

Village Primary School

Village Street, Normanton, Derby, DE23 8DF

Inspection dates

2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good and standards are improving year on year.
- Teaching is good and is well focused on pupils' needs.
- This means all pupils, including those children in the Nursery and Reception classes, make good progress from starting points that are usually low.
- Leadership and management, including from the governing body, are good. The headteacher is a very effective leader who has created a clear vision for the future of the school.
- The dedicated staff team is committed to driving forward further school improvement.
- Pupils have good awareness of and respect for differences between people. Staff have created a positive and caring climate for learning where each pupil is treated as an individual.
- Good quality provision for spiritual, moral, social and cultural development promotes pupils' high self-esteem and confidence. This is reflected in their good behaviour in lessons and around the school.
- Behaviour is good. No form of bullying is tolerated and pupils feel safe and well cared for.
- Attendance is average and improving, and there are very few exclusions.

It is not yet an outstanding school because

- Teaching, although good, has some inconsistencies. Teachers' expectations of what pupils can achieve are sometimes too low and this slows progress.
- Attainment in writing is not consistently above average, as it is in reading and mathematics.

Information about this inspection

- Inspectors observed 26 lessons, of which nine were joint observations with senior leaders.
- Meetings were held with staff, two groups of pupils, the Chair of the Governing Body and one other governor, and discussions were held with a representative of the local authority.
- Inspectors took account of eight responses to the online Parent View questionnaire, a letter from a parent to the inspection provider and a school survey of parental views. They held discussions with parents and carers at the start of the school day.
- School documentation was examined, including the school's own data on pupils' current progress. Records relating to behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Ann Glynne Jones

Additional Inspector

Full report

Information about this school

- Village Primary is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is much higher than average, while the proportion supported at school action plus or with statements of special educational needs is average. The needs of these pupils relate mainly to speech, language and communication difficulties, and behavioural, emotional and social difficulties.
- Pupils come from a variety of ethnic backgrounds. The percentage of pupils from minority ethnic groups is high. The largest group come from Pakistani heritage. Over a third of the pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is much higher than average.
- The on-site breakfast club is managed by the governing body. There is an after-school club that is not managed by the governing body.
- Village Primary School meets the government's current floor standard, which set the minimum expectations for pupils' attainment and progress.
- The headteacher provides support for a local primary school that has not yet appointed its own headteacher.

What does the school need to do to improve further?

- Raise attainment in writing to consistently meet or exceed the national expectation by:
 - giving pupils more opportunities to write in all subjects
 - developing pupils' ability in extended writing
 - using discussions in lessons to enhance pupils' skills in expressing themselves effectively.
- Improve the quality of teaching, eradicating the remaining weaknesses by July 2013, by:
 - raising all teachers' expectations of what pupils can achieve
 - ensuring that all teachers skilfully plan activities that fully engage all pupils, including higher-achieving pupils, so that they make sustained good progress.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with starting points that are generally below those levels typical for their age, particularly in communication, language and literacy. Children make good progress and meet their early learning goals by the time they enter Year 1.
- Good progress throughout Key Stage 1 ensures that pupils meet national expectations by the end of Year 2 in all subjects, including reading. Pupils feel well supported. One pupil stated, 'Teachers help us to learn and help us out if we don't understand, as we are only little.' In lessons, pupils were enthusiastic and particularly enjoyed learning in creative ways. In a phonics session in Year 2, pupils clearly enjoyed speaking words that were displayed.
- Pupils continue to make good progress and their attainment in English and mathematics is above average by the end of Year 6. In Key Stage 2, pupils thoroughly enjoy their learning, and spoke of lessons being 'great fun' and of having 'something new and exciting every time we go in to the classroom'. In a Year 6 lesson, pupils found alternatives for the word 'said', learning synonyms, mapping their findings and writing dialogue with speech and punctuation. These activities helped all pupils to be more thoughtful about writing and make very good progress.
- The school is successful at narrowing gaps in attainment. There are no significant differences in achievement between any groups of pupils, including those known to be eligible for the pupil premium. Disabled pupils and those who have special educational needs receive carefully targeted provision and consequently these pupils make at least good progress.
- Some pupils do not always make the progress of which they are capable in writing because they do not have the opportunity to write across a range of subjects or write extended pieces on a variety of topics. Also, progress is hampered by too few opportunities to plan and rehearse their sentences prior to writing them down.
- A large proportion of pupils enter the school at the early stages of learning English. These pupils are fully integrated into the school and they quickly make good progress. Parents and carers of these children are delighted with their child's progress and the quality of support provided by the school.

The quality of teaching

is good

- Teaching is typically good and is exemplified by lively lessons that are well planned and match the needs of individual pupils. Most teachers share their high expectations with pupils, including how they can improve their work, and this has a positive impact on progress. For example, in a Year 3 history lesson, role play and effective questioning enabled pupils to share ideas about Anglo-Saxon life and quickly develop their understanding of social and moral issues.
- Pupils make good progress in reading because there is an emphasis on developing their skills through structured programmes of teaching phonics (linking letters and sounds). Throughout the school a wide range of reading activities is provided. These are matched well to the capabilities and interests of pupils and this contributes to above-average standards in reading by the time pupils reach Year 6.
- Most teachers plan carefully to ensure that speaking and listening skills are a strong feature of lessons and the pupils are used to explaining their ideas to 'talk partners'. However, in some

lessons the planning does not include opportunities for discussion. Sometimes the work set is not sufficiently challenging to ensure that learning is sustained and progress is good.

