



William Levick Primary School

Inspection Report

Unique Reference Number 112541
LEA DERBYSHIRE LEA
Inspection number 278952
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Mr. Martin Newell AI

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

Type of school	Primary	School address	Smithy Croft
School category	Community		S18 8YB
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01142890670
Number on roll	191	Fax number	01142890476
Appropriate authority	The governing body	Chair of governors	Mrs.Lynn Mitchell
Date of previous inspection	25 January 2000	Headteacher	Mr. Peter Wright

Age group 4 to 11	Inspection dates 10 July 2006 - 11 July 2006	Inspection number 278952
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

William Levick is an average sized primary school. The proportion of pupils eligible for free school meals and the proportion of pupils with learning difficulties, including those who have a statement of special educational needs, are below the national average. Almost all pupils are White British and of the very small percentage of pupils from minority ethnic backgrounds, none is at an early stage of acquiring English. Pupil mobility is low. Attainment on entry to the school is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils' behaviour and enjoyment are outstanding. Inspection findings mirror the school's own evaluation of its effectiveness. The school's successes owe much to the good quality leadership, management and teaching. Staff go out of their way to ensure that pupils leave school as well rounded individuals. Parents and pupils speak highly of the school. The school's good track record of always moving forward indicates a strong capacity for further improvement. By the end of the Reception year standards are a little above average, which represents good progress and achievement from when children started school, due in no small part to the good teaching and provision. Pupils continue to make good progress and achieve well throughout Years 1 to 6 because of the continued and consistently good teaching and boundless enthusiasm of pupils. By the end of Year 6 standards overall in English, mathematics and science are well above average, although there is room for improvement in the number of pupils reaching higher levels in writing. The headteacher leads the school very well, with strong support from staff and governors. The curriculum provides pupils with a wide range of experiences that help to make learning fun and enjoyable. The school is successful at raising pupils' awareness of how to keep fit, healthy and safe. The care and welfare of pupils are given a very high priority and the individuality of pupils is celebrated. A significant strength of the school is the pupils' behaviour, enthusiasm and love of school, which shine through like beacons. They readily accept responsibility but the school could provide more opportunities for them to contribute to the school community and to lead innovative initiatives that could bring another dimension to the quality of their learning. The school provides good value for money.

What the school should do to improve further

- Continue to develop initiatives aimed at ensuring that more pupils reach higher levels in writing. - Provide more opportunities for pupils to take responsibilities, to contribute to the school community and to lead initiatives that could enhance their learning.

Achievement and standards

Grade: 2

Children start school with skills and knowledge that are at the expected level for their age, although they are below average in their personal and social development. By the end of the Reception year standards are a little above average and all children achieve well because of good teaching and provision. Pupils continue to make good progress in Years 1 and 2 and standards by the end of Year 2 are securely above average overall in English, mathematics and science. The good start pupils get in Reception to Year 2 is built on effectively in Years 3 to 6. By the time that pupils leave the school standards overall are well above average in English, mathematics and science. The good achievement of pupils in Years 1 to 6 owes much to the good teaching and the excellent behaviour and attitudes of pupils which all help to create an environment

where learners thrive and flourish. The school has rightly flagged up the need to increase the number of pupils reaching higher levels of writing at the end of Year 2 and Year 6 because not enough pupils write with flair and an expressive vocabulary. The school sets demanding but reachable targets for all pupils, including those with learning difficulties, who are only too ready to rise and meet the challenge.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Pupils enjoy school enormously. Attendance is good and pupils behave extremely well at all times. Pupils are very keen to learn, showing a lively interest in their work and relishing challenging activities. Pupils throughout the school are very willing and able to accept responsibility but it is generally the oldest pupils that carry out tasks around the school or organise fundraising events to support charities. Whilst pupils' literacy, numeracy and computer skills are developed well there is scope for using them in innovative and exciting enterprise initiatives that would enhance pupils' decision making and creative thinking skills. Pupils show a strong sense of social and moral responsibility, are reflective in their thoughts and have a good awareness and respect for cultures and traditions other than their own. The relatively new school council has already made a difference to school life with the purchasing of playground equipment, described as 'fantastic'. The council's 'friendship bench', intended as a refuge for lonely pupils, has been discontinued owing to a complete lack of demand - pupils are never without friends. They spontaneously look out for one another and would advise new pupils that 'there's no bullying and you'll be safe'. Pupils have a good understanding of what is needed to follow a healthy lifestyle and put this into action through eating healthily and taking part enthusiastically in much physical exercise.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and some is very good. Teachers go out of their way to make learning an enjoyable adventure and many displays around the school are a riot of colour and interest. Planning is good and usually makes sure that work set is well matched to the individual needs of all pupils. Occasionally work is not demanding enough for the more able pupils. Lessons generally bristle with pace and the high quality relationships that are evident across the school do a great deal to build up pupils' confidence and self-esteem. Pupils' books contain a great deal of well presented work and reflect teachers' high expectations and pupils' strong work ethic. Teaching assistants contribute well to pupils' learning and achievement. The school is rightly working on developing teaching strategies specifically aimed at giving pupils' writing more flair and inventiveness. The procedures for assessing and tracking pupils' progress are good and information is used well to set challenging targets. Pupils are

