

Loscoe CofE (C) Primary School

Church View, Loscoe, Heanor, DE75 7RT

Inspection dates

25–26 March 2014

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.

- All groups of pupils make good progress and achieve well. Pupils' progress in writing has improved greatly since the previous inspection and is now outstanding.
- Teaching is good across the school with some outstanding practice. Teachers use questioning well and give good advice and guidance to pupils on how to improve their work. This supports pupils' good progress.
- The most able pupils make good progress because teachers set challenging work that helps them to develop their skills in reading, writing and mathematics.
- Teaching assistants offer very good support to disabled pupils and those who have special educational needs. They explain tasks clearly so that pupils understand exactly what they need to do.
- Pupils behave well and enjoy coming to school. They say that the school is a friendly place where they feel safe and know that adults care for them.
- The headteacher and the governing body have worked successfully to improve pupils' achievement and the quality of teaching over the last eighteen months. Staff say that they are proud to work at the school and share a strong determination to improve pupils' achievement further.
- The school's use of the primary sports funding is excellent. Skilled sports coaches work with pupils and their families, as well as developing the skills of staff in the school. As a result, the number of pupils who benefit from involvement in sporting activities has increased greatly.

It is not yet an outstanding school because

- There is not enough outstanding teaching to result in all pupils making rapid progress. At times, the work set for the younger, less able pupils is too difficult for them and this slows their progress.
- Pupils do not always take enough pride in the presentation of work in their exercise books.

Information about this inspection

- Inspectors observed teaching and learning in nine lessons. Two of these were observed jointly with the headteacher. In addition, inspectors made a series of shorter visits to lessons.
- Meetings were held with staff, pupils, three members of the governing body, a representative from the local authority and the leader of the local sports programme.
- Inspectors took account of the 39 responses to the Ofsted online Parent View questionnaire as well as the responses to the school’s own recent survey of parental views. Fourteen responses to the staff questionnaire were also considered.
- Inspectors scrutinised a range of documentation including national published assessment data and the school’s own data, the school’s self-evaluation, improvement plans, safeguarding policies, behaviour policies and records, and documents relating to teachers’ performance management.

Inspection team

Julie Price-Grimshaw, Lead inspector

Additional Inspector

Julie Metcalfe

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for support through the pupil premium is average. This is additional support for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- A new headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, so that all pupils make more rapid progress, by making sure that:
 - work set for the younger, less able pupils in the school is always at the right level of difficulty for them
 - teachers have higher expectations of pupils' presentation of written work, and that the pupils themselves take greater pride in their work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection and is now good. Children join the Early Years Foundation Stage with skills that are generally below the expected levels for their age and make good progress throughout the school. By the end of Year 6, standards in reading, writing and mathematics are broadly average.
- The school's current information on pupils' progress show that achievement is continuing to improve. Pupils are making more rapid progress, particularly in reading. In 2013, the proportion of Year 1 pupils reaching the expected level in the national screening test for phonics (letters and the sounds they represent) was below average. Due to a sharp focus on the teaching of early reading skills, pupils in Key Stage 1 are now more competent readers who are confident in tackling unfamiliar words.
- Achievement in writing was highlighted as an area for improvement during the previous inspection. The school has worked with great success to tackle this weakness and in 2013 pupils made outstanding progress in writing. Pupils continue to make rapid progress in writing due to a strong whole-school approach to practising writing skills across a range of subjects.
- The most able pupils achieve well because they are consistently set work at a challenging level. These pupils respond very positively and say that they enjoy being given work that makes them 'think really hard.'
- Disabled pupils and those who have special educational needs make good progress throughout the school. This is because tasks are carefully chosen for these pupils and teaching assistants offer high quality support to individuals and groups.
- In 2013, those eligible for the pupil premium made good progress overall. They attained at a similar level to their classmates in mathematics and were over a term ahead of their peers in writing, although they were approximately two terms behind in reading. Due to the school's work in improving reading, this gap has now been narrowed and eligible pupils are on track to attain at a similar level to their classmates.

The quality of teaching is good

- Weaknesses in the quality of teaching highlighted in the previous inspection report have been tackled thoroughly. As a result, the quality of teaching is consistently good across the school with some examples of outstanding practice.
- Teachers use questioning skilfully to make sure that all pupils stay focused. They also extend pupils' learning and develop their use of language by expecting pupils to answer questions in detail and in full sentences. As a result, pupils pay attention throughout their lessons and become confident in explaining their answers. This helps them to make good progress and also helps them to develop their speaking, listening and writing skills.
- Staff check pupils' understanding frequently throughout lessons and then modify tasks or ask searching questions to support learning. This helps the learning to move at a brisk pace, resulting in pupils making good progress.
- Teachers take great care in making sure that the work they set is challenging enough, especially

for the most able pupils. For example, in a mathematics lesson on calculations using brackets, the most able pupils made very rapid progress and quickly moved on to learning about how brackets are used in algebra. Their attitudes to learning were excellent and they were delighted with the new skills and knowledge that they had acquired during the lesson.

