

The Green Infant School

New Street, South Normanton, Alfreton, DE55 2BS

Inspection dates

1–2 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement because the quality of teaching is not consistently good across the school.
- Activities are sometimes undemanding and are not well matched to the range of abilities within the class. Not all teachers are clear about the intended learning of lessons.
- Teachers mark pupils' work regularly but their comments do not always help them know what they have to learn next to improve.
- Insufficient attention is given to helping pupils form letters and numbers correctly, and in improving their handwriting and presentation skills.
- Checks on the impact of teaching on pupils' learning are not carried out regularly.
- Leaders of subjects are not sufficiently experienced in making checks in their areas of responsibility and so taking any necessary action to improve pupils' achievement.
- Assessment information on the school tracking is not always accurate. The work in pupils' books does not provide secure evidence of the attainment levels seen on the tracking system.
- The governing body has an over-generous view of the school's effectiveness and their role of challenge is under-developed.

The school has the following strengths

- The new headteacher has quickly identified what needs to improve and is already making a significant difference to pupils' early reading skills.
- Children get a good start to school life in the Early Years Foundation Stage where they are taught well and make good progress.
- Pupils say they feel safe and know adults will always help them if they feel unhappy or need extra help.
- Behaviour is good throughout the school and pupils have good attitudes towards learning and towards each other.

Information about this inspection

- The inspector observed 12 lessons including small-group activities, parts of lessons and the teaching of phonics (the links between letters and sounds). Four lessons were observed jointly with the headteacher.
- Meetings were held with three governors, a representative of the local authority, staff and pupils.
- A wide range of school documents were analysed including the school's own data concerning pupils' current achievement, planning and monitoring documentation, records relating to behaviour, attendance and safeguarding arrangements.
- Account was taken of the 12 responses to the online Parent View questionnaire, and the inspector considered the 16 questionnaires returned by staff. The inspector also received a letter from a parent.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than average.
- Almost all pupils are White British and the proportion of pupils who speak English as an additional language is well-below average.
- A broadly average proportion of pupils are known to be eligible for the pupil premium. In this school, the funding is provided for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average, but the proportion supported at school action plus or with a statement of special educational needs is well-above average.
- A new headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Make all teaching good or better by:
 - making sure accurate assessment information is used carefully by teachers to plan activities that promote pupils' learning
 - raising expectations of what pupils can do including through their written work and presentation
 - making sure that marking and feedback are linked carefully to improving pupils' basic skills and helping them to know how to improve their work
 - providing training for staff regarding what is good or better teaching.
- Improve leadership and management by:
 - developing staff's expertise in making accurate assessments of pupils' learning so the information on the tracking system provides reliable data
 - carrying out regular checks on the impact of teaching on pupils' learning, their progress in lessons and their written work
 - providing training for those staff responsible for leadership and then holding them to account for pupils' achievement
 - developing the governors' role of challenge.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because good progress is not sustained consistently throughout the school. Standards in reading and writing are declining in Key Stage 1. The attainment of pupils in the national screening check for reading at the end of Year 1 in 2012 was well below the national average.
- Children enter the Early Years Foundation Stage with knowledge and skills that are generally below expected levels. Improvements to teaching in the Early Years Foundation Stage are paying dividends and children are making good progress. Since the last inspection, children's overall scores by the end of the Reception year have risen steadily and they now compare favourably with the national average.
- The headteacher has taken action to provide stronger support in the teaching of phonics and this is having a positive effect on pupils' learning. The school has also invested heavily in new reading material. This has ignited the pupils' interest in reading and is starting to have an impact on achievement.
- Assessment information held on the school tracking system indicates that standards are well above average in mathematics and average in writing and that standards in reading are rising. However, pupils' work in books does not support the levels recorded in writing and mathematics. In writing, for example, although in Year 1 a good range of writing was seen and the assessment levels were accurate this was not the case in Year 2. In mathematics there are too many examples of tests providing evidence for pupils' attainment rather than teachers' own assessments.
- Disabled pupils and those who have special educational needs work well with other pupils. They are supported by additional adults who are well briefed and sensitively address pupils' specific needs. This means that most are able to make as much progress as other pupils in the class.
- The pupil premium has been used effectively to provide one-to-one support in reading, where the attainment of those pupils known to be eligible, is improving. In other subjects these pupils progress at least as well as other pupils in the school.

The quality of teaching

requires improvement

- Too much teaching requires improvement because teachers do not use assessment information well enough to make sure activities are set at the right level for all pupils. Some teachers do not expect that pupils will always do their best and poorly presented work is too often accepted, especially in subjects other than English.
- Lesson objectives tend to focus on what pupils will do rather than on what they will learn and limited use is made of targets to support pupils' learning. Teachers do not always plan lesson activities sufficiently well to make sure pupils focus on precisely what they need to do to improve their work.
- The headteacher has introduced a new marking policy. Some teachers are using this well, particularly in English, but this is not the case across all year groups. Pupils have too few opportunities to respond to helpful guidance. Marking does not consistently help pupils to improve letter formation or correct number reversals. Simple spelling and punctuation mistakes

at times are left uncorrected.