knowledgeable learners because they have a good awareness of targets they are working towards and often set targets for themselves. Marking is good because it gives clear pointers for what pupils need to do to improve and these are readily acted upon by pupils.

Curriculum and other activities

Grade: 2

A good curriculum meets pupils' needs well. There is a strong focus on English and mathematics but not at the expense of other subjects, which are given good prominence. The Foundation Stage provision is good although it is hampered by the internal accommodation which is not conducive to how young children learn best. The curriculum is modified well to meet the needs of pupils with learning difficulties and disabilities. Teachers generally make good use of pupils' literacy, numeracy and computer skills in other subjects although opportunities to enhance pupils' writing skills are sometimes missed. A particularly rich variety of art activities extend pupils' cultural awareness; for instance, Years 5 and 6 pupils' stunning studies of poppies, based on a famous artist's work. The curriculum is enhanced by the teaching of a foreign language and a wide array of clubs, visits and visitors all add much to pupils' enjoyment and achievement. A good personal, social and health education curriculum ensures that pupils get a good understanding about the importance of keeping healthy and safe as well as meeting requirements for pupils to learn about substance abuse and sex and relationships.

Care, guidance and support

Grade: 2

This aspect is good. Pupils are cared for very well, with thorough attention paid to procedures for child protection and health and safety. A number of parents described the 'warm and friendly' atmosphere that pervades the school and contributes to pupils' feelings of security. Pupils are confident to talk to any adult in school about their concerns, certain that they will be listened to carefully and helped. Well organised arrangements support pupils' smooth transfer to secondary school, through, for instance, opportunities for them to meet new teachers through sports coaching. Strong partnerships with a variety of professionals and agencies contribute very well to supporting pupils experiencing any difficulties. The school keeps a close eye on pupils' academic progress and uses information well in setting challenging targets and identifying where extra support or intervention is needed. Most pupils can speak knowledgeably about their individual targets and understand what they need to do in order to improve.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads and manages the school very well and has played an influential role in the school's success. He has helped to

build a strong team of committed staff who share his vision for producing pupils that are very well equipped, both academically and socially, to tackle the next stage of their educational lives. All issues from the last inspection have been dealt with effectively. The school is not content to rest on its laurels but instead constantly strives to provide the best it can for all pupils. The headteacher consults pupils, parents and other stakeholders through, for example, annual questionnaires and provides ample opportunities for them to contribute to the decision making processes. The school's self-evaluation paints a very accurate picture of the school's many strengths as well as its main thrust of well planned initiatives at further improving writing standards. The senior management team and key subject leaders are rigorous in their pursuit of monitoring the school's performance through lesson observations, work scrutinies and the robust analyses of test and assessment data. This good practice is not as well established in the foundation subjects. Governance of the school is good. Governors are supportive of and committed to the school and they play an active and effective role in holding the school to account for the quality of education it provides. The school makes good use of its available resources to ensure good value for money, and is well placed for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that we visited your school not too long ago and I am now writing to let you know what we found out. Before I do I would just like to say a great big thank you for making us feel so welcome and for making our stay so enjoyable. I told your teachers how pleasant and polite you all were and I know that they are all very proud of you. Through talking to lots of you it was fantastic to hear how much you love coming to school, how well you all get on with one another and that bullying is not something that happens at your school. Many of you told us that you think that William Levick is a good school and a fun place to be - and do you know what, we agree! It is a school where teachers make learning fun. There are lots of exciting activities taking place and staff go out of their way to make sure you are looked after well and to make you aware of the importance of keeping fit and healthy. Mr Wright leads the school very well and all the staff work together really well as a team in making sure that you achieve well. But do you know what one of the most impressive features of the school is? It's you, the children! The outstanding way in which you behave and your great enthusiasm help to light up the school. I have talked to your teachers about how they can help make the school even better. Teachers are going to help you improve your writing skills still further and give you more opportunities to take on tasks and responsibilities around the school and to lead exciting projects where your writing and other skills can really be put to the test in a fun and exciting manner. Mr Wright and all the staff want the school to continue to improve. Having met you I am sure you will want to play your part as well. I wish you every success in your futures. It was a pleasure and privilege to meet you.