- Teaching assistants work very well with teachers, particularly in planning work for disabled pupils and those who have special educational needs. Teaching assistants give high quality support to these pupils, making sure that explanations are clear and re-phrasing questions if necessary to ensure that pupils understand the work. Consequently, these pupils do not fall behind in class and make good progress across the school.
- Marking and feedback are of good quality and help pupils to understand exactly what they need to do to improve their work. Pupils have time to respond to teachers' comments and correct their mistakes, which helps them to avoid repeating errors in the work that follows.
- The work in pupils' books shows that they make good progress over time. However, pupils do not always take enough pride in their work and some is untidy. Not all teachers draw pupils' attention to untidy work or set high enough expectations for the quality of presentation in exercise books.
- Occasionally, tasks set for the less able pupils in the Early Years Foundation Stage and Key Stage 1 are too difficult for them to tackle without continuous support from adults. Their progress slows when they find tasks confusing, or when they are not given enough guidance beforehand so that they understand exactly what they must do.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They have positive attitudes to learning and enjoy coming to school, saying that it is a 'friendly place where people care about us.' They are keen to achieve well and appreciate the work that staff do, with several pupils commenting that 'our teachers make learning fun'.
- Pupils say that behaviour in lessons is good and that learning is very rarely disrupted by poor behaviour. Pupils work very well together, talking about their learning with enthusiasm and supporting each other. The school's evidence shows that behaviour over time is typically good and the vast majority of parents who responded to the Parent View questionnaire agree that the school manages behaviour well.
- Almost all pupils are polite and well-mannered. They show a great deal of respect towards each other as well as towards staff and other adults who visit the school. The school places much emphasis on the importance of kindness and pupils are encouraged to nominate fellow pupils for a 'kindness award', which is then presented to them in assembly.
- A few pupils have difficulty in managing their own behaviour and staff have a very good approach to dealing with such pupils, leading to improvements in behaviour. The 'nurture room' is valued by pupils and is used well by staff to help pupils feel cared for and supported. Systems for managing pupils' behaviour work well because they are based on the individual behavioural needs of each pupil.
- The school's work to keep pupils safe and secure is good. Pupils have a very thorough awareness of how to stay safe, including when using the internet. They also understand the importance of road safety and fire safety as a result of good quality sessions delivered by

visitors.

- Pupils say that bullying in any form is rare. They are confident that any incidents will be dealt with by staff. Pupils said that they would not hesitate to speak to a member of staff if they were concerned that any of their friends were being bullied.
- Pupils take an active role in preparing colourful and vibrant wall displays and they are proud of this work. They take care of the equipment they use and help to make sure that classrooms stay neat and tidy.
- Pupils relish the chance to take on posts of responsibility, such as acting as school councillors, or as 'mini leaders' linked to the primary sports funding. Mini leaders receive high quality training so that they are skilled in managing lunchtime sports activities. One of the mini leaders explained that their work means that 'the younger ones have a chance to really enjoy themselves at lunchtimes - and they sometimes come and share their feelings with us.'

The leadership and management are good

- The headteacher provides strong leadership. She has worked extremely well with school staff and governors to bring about significant improvements in teaching and pupils' achievement over the last eighteen months. All staff say that they are proud to work at the school.
- Senior staff carry out thorough checks on the quality of teaching, offering high quality support to staff to help them develop their skills in the classroom. Staff performance is very well managed; staff understand the link between teaching, pupils' achievement and pay progression. Targets set for teachers support their development and there are strong links to training. This has helped to bring about considerable improvements in the quality of teaching since the previous inspection.
- Leaders have an accurate view of the school's strengths and areas for development, gained through thorough checking of all aspects of the school's work. Good quality planning for the future, together with the school's track record since the previous inspection, shows that there is strong capacity for further improvement.
- Pupils learn about a wide range of subjects. They particularly enjoy their topic work; for example, one group of pupils was keen to talk about how interesting they found their work on Pompeii, studied as part of a topic on the Romans. There are many other activities that enrich pupils' experiences at the school, including yoga, a range of sports and learning the violin. The school promotes pupils' spiritual, moral, social and cultural development very well.
- The school makes excellent use of the additional primary sports funding. A group of skilled local coaches supports staff in developing their skills, trains the 'mini leaders' and runs a variety of sports teams, involving pupils and their families. The number of pupils participating in sporting events has increased dramatically and the school's teams are enjoying much success in competitions at local and national level.
- Staff make sure that all pupils, regardless of background or ability, can benefit from everything the school has to offer. The school's motto, 'We may be small but we can make a big difference', reflects the strong emphasis on caring and helping each individual child to reach his or her potential. Relationships with parents are good; all of those who responded to the Parent View questionnaire said that they would recommend the school to other parents.

- The local authority has given good quality support to the school. Advisers have provided training for staff and governors and the school's link adviser has supported the leadership team well.

■ **The governance of the school:**

- The governing body is led effectively by a committed Chair who visits the school frequently. Governors are fully aware of how well the school's performance compares to that of other schools. They regularly discuss data on pupils' achievement and have a thorough and detailed understanding of the quality of the school's work.
- Governors provide challenge to senior leaders and ask searching questions in order to explore issues relating to all aspects of the school's work. They know about the quality of teaching across the school and oversee the systems for managing staff performance and pay progression. Governors contribute to decisions on how the pupil premium is spent, for example through groups such as the breakfast club, as well as small group and individual support sessions. They keep a close check on how these measures are helping eligible pupils to achieve well. The governing body makes sure that all statutory safeguarding requirements are met.

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	112828
Local authority	Derbyshire
Inspection number	430693

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Peter Wood
Headteacher	Sarah Tew
Date of previous school inspection	12 March 2012
Telephone number	01773 713396
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