

# The Green Infant School

New Street, South Normanton, Alfreton, DE55 2BS

**Inspection dates** 21–22 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders and managers, including governors, make sure that teaching and learning flourish and that, from their starting points, all groups of pupils achieve well in reading, writing and mathematics.
- The school has improved markedly since the previous inspection and continues to do so.
- Pupils' behaviour is good. They are polite, listen well, and show curiosity and an eagerness to learn. The school is a calm, orderly and welcoming community.
- Pupils are safe in school. They know what to do if at any time they need help.
- Teachers plan well to make sure that the work they set captures the interest of all groups of pupils and makes them want to learn.
- The school promotes pupils' spiritual, moral, social and cultural development well. It prepares them well to take their places as citizens in modern Britain.
- The early years provision is good. From starting points which are below those typical for children of their age, children make good progress and are well prepared to move into Key Stage 1.

### It is not yet an outstanding school because

- The most-able pupils are not always challenged rigorously enough and therefore do not consistently attain above-average standards in reading, writing and mathematics.
- When teachers mark pupils' work and give pointers for improvement, they do not always check that all pupils read, understand and act on the advice they are given.

## Information about this inspection

- The inspector observed teaching and learning in every class. He looked in detail at pupils' work to assess the quality of teaching and pupils' progress over time. The inspector carried out lesson observations jointly with the headteacher. He listened to a sample of pupils reading.
- The inspector held discussions with pupils, parents, the headteacher and other staff, governors and a representative of the local authority.
- The inspector looked at documents relating to safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the school improvement plan and the work of the governing body. He examined records of the monitoring of teaching quality.
- The inspector consulted the Parent View website where 39 parents and carers had posted responses to the online questionnaire.
- The inspector analysed the responses to a questionnaire completed by 13 members of staff.

## Inspection team

Richard Marsden, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. A very small minority are from other ethnic groups. Very few speak English as an additional language.
- The proportion of disadvantaged pupils is below average. These pupils benefit from the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Children in the early years provision attend full-time.

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

- Improve teaching and pupils' achievement by:
  - offering greater challenge to high ability pupils so that more of them reach consistently above-average standards in reading, writing and mathematics
  - making sure that, when all teachers mark pupils' work and give pointers for improvement, they check that pupils read, understand and act consistently on the advice they are given.

## Inspection judgements

### The leadership and management are good

- Leaders and managers promote good achievement effectively. The headteacher and other staff show drive and ambition to secure the best possible education for all pupils and to encourage them to have high aspirations for themselves. Leaders provide a safe and stimulating environment in which children thrive and where learning flourishes. A strong commitment to equal opportunities means that no pupil is denied access to anything the school offers on any grounds whatsoever.
- Leaders and managers have a clear view of the school's strengths and weaknesses. The areas requiring improvement raised at the previous inspection have been addressed systematically and robustly. For example, the school now keeps accurate and detailed records of pupils' progress. It uses this information to identify any individuals giving cause for concern and to plan what they need to learn next.
- Leaders, including middle leaders responsible for specific subjects, keep a close check on the quality of teaching. They regularly observe teaching and look closely at pupils' work so they have a good insight into the progress pupils make over time. All staff have targets for improvement, and show enthusiasm and determination to develop their skills. Since the previous inspection, they have benefited from opportunities to observe outstanding practice in other schools.
- The local authority has given a good level of support since the previous inspection. It has supported the headteacher and staff in the drive to improve teaching. It has enabled governors to update and extend their skills and expertise. It has enabled teachers to check that the standards they apply when they mark pupils' work are in line with the standards applied nationally. This means that pupils and their parents can now be confident that the information they receive about pupils' standards in reading, writing and mathematics is accurate.
- Pupils learn a wide and well-balanced range of subjects. Out-of-school activities include music and performing arts. The school is rehearsing for a performance of *Joseph* this term. Regular visits, to places such as Bolsover Castle, and special events, such as those with a focus on India, China or Africa, bring learning to life for pupils.
- The promotion of pupils' spiritual, moral, social and cultural development is effective because these aspects are woven into the day-to-day work of the school. Pupils have regular opportunities to stop and reflect, such as in assemblies. They experience awe and wonder when, for example, an environmentalist visits and invites them to handle live snakes or when they observe tadpoles hatching from frogspawn.
- Leaders actively promote fundamental British values well. Pupils learn about the culture and heritage of Britain. In one lesson, for example, they were learning about the meaning of ideas and symbols in the *Ring a Ring o' Roses* song. In assembly, they learnt about St George. They understand the need for fairness and for respect for people whose backgrounds or beliefs may be different from their own. The school prepares them well for life in modern-day Britain.
- The school uses the primary physical education and sport premium effectively. The funding provides some specialist coaching for pupils and has enabled staff to extend their expertise in teaching a wider range of sport than previously. Pupils now experience dance, gymnastics and basketball, for example, and have more opportunities to take part in competitive sport. The impact of this is carefully checked and is having a good impact on pupils' health and well-being.
- The school uses pupil premium funding well to provide extra support for disadvantaged pupils and to close the gaps between their attainment in reading, writing and mathematics and that of their classmates. The funding also enables pupils to experience some out-of-school activities in which they might not otherwise be able to take part.

