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage. Overall, the percentages of pupils from minority ethnic groups, and of those who speak English as an additional language, are below average. The proportion identified with special educational needs and/or disabilities is average. The range of pupils' special educational needs includes specific and moderate learning difficulties, speech, language and communication needs, visual impairment and behavioural, emotional and social difficulties. The percentage of pupils with a statement of special educational needs is average. The proportion of pupils known to be eligible for free school meals is well below average. The school currently holds the Healthy Schools Award, an Activemark for physical education and sport, and an International Schools Intermediate Award.

The governing body provides nursery education during term time for children aged 3 to 4 years through its Albert Village Nursery; this is funded fully by the local authority through the Nursery Education Fund. This provision was inspected by the team alongside their inspection of the main school, and included as part of this report.

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

This is a satisfactory school. Children enter the Early Years Foundation Stage with skills, knowledge and abilities which are broadly in line with those expected of their age. They make satisfactory progress, attaining average standards by the time they leave at the end of Year 6. Provisional results for the summer 2011 national tests indicate attainment was average overall; this represents a sound improvement on the previous two years. Outcomes were stronger in English than mathematics. Boys' attainment was average overall; girls were above average in English. The attainment of pupils with special educational needs and/or disabilities was mainly in line with similar groups nationally, but some girls achieved well in mathematics. Those pupils with a statement of special educational needs made particularly good progress.

The school has some important strengths, not least in the pupils' high attendance and punctuality rates. Discussions with pupils confirm they want to come to school and enjoy the experience. Attitudes to learning and behaviour, both in and out of lessons, are typically good. The school community promotes a good ethos for learning and, together with good care and guidance, this underpins the pupils' good personal development. Children are now making good progress in the Early Years Foundation Stage. Standards have been rising to above average by the end of the Reception year; this is starting to feed through into Key Stage 1. The challenge for the school is to ensure that this continues throughout their time in the main school. Transfer arrangements between the different stages of education are good.

The headteacher and her deputy have worked hard, in partnership with the local authority, to reverse the decline seen in pupils' attainment by Year 6 following the last inspection. This has been achieved through the introduction of more effective monitoring and tracking systems. National approaches to the assessment of pupils' progress are now well-established and helping to target more effective support and interventions in English, mathematics and science. However, although the proportion of pupils gaining higher Level 5 in national tests in English increased in 2011, challenge for more-able pupils is inconsistent across the school. Revised approaches to marking and assessment are helping gradually to raise standards; but the ways marking is used to guide pupils as to their next steps in learning are inconsistent. The partnership between some teachers and teaching assistants in assessing pupils' progress throughout lessons is under-developed. Most teachers set clear objectives for lessons, but planning is imprecise as to how pupils' learning is to be evaluated. The day-to-day use of questioning during lessons is not always effective in checking pupils' learning and understanding. There is good practice, particularly in the Early

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

Years Foundation Stage and with the older pupils in Key Stage 2; ensuring this is shared effectively is a key target in the school's development planning.

In the recent past, the school has experienced staffing difficulties. Senior leaders are focused well on monitoring. This provides good support, is increasing the proportion of good and better teaching, and ensuring teachers are more accountable for their pupils' progress. Staffing is now more settled, and staff are committed strongly to school improvement. Capacity to improve is satisfactory because the school is still developing a track record of improving pupils' progress beyond the satisfactory. Self-evaluation is satisfactory because some relatively new middle and subject leaders are still developing the skills and expertise to complement the well-focused approach provided by senior leaders. The governing body is pro-active in seeking training to enable it to carry out its monitoring and support roles effectively. However, initiatives to forge regular links with classes and subjects are not fully developed.

Up to 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.

What does the school need to do to improve further?

- Raise attainment, accelerate pupils' progress, increase the proportion of good and better teaching, and enhance teachers' accountability by:
 - ensuring good practice is shared to help improve the impact of teaching on pupils' learning
 - challenging more consistently the higher-attaining pupils through different learning activities and alternative starting points for them in lessons
 - establishing a more consistent approach to the use of assessment in the classroom, particularly through marking and the use of questioning
 - developing the partnership between teachers and teaching assistants in the assessment of pupils' learning and progress throughout lessons.
- Strengthen and enhance the leadership and management of the school by:
 - ensuring all middle leaders develop fully the skills needed to support senior leaders in their drive to improve teaching, learning and progress
 - developing the governing body's initiatives to forge links with classes and subjects in order to inform further its monitoring and support roles.