- Resources, including information and communication technology, are used effectively to support learning. Good use is made of interactive whiteboards to model the writing process and support vocabulary learning. Pupils who speak English as an additional language benefit from working with bilingual support staff as well as the dedicated teacher.
- The teaching of disabled pupils and those who have special educational needs is good. Skilled teaching assistants provide support and ensure that those who find learning more difficult or whose needs are complex enjoy their learning and achieve well.
- Although many lesson structures are adapted to meet the needs of individual pupils, in some lessons the higher achievers do not always have sufficient challenge to enable them to develop their independent study skills and reach even higher levels.
- Children in the Early Years Foundation Stage have many opportunities to play and learn in the excellent outdoor area where their independence is nurtured through the activities they choose. These opportunities lead to good productive relationships being formed between children and adults and are a strong feature throughout the school.
- Externally moderated assessments ensure that there is an accurate view of the achievement of all pupils throughout the school. Staff use assessment information well. Marking throughout the school enables pupils to understand the next steps in their learning through individualised targets. However, teachers do not always allow time for pupils to respond fully to marking so that they can evaluate their own learning.

The behaviour and safety of pupils are good

- Pupils behave well and learning is rarely disrupted through poor behaviour. Staff have established consistent and rigorous procedures for managing behaviour. Consequently, the school is a harmonious environment. The inspection endorsed the views of the vast majority of parent and carers who believe that behaviour is usually good and that their children are safe.
- Around the school pupils are polite and courteous to each other and to visitors. In the playgrounds 'buddy benches' ensure that all pupils are fully included. For the very few who find difficulty in conforming to the school's high expectations, the school makes good use of external agencies, for example behaviour support services.
- Pupils say there is no bullying and that adults are always on hand to sort out any minor disagreements that arise occasionally. Pupils have a secure understanding of different types of bullying, especially cyber-bullying and that relating to prejudice.
- Pupils entering the school at times different from the start of the normal school year are well supported by their peers, many of whom act as young interpreters. Pupils show respect towards those from different backgrounds and they appreciate the numerous opportunities to learn about other cultures. As one parent said, 'All cultures get on well here'.
- The school provides good opportunities for pupils to develop their social skills in a safe and stimulating environment, both at the beginning and end of the school day with the breakfast and after-school clubs.

- Attendance has improved considerably since the last inspection and is now average. This is due to a consistent and relentless approach by staff in tackling persistent absence. Parents and carers are encouraged to ensure their children attend school, often through telephone calls and mobile telephone text messages, and 100% attendance is rewarded with a meal at a local restaurant.

The leadership and management are good

- The relentless ambition of the senior leadership team, driven by the passionate and highly effective headteacher and deputy headteachers, has brought about considerable changes to pupils' outcomes. All areas for improvement identified at the previous inspection have been tackled successfully. A culture of rapid and sustainable improvement has been achieved by robust monitoring and action planning which ensures that pupils make good progress.
- Performance management is effective because it links the impact of teaching to the pupils' achievement. Middle leaders work well to raise attainment in their areas of responsibility and are enthusiastic about securing further improvements through, for example, repeating 'Book Week' and having more visiting authors. However, subject leaders have too little direct involvement in monitoring the quality of teaching.
- The school is a member of the Derby Pride Trust. Through this membership the school works with other schools and is able to provide enhanced curriculum opportunities for all pupils. Also, this is one of the many opportunities the school provides to share best practice to improve teachers' skills.
- Self-evaluation is accurate and is based on comprehensive monitoring of teaching and learning. School leaders monitor clear priorities for development closely to ensure that actions are having a beneficial impact on pupils' achievement.
- Parents, carers and pupils report that the school is effective in discouraging all forms of discrimination and works unstintingly to ensure equality of opportunity for all. To achieve the overarching aim for a school which provides for the needs of pupils of all backgrounds and abilities, the school works closely with a variety of external agencies to support those families whose circumstances may make them vulnerable.
- Pupils are consulted widely, for example when developing the curriculum. They contributed ideas about the topics that they want to study, for instance, 'Space' in Year 6. Pupil involvement of this kind helps the school to ensure that pupils are fully engaged.
- Teachers plan to provide rich and memorable experiences to enhance pupils' spiritual, moral, social and cultural development. Pupils talk excitedly about their experiences on the residential visit. The assemblies taken by members of the local parish church enable pupils to reflect on personal values and beliefs. There is a good programme of clubs and enrichment opportunities, which makes a positive contribution to pupils' enjoyment.
- The local authority has provided effective support for the teaching of English and mathematics which has improved the quality of teaching in these subjects.
- **The governance of the school:**
 - is secure, with the governing body having a good understanding of the school's strengths and weaknesses, based on frequent and comprehensive monitoring of the school's work
 - ensures that procedures for safeguarding are robust so that pupils are safe in school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135116
Local authority	Derby
Inspection number	402670

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	581
Appropriate authority	The governing body
Chair	Claire Thomas
Headteacher	Jane Green
Date of previous school inspection	26 November 2009
Telephone number	01332 766492
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