- The school engages well with parents. The newly formed Friends group for parents is popular. Attendance at school events is good. Some parents serve as volunteer helpers in classrooms.
- Leader and managers, including governors, are diligent in making sure that the school meets its statutory requirements for the safeguarding and protection of pupils. All the necessary checks are carried out on any adults who have contact with pupils.
- **The governance of the school:**
  - The governing body is effective. It has a good balance of experienced members and more recently appointed members who bring new ideas and insights. Governors say they benefited greatly from the review of governance carried out after the previous inspection.
  - Governors have a secure understanding of the school's context. They use data on pupils' progress and standards to compare the school's performance with that of schools nationally. They challenge the headteacher, asking penetrating questions, particularly on the achievement of different groups of pupils, in order to secure the best for all pupils.
  - Governors have a good knowledge of the quality of teaching and the performance management of teachers. They know what staff do to move up the pay scales. They make sure that the school only gives promotions when fully deserved and that that these have a clear impact on pupils' achievement.
  - Governors understand how the school uses the pupil premium funding and the impact it has in closing the gaps in attainment between disadvantaged pupils and others.
  - Governors are aware of the importance of preparing pupils for life in modern Britain. They make sure that values such as honesty, openness and a respect for people from all walks of life are woven into all aspects of school life. They make sure that the work of the governing body is open and transparent.

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

### **Behaviour**

- The behaviour of pupils is good. From the outset, the high standards of behaviour expected of them are instilled into pupils. Their good behaviour around the school means that teaching and learning can take place unhindered. There is a calm, welcoming and well-ordered atmosphere in school. In lessons, pupils listen well, show curiosity and a willingness to learn. Attendance has risen steadily since the previous inspection and is now close to average. The persistent absence of some pupils is has also declined markedly this year.
- Relationships are good. The school creates an environment in which each child can thrive. Pupils respond readily to adults' instructions. They play well together and take turns appropriately. Adults treat all children with warmth and respect, giving them plenty of praise and encouragement so that they grow in self-esteem and confidence and are not held back by the fear of looking foolish.
- The school manages well the very small number of pupils whose behaviour gives cause for concern. It applies well-thought-out policies and procedures consistently. Staff do not allow any poor behaviour from individual pupils to disrupt the education of others.
- Pupils are proud of their school. They are happy to take on jobs and responsibilities. For example, they serve as fruit monitors or register monitors, or on the school council. Children in the Reception year help with tidying up. Pupils regularly help people less fortunate than themselves by raising funds for charity. The pupils themselves decide which charities to support and suggest ideas for fundraising.
- The school gives good support to pupils whose circumstances may make them vulnerable. The inspector saw compelling evidence of how this support, drawing on a range of outside agencies, has helped such pupils to settle down in school, making the most of what it offers and making progress in line with other pupils.

### **Safety**

- The school's work to keep pupils safe and secure is good. Staff keep pupils safe in school and when out on visits. Pupils say they feel safe in school. Parents who spoke with the inspector said the same.

- The school gives safety high priority and, appropriate to the age of the pupils, it features regularly in lessons and assemblies. Children in the Reception year, for example, have visits from the fire service and the police to help them appreciate dangers which may face them and learn how to stay safe. They learn about 'stranger danger'. Older pupils learn how to keep themselves safe when using the internet.
- Pupils and parents told the inspector repeatedly that pupils had no experience of bullying or that it was very rare. Pupils show that they understand what to do if it should occur and where to go for help. Older pupils understand about the different forms bullying can take.