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

Achievement is satisfactory. Overall, pupils with special educational needs and/or disabilities are making satisfactory progress alongside their peers; some individual pupils are making good progress. This is because of improved tracking which is enabling more targeted support, and enhancing the effectiveness of the partnership between teachers and teaching assistants. Pupils of all backgrounds and abilities

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

enjoy learning, hence the excellent attendance rates. Pupils are considerate of each other and support each other well in lessons. Progress is better in those lessons where pupils are challenged increasingly by the teaching to explain and share their ideas and thinking. In one such Year 6 lesson pupils made good use of previous learning when discussing how historians use and challenge sources of evidence. Good fun was had by all when dating items they ‘excavated’ from a box of sand. Good progress was made in response to questions about what each artefact could tell them about their original owners or makers.

Pupils are prepared satisfactorily for their future because of their sound literacy, numeracy and information and communication technology (ICT) skills which the school is now promoting in a more cross-curricular way. Good progress is being made in writing because of the ways different subjects contribute. Writing books contain not only English work but a variety of formal writing from scientific experiments to the recording of cultural rules when using various Holy Books. The re-drafting of work was evident from pupils’ formal letters to the Secretary of State for Health relating their concern over the proposed scrapping of the School Fruit and Vegetable Scheme. Such activities reflect the pupils’ good citizenship and health awareness. When helping to develop the school’s Travel Plan, pupils joined a local community lobby of their MP over traffic calming in the area. In response to this meeting, the MP’s letter to the pupils confirms the impact they made. Pupils’ social, moral and community sense is reflected in the way they are involved in their ‘Albert Village Court’ where disagreements or problems may be resolved. Consequently, such approaches enable pupils to state confidently that they feel safe in school. The pupils’ contact with children in Nepal has developed well their understanding of different cultures; their letters to these pupils shows empathy for their different situations. Pupils take on responsibility for each other willingly, and the school council has had a positive influence on school development. As one pupil said, ‘You need to improve so you can do well in life.’

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

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

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

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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are characterised by good working relationships. Teaching is improving as staff implement strategies to engage pupils even more in their learning. Teaching assistants are deployed suitably and make an active contribution to pupils' learning. Some staff are being more creative in their teaching as they broaden their work to develop the curriculum. A Year 4/5 literacy lesson, focused on writing persuasive text, was taught imaginatively in the style of the television programme 'The Apprentice'; this was particularly effective in engaging the boys. Teachers' subject knowledge is sound and they plan work which meets most pupils' needs, stimulates their interest and matches their abilities. However, this is sometimes underdeveloped when planning work to provide alternative, and more challenging, starting points for the more-able pupils. The aims and objectives for learning are shared with pupils at the start of most lessons, but not all teachers refer to these frequently enough during lessons. However, a good range of resources, including ICT, are used effectively to support the pupils' learning and to encourage more practical activities and problem solving. The curriculum is being enhanced well by a range of extra-curricular and enrichment activities such as music and art workshops, visits from local artists, poets and writers. School trips and residential visits benefit pupils well, broaden their horizons and develop well their social skills.

Staff are supportive of pupils, particularly those whose circumstances may make them more vulnerable. Attendance is high as a result of the school's robust monitoring of any absences. There are effective links with various agencies, and other education partners, which benefit well the school in its improvement planning and enable effective support for pupils with special educational needs and/or disabilities. There are good links with partner schools which enable effective transition from the Nursery through to secondary school. Parents and carers confirm the support they receive as families in addition to that provided for their children.

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

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

How effective are leadership and management?

All staff responding to their questionnaire indicate they are proud of their school and feel involved in what it is aiming to achieve through its improvement planning. The monitoring of teaching and learning by senior leaders is effective in securing necessary improvements. However, the inexperience of some new middle leaders means they are not yet involved fully in such monitoring. A sound commitment to ensuring equality of opportunity is resulting in the satisfactory and steady closing of gaps in past performance between mathematics and English, boys and girls and some groups of pupils with special educational needs and/or disabilities.

Governance is satisfactory. The monitoring role of the governing body is not always sufficiently systematic, and this is being developed. Nevertheless, individual governors use their personal and professional expertise well, and support actively the school. Good practice is seen regarding safeguarding procedures. This is reflected in the school’s work with contractors and families in order to keep all at the school safe during the construction of a new school hall. This is an example of the school’s good approach to community cohesion, its engagement with parents and carers and the way it takes its role within the community responsibly. The impact of the school’s action planning for community cohesion is reported regularly to the governing body by the headteacher; this helps inform school development and curriculum planning.

