

# Langwith Bassett Primary School

Bassett Hill, Upper Langwith, Mansfield, NG20 9RD

## Inspection dates

12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher's strong leadership has helped to bring about many improvements since the last inspection. She is supported well by a team of skilled and committed staff.
- Pupils make good progress from their individual starting points. Standards have risen over the past year and pupils achieve well. The upward trend in achievement is continuing.
- Teaching is good in all classes. Teachers take great care to plan work that is at the right level of difficulty for all of their pupils. Pupils say that teachers 'make learning fun.'
- The school's new approach to the teaching of reading has helped pupils to make particularly good progress. Pupils are confident readers who are keen to talk about the books they enjoy. The school encourages pupils to read regularly at home and rewards them for doing so.
- The school has good systems for tracking pupils' progress. Leaders use this information well to make sure that no-one falls behind and that all groups make equally good progress.
- Pupils behave well, both in class and around the school at breaks and lunchtimes. They say that the school is a friendly place where everyone looks after each other. Staff offer high quality care for pupils and as a result many make rapid progress in their personal development.
- The well-trained governing body has played an important part in driving the school's recent improvement.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to see that all pupils make rapid progress.
- Teachers do not always make frequent checks on pupils' learning, especially when they are working without adult supervision.
- Occasionally marking does not give clear enough guidance to pupils' on the next steps in their learning.

## Information about this inspection

- The inspector observed learning in four lessons taught by four teachers. All of these observations were carried out jointly with the headteacher. The inspector and headteacher also carried out a series of shorter visits to lessons and listened to pupils read.
- Meetings were held with staff, pupils, three members of the governing body and a representative of the local authority.
- There were not enough responses to the online Parent View questionnaire to provide evidence on the views of parents and carers. Responses to questionnaires completed by nine staff were analysed and considered.
- The inspector scrutinised a range of documentation including national published assessment information and the school's own records, the school's self-evaluation, improvement plans, minutes of meetings of the governing body, safeguarding records and documents relating to setting targets for teachers to improve their work.

## Inspection team

Julie Price Grimshaw, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Langwith Bassett is much smaller than the average-sized primary school. Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus is broadly average. There are currently no pupils in the school with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (additional support for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services) is well-above average.
- Pupils at the school do not attend any alternative provision off site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been considerable changes in staffing with all current teachers having joined the school since the last inspection.
- Pupils are taught in four classes, three of which are mixed-age classes. Children in the Reception Year are taught with Year 1 pupils and Years 2 and 3 are taught together, as are Years 4 and 5. Year 6 pupils are taught in a separate class.
- There is a privately run pre-school setting on the same site as the school. This is subject to a separate inspection.

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

- Increase the proportion of outstanding teaching by making sure that:
  - teachers carry out frequent checks on pupils' learning, especially when pupils are working at their own pace, so that they complete more high-quality work and make rapid progress
  - all marking gives clear guidance on the next steps that pupils need to take in their learning.

## Inspection judgements

### The achievement of pupils

**is good**

- The very small numbers of pupils in each year group means that attainment can vary greatly from year to year. In 2011, standards in English and mathematics at the end of Year 6 fell to well below average and most pupils did not make enough progress. Pupils' attainment rose significantly in 2012, with standards at the end of Year 6 being broadly average.
- Pupils are now making good progress and overall achievement is improving. The school has good systems for tracking the progress of individuals and groups of pupils and this allows staff to intervene quickly if any pupil is at risk of falling behind. By giving tailored support the school makes sure that those making slower progress catch up and achieve well.
- Children's attainment when they enter the Reception class varies considerably from year to year, but is generally below typical expectations for their age. They make good progress and enjoy learning alongside Year 1 pupils. Many make particularly rapid progress in developing their social skills.
- The introduction of a new approach to the teaching of literacy skills has already had a positive impact in raising standards. Children in the Reception class quickly develop their skills in letters and the sounds they make (phonics) and teachers support pupils in building on this good foundation to become confident readers.
- Pupils are encouraged to read a range of fiction and non-fiction books and the school gives weekly rewards to pupils who read at home. Pupils enjoy talking about their favourite books, with one saying, 'You don't have to stick to just the internet – books are good for finding out about things!'
- Staff have worked well to raise standards in writing, which were previously below those in reading and mathematics. Pupils have many opportunities to practise their writing skills in a range of subjects. Much emphasis is placed on the presentation of written work. The headteacher grants a highly valued 'pen licence' to pupils who show that they can produce good quality handwriting, which motivates them to focus on improving their handwriting.
- Disabled pupils and those who have special educational needs achieve well. This is because staff have a very clear awareness of the precise needs of each of these pupils and offer effective and sensitive support. Specialist resources, such as books and writing materials, are used well to help these pupils make good progress.
- Pupils known to be eligible for the pupil premium achieve particularly well. There are no gaps in their attainment and those of their classmates. In 2012, pupils known to be eligible for free school meals achieved better than similar pupils nationally. Pupil premium funding has been spent on additional adult support and specialist input, such as a sports coach and a music teacher. This has helped to raise the achievement of these pupils.

### The quality of teaching

**is good**

- Teachers have very positive relationships with their pupils. They use praise and encouragement to motivate pupils and there is a good climate for learning in all classrooms.
- Teachers plan work at just the right level of difficulty for pupils. They use information from

marking and assessment to make sure that tasks are challenging, especially for the most able, and promote pupils' good progress. This is a key strength of teaching in the school, particularly as there is a wide range of age and ability within most classes.