### **The quality of teaching** is good

- Teaching promotes good achievement in reading, writing and mathematics. Teachers have high expectations of what pupils should achieve. They explain things very clearly and question pupils very effectively to make sure that everyone understands and that no one falls behind. They deal patiently with any misunderstandings that arise.
- In a Key Stage 1 mathematics lesson, for example, the teacher's explanation was particularly lively and engaging. By a constant stream of questions and answers, she made sure that learning moved on quickly. By choosing individuals to answer questions rather than waiting for pupils to volunteer their answers, she made sure that each pupil was keeping up and fully understanding what was being explained.
- Teachers plan lessons that inspire and motivate all groups of pupils well. In a Key Stage 1 English lesson, covering both reading and writing, the topic of the Great Fire of London excited both boys and girls. As they read texts, they put themselves in the shoes of different real-life characters. As they prepared a piece of written work, they became deeply engrossed in finding vocabulary to express in their own words what the characters might be feeling.
- Staff make good use of the newly built early years unit and the refurbished outdoor area. In one lesson, small groups did activities with adults, concentrating on reading, writing, mathematics, and healthy eating. At the same time, other children were given purposeful and well-organised role-play, painting, craft activities and bridge building.
- The school gives good support to disabled pupils and those who have special educational needs. Teaching assistants know pupils' learning needs well. They give good support to individuals or small groups, either in class or nearby. When the teacher is explaining things to the whole class, they do not simply sit and wait but they are active in making sure that all pupils are keeping up. Other adults give one-to-one support daily to pupils who need help with their reading.
- Teachers mark pupils' work conscientiously. They make good use of the school's colour coded marking scheme with comments in pink for praise ('tickled pink') and in green for improvement ('green for growth'). It has been one of the key factors in raising pupils' achievement since the previous inspection. However, some pupils say that they do not always read teachers' comments on their work or, if they do, they do not always understand them or act on them. This slows progress for some pupils.
- Teachers make sure that they generally tailor work well to pupils' needs. However, they do not always offer enough challenge to the most-able pupils to enable these pupils to reach consistently above-average standards in reading, writing and mathematics.

### **The achievement of pupils** is good

- Children join the Reception class with knowledge and skills that are below those typical for their age, particularly in communication and mathematics. They make good progress as they move up the school. By the end of Year 2, their standards in reading, writing and mathematics are broadly average. Standards have risen markedly since the time of the previous inspection.

- There is no significant variation between the achievement of girls and boys. From their starting points, boys and girls make equally good progress. The very few pupils who speak English as a foreign language also achieve as well as their classmates.
- Disabled pupils and those who have special educational needs make good progress from their starting points. Staff identify their individual needs swiftly and accurately. They give them good support in class as well as in one-to-one or small group activities nearby.
- Disadvantaged pupils make good progress from varied starting points. The school uses the pupil premium funding well to support them. The gaps between the standards they reach by the end of Year 2 and the standards of other pupils have narrowed markedly since the previous inspection. In the current Year 2, the gap has almost been eliminated in writing and mathematics, and has narrowed in reading.
- Pupils' scores in the national check on phonics (the sounds represented by letters) were below average in 2014. This led to an increased focus on teaching this aspect of early reading skills. The school's detailed tracking of pupils' progress shows that pupils' scores are set to be much higher for Year 1 pupils this year. The school promotes a love of reading and pupils achieve well. 'I absolutely love reading!' said one Year 2 pupil quite spontaneously.
- The most-able pupils in Years 1 and 2 read fluently and with good expression and understanding, showing above-average skills. Less-able pupils read more hesitantly and are sometime inclined to guess at words rather than reading them with care. They can, however, clearly demonstrate the techniques they have been taught to apply whenever they meet an unfamiliar word.
- Pupils achieve well in writing because they have many opportunities to practise this skill, not just in English lessons but also across a whole range of other subjects. Teachers stress the importance of correct spelling, punctuation and grammar in all subjects, not just in English lessons.
- Pupils achieve well in mathematics because teachers explain things clearly. Teachers give pupils tasks that appeal to both boys and girls, which motivate them well and sustain their interest. They become deeply absorbed in their work.
- In general, pupils are challenged well in lessons and they tackle work, which is appropriate to their needs and abilities. At times, though, the most-able pupils are not given work which is hard enough. This means that they do not consistently reach above-average standards by the end of Year 2.

### The early years provision

is good

- The leadership and management of the early years provision are good. Staff work well together to plan activities which stimulate and motivate all groups of pupils in all areas of learning. They keep a close check on children's progress and take decisive action if any child gives cause for concern. They communicate well with parents.
- Staff keep children safe at all times and treat them with warmth and encouragement, so that they feel secure and behave well. Children were very keen to tell the inspector how much they enjoy coming to this school. Routines and expectations are made clear to them from the outset.
- The quality of teaching is good. Staff make good use of the newly built indoor area and the refurbished outside area. These provide a stimulating environment in which children want to learn. Adults take every opportunity to interact with children. They are continually on the lookout for opportunities to develop children's observational, language and mathematical skills.
- Children's achievement is good. From starting points which are below those typical for their age, the majority reach a good level of development by the end of the Reception year and are well prepared to move up into Year 1. Staff identify the learning needs of disabled pupils and those who have special educational needs very well. They take appropriate steps to make sure these needs are met 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>	112622
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	462022

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Davis
<b>Headteacher</b>	Lisa Worrall
<b>Date of previous school inspection</b>	1 May 2013
<b>Telephone number</b>	01773 811465
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