- Teaching in the Reception classes is good. The well-organised environment encourages children's independence well. Staff provide a good range of appealing and well-resourced learning activities based around meaningful themes. There is a suitable balance between teacher-led activities and those that children select themselves. The strong emphasis on developing literacy and numeracy skills meets children's needs well.
- Disabled pupils and those who have special educational needs are targeted for extra help usually from teaching assistants. As a result of the pupil premium the school has been able to increase its staffing levels to provide additional support in lessons. The impact of this initiative is helping eligible pupils to begin narrowing the gap between their attainment and that of other pupils.

The behaviour and safety of pupils are good

- The school is calm, friendly and orderly. Behaviour in lessons is mainly good. Behaviour in the playground is good, partly because the school promotes positive play through a good range of play equipment. The recently purchased trim trail is very popular and pupils were seen waiting both patiently and excitedly for their turn.
- Arrangements for making sure the school is safe are effective and pupils and their parents agree. Pupils learn how to keep themselves safe in different situations. They know about different types of bullying and say there is very little bullying at the school, just silly name calling sometimes. However, they say the adults deal with this very quickly.
- Pupils are keen to learn. They work well together and are happy to talk about their learning and share their ideas with each other. Some pupils, however, as a result of their wider learning difficulties, sometimes find it difficult to behave appropriately. However other adults are deployed well to support these pupils so they are able to learn alongside their classmates.
- Pupils enjoy helping others. They welcome the opportunity to take the responsibility of being play leaders. Proudly wearing their bibs, these pupils circulated around the playground making sure all pupils were happy and had someone to play with.
- Attendance is improving and this year is broadly average. The weekly attendance competition is successfully highlighting to pupils the importance of regular attendance. As most absences are as a result of holidays taken during term time the headteacher is working with a local cluster of schools to agree a common policy to overcome this problem.
- Behaviour is good rather than outstanding because at times pupils' concentration lapses when the work they are set is too easy or too difficult for them.

The leadership and management requires improvement

- Leadership requires improvement because, until recently, the actions taken by leaders and managers have not had a strong enough impact on improving the quality of teaching. As a result, rates of progress between classes and some groups of pupils have been inconsistent.
- The headteacher has quickly identified strengths and weaknesses in provision and has taken appropriate actions to bring about improvements. In some areas she has been successful, for example in improving phonics teaching. This has resulted in far more pupils being on track this

year to attain the expected level in the Year 1 phonics screening check than in 2012.

- In other areas however, agreed actions have not been carried out by all teachers and the lack of rigorous monitoring has not picked up that some leaders lack the experience to check rigorously the impact of teaching on pupils' achievement. Lesson observations have focused too much on what the teacher is doing rather than how well pupils are learning.
- A very useful electronic tracking system has been introduced and staff are becoming familiar with tracking the progress of pupils in their class. Termly meetings to discuss the progress of pupils have also been set up, which staff are finding useful. However the assessments made of each pupil is not always accurate, especially in writing and mathematics, and therefore the information provided regarding progress is not always reliable.
- The management of teachers' performance has improved this year as in the past some of the targets set for teachers were unrealistic. The headteacher has set appropriate targets for all staff which are clearly focused on improving teaching skills.
- Partnerships with parents are good and most speak well about the work of the school. A very large majority of parents who completed Parent View would recommend the school to others.
- The school's curriculum provides a range of additional opportunities to enhance pupils' learning. Extra-curricular clubs have been introduced including soccer club, street dance, gardening club and the lunchtime lions' club. Themed weeks involving visits and visitors to the school are helping to make the curriculum more interesting and develop pupils' understanding of different faiths and cultures.
- Spiritual, moral, social and cultural development is promoted well through the curriculum. Pupils are provided with good opportunities in lessons to develop their social skills and moral skills. They have a strong sense of right and wrong.
- The school promotes equal opportunities and tackles discrimination. Individual pupils, whose specific needs make them particularly vulnerable, have benefited from pupil-premium funding. This has been used to provide extra one-to-one and small-group support for eligible pupils and is already showing good results.
- The local authority has provided 'light-touch' support which includes termly visits and a report for governors. Now there are plans to provide more intense support to help the school on its journey to being good.
- **The governance of the school:**
 - The governing body is supportive and governors regularly visit the school. However, governors do not have an accurate view of the quality of teaching as they do not receive sufficiently detailed information to hold leaders to account for the achievement of pupils, including those for whom the school receives extra funding through the pupil premium. As yet they have not checked how the headteacher is managing teachers' performance and ensuring that pay awards are linked to this performance. They are not clear how the school is tackling any underperformance. They know that the pupil-premium funding has provided for an additional member of staff to support the learning of eligible pupils. Governors ensure that safeguarding requirements are met and they regularly access training provided by the local authority.

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	112622
Local authority	Derbyshire
Inspection number	412752

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Mark Davis
Headteacher	Lisa Worrall
Date of previous school inspection	3 March 2009
Telephone number	01773 811465
Fax number	01773 811465
Email address	info@green.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2013