- Most teachers use questioning well to extend pupils' learning. They target questions at particular pupils and encourage them to develop thinking skills through follow-up questions. Pupils are confident in answering questions as they are praised for trying. Support staff work well, often using their own initiative to re-frame questions and tasks so that pupils understand what they are expected to learn.
- Teachers often ask pupils to work without adult supervision and most respond well to this, discussing their work and supporting each other. However, teachers do not always check pupils' learning often enough, especially when groups are working at their own pace. Although pupils stay on task, some work slowly and produce too little work when they are left to complete tasks by themselves. As a result, their progress slows.
- Pupils' work is marked regularly and pupils are encouraged to respond to their teachers' comments. Most marking is of good quality and provides valuable guidance to pupils. Occasionally, however, teachers' marking focuses too much on what pupils have done, rather than on what they need to do to move on to the next stage in their learning.

#### **The behaviour and safety of pupils are good**

- Pupils enjoy coming to school, describing it as 'a very friendly place where everyone knows you and people are kind.' They are very well-mannered and polite, being courteous to each other and adults. They are particularly welcoming to visitors.
- Pupils are keen to learn. They say that they enjoy learning and are well aware of the progress they are making, reflected in the comment by one pupil that 'teachers find good ways to push you to do your best!' In all of the learning observed during the inspection, pupils remained focused and maintained interest in their work. Occasionally the pace of their learning slowed down when they were asked to work without adult supervision.
- Pupils have a clear awareness of the different forms of bullying, including cyber bullying, but they say that this is not an issue in the school. They are confident that any incidents of bullying or harassment would be dealt with effectively by staff. Pupils made comments such as, 'If you've got a problem, you can talk to any of the teachers and they will sort it out.' The school's high quality pastoral care means that pupils feel safe and secure, and many make good progress in their personal development.
- Behaviour is consistently well managed across the school. Staff know the pupils very well and treat individuals with sensitivity. There are well-established reward systems, much appreciated by the pupils, as well as a weekly assembly where pupils' achievements in all aspects of school life are celebrated. The pupils themselves are proud of their high standards of behaviour.
- Pupils say that they feel safe in school. They have a good awareness of how to keep themselves safe, particularly when using the internet.
- Attendance is broadly average. The school works well to help parents to understand the importance of regular attendance.

**The leadership and management are good**

- The headteacher and all staff share a clear vision for the school's future and there is a strong drive to build on the improvements made over the past year. Improvements to the quality of teaching have resulted in pupils' progress speeding up since the last inspection, and achievement continues to rise.
  - All staff, including the teachers who have recently joined the school, are strongly committed to the school's ongoing improvement. All responses to the staff questionnaire were extremely positive.
  - Teachers' performance is managed well. Targets set to help teachers improve are linked to the school's priorities for development and training is provided as appropriate. These systems enable the headteacher and governors to make fair decisions on teachers' pay progression, based on the quality of their work.
  - Leaders in charge of subjects are fully involved with checking on the quality of teaching and achievement within their areas of responsibility. They support staff by offering good quality guidance on teaching and learning specific to those subjects.
  - Leaders have a clear and accurate awareness of the school's strengths and areas for development. This, together with the improvements made since the last inspection, show that there is capacity for sustained improvement.
  - Pupils enjoy the wide range of subjects and activities provided. Learning is planned carefully so that teachers can support pupils in building their skills across the full range of subjects. Their experiences are enhanced through visits out of school to places of interest, as well as visitors. There is a strong emphasis on pupils developing business and enterprise skills, for example, the 'Bassett Business Group', which sells items members have made to pupils and staff.
  - Spiritual, moral, social and cultural development is promoted well, for example, through activities such as Chinese dancing and African drumming, as well as extensive work on the Holocaust. The school's strong commitment to equality of opportunity is evident in the good achievement of all groups. Discrimination of any kind is not tolerated.
  - The local authority has provided good support to the school over the past year and has played an important part in the recent improvements, particularly to teaching and achievement. The local authority continues to give good quality advice and guidance to school leaders and the governing body, and also helps to support particular groups of pupils, such as disabled pupils and those who have special educational needs.
  - All safeguarding requirements are met. Staff are suitably trained and there are well-established procedures for child protection.
  - **The governance of the school:**
    - The governing body has played an important part in the school's improvement since the last inspection. Governors evaluated their own work and drew up an improvement plan for governance, providing a clear agenda for their own development, which has helped to improve all aspects of their work. They have received training in the analysis of performance information and are now confident in holding in-depth discussions with school leaders on pupils' achievement. The governing body is aware of the quality of teaching across the school
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and this helps governors to oversee the school's systems for awarding pay increases to teachers, rewarding good teaching and tackling any underperformance. Governors have an accurate understanding of the school's performance compared to that of other schools, and know the key priorities for future development. They make sure that the school's budget is managed well and are fully involved in all discussions relating to spending of the pupil premium and its impact for eligible pupils. Governors have the skills and knowledge to carry out their roles effectively.

## 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

<b>Unique reference number</b>	112616
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405409

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Salena Berry
<b>Headteacher</b>	Amanda Williams
<b>Date of previous school inspection</b>	9 November 2010
<b>Telephone number</b>	01623 742236
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