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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good leadership and management of both the Nursery and Reception classes have resulted in close collaboration and good teamwork between staff. This is enabling the children to make good progress and ensures their health and well-being. Children’s

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

readiness for learning through their personal, social and emotional, and physical development is good. Joint outdoor sessions, such as 'Huff and Puff', are not only great fun but also help the children develop socially as well as individually. Children are prepared well for learning in the Nursery. This pays dividends in Reception where the proportion of children achieving above expectations in key literacy and numeracy elements is now above average. Good teaching and planning are ensuring a firm focus on weaker aspects of the children's attainment on entry to the Nursery. By the time they leave Reception most children develop particular strengths in reading, counting and their understanding of shape, space and measure. Such success is standing the children in good stead when they start the Year 1 National Curriculum. All this has been achieved through effective assessments and observations. The 'Learning Journey' files are developing well. They record the impact of the regular assessments, and include the opportunity for helpful contributions from parents and carers. The positive partnership between school and families is fostered effectively throughout the Early Years Foundation Stage. Children show great curiosity in their surroundings and the activities offered. There is a good balance of adult-led and child-initiated activities. Their speech and language develop well because working relationships are good and children have confidence in talking with adults.

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

The proportion of parents and carers responding to the questionnaire was average. The very large majority, including those with whom inspectors talked at the school gates, are very happy with the school and responded affirmatively to all the questions. Almost all the returns were particularly appreciative of the ways the school keeps their children safe and healthy. The inspection findings reflect these views. As one parent wrote, 'I like the fact that everyone gets involved. All the children look after each other. The school has a great sense of community.' A few written comments indicated concerns about behaviour and the information they receive about their children's progress. While there remain a very few pupils who find it difficult to manage their own behaviour consistently effectively, such pupils are supported well. Discussions with pupils indicate no concern, and the inspection found behaviour in and out of lessons to be good; this is because pupils enjoy school and learning, and welcome what their teachers have to offer them. The school is aware that some parents and carers would appreciate more formal opportunities to discuss their children's progress; there are daily informal opportunities, but formal systems are currently under review as part of the school's improvement planning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Albert Village Community 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 181 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	69	15	28	2	4	0	0
The school keeps my child safe	33	61	20	37	1	2	0	0
The school informs me about my child’s progress	11	20	35	65	7	13	0	0
My child is making enough progress at this school	18	33	33	61	3	6	0	0
The teaching is good at this school	19	35	32	59	2	4	0	0
The school helps me to support my child’s learning	24	44	27	50	3	6	0	0
The school helps my child to have a healthy lifestyle	30	56	23	43	0	0	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)	20	37	32	59	2	4	0	0
The school meets my child’s particular needs	15	28	34	63	5	9	0	0
The school deals effectively with unacceptable behaviour	12	22	34	63	4	7	2	4
The school takes account of my suggestions and concerns	15	28	36	67	0	0	2	4
The school is led and managed effectively	25	46	27	50	1	2	0	0
Overall, I am happy with my child’s experience at this school	30	56	23	43	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 September 2011

Dear Pupils

Inspection of Albert Village Community Primary School, Swadlincote, DE11 8HA

Yours is a satisfactory school. As you know, your school motto is, 'Working our way to wisdom; learning our way for life.' After listening to what you and your teachers had to say about life at your school, we understand your determination to 'work your way' to become a good school. We thank you for your politeness, your interest and the ways you helped us to understand you are indeed 'learning your way for life'.

These are the things we found are best about you and your school.

- Your attendance is excellent because you enjoy coming to school.
- You receive a good start to your education in Nursery and Reception classes.
- You behave well and know how to keep each other safe and healthy at school.
- You make a good contribution to the school and wider community.
- Your school works well with others, including your families, to help you learn.
- The adults at your school take good care of you and look after you well.

We have asked your teachers to do some extra things to help all of you make even better progress and attain higher levels in your work. Together with your teaching assistants they will be developing further the ways they plan, mark and assess your work. They will be giving you additional help and advice so you can be sure of what you need to do to improve. Those of you who find learning easier will be given an added element of challenge in your work. Some of your teachers are either new to the school or have only recently taken responsibility for different subjects. They will be working closely with your headteacher and her deputy to help them make sure you achieve well. You will also find your school governors visiting your lessons more often to see how you are learning and making progress.

During one of your assemblies you all sang heartily, 'Let's stand united; take the challenge in your stride.' Please continue to ensure you do so and work together with your teachers and the school's governors to achieve further success.

Yours sincerely

Michael Miller
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**