



Longwood Community Infant School

Inspection Report

Unique Reference Number 112609
LEA DERBYSHIRE LEA
Inspection number 278974
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Mrs. Alison Cogher LI

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

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|------------------------------------|--------------------|---------------------------|--------------------|
| Type of school | Primary | School address | Wharf Road |
| School category | Community | | NG16 6PA |
| Age range of pupils | 4 to 7 | | |
| Gender of pupils | Mixed | Telephone number | 01773 810329 |
| Number on roll | 52 | Fax number | 01773 810329 |
| Appropriate authority | The governing body | Chair of governors | Mr. Dean Ward |
| Date of previous inspection | Not applicable | Headteacher | Mrs. Nicola Walker |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Longwood Community Infant School is a small school serving the village of Pinxton in Nottinghamshire. The school has an acting headteacher who has been in post since January 2006. Almost all of the pupils are white and come from homes where English is the first language. When pupils start school their levels of knowledge, skills and understanding are below those expected for their age. The socio-economic background of most pupils is below average. The proportion of pupils with special educational needs, including those with statements, is above that of most schools. The school achieved National Healthy School status in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Longwood Community Infant School is a good school that provides good value for money. This view is shared by the inspector and the school. The school has the respect of the community it serves and parents hold it in high regard. The main strengths are the very strong teamwork, good leadership and management and good teaching that ensure pupils experience a wide variety of learning opportunities. Provision in the Foundation Stage is good and children make good progress. Pupils in Years 1 and 2 make good progress, achieve well and reach standards that are good in relation to their individual ability. Assessment procedures are effective and teachers use the information they gather to plan work that accurately matches the needs of pupils of different age and ability. However, pupils are not given enough information about what they need to do to improve their own work. The curriculum is well-planned and stimulating and pupils are cared for well. Pupils' personal development is also good. Relationships in the school are strong and almost all pupils behave well and are keen to learn. This creates an environment in which pupils respond with enthusiasm and promotes their enjoyment of school. The attendance of most pupils is satisfactory. However, pupils taken on holiday during term time often miss important lessons and this hinders their learning when they return to school. Improvement since the last inspection has been good. Leadership and management are good. The acting headteacher, governors and all staff work very effectively together and there is good capacity to improve. Although the inspection judges the school's view of personal development and well-being, and leadership and management to be overgenerous, the school's self-evaluation is good overall. The school improvement plan takes account of a wide range of views, assessment and monitoring information and is soundly focused on improving provision so that pupils achieve as well as they can.

What the school should do to improve further

- Ensure pupils know what their targets are and what they need to do to achieve them.
- Work with parents to improve attendance and reduce absences due to term-time holidays.

Achievement and standards

Grade: 2

Although they vary from year to year, when children come into the school their standards are below those expected. They are particularly low in speaking and listening and their knowledge and use of mathematical vocabulary. However, the children in reception make good progress in all areas of learning and achieve well because of the good provision made for them. Standards in reading, writing and mathematics in Year 2 are broadly average, although they vary from year to year and reflect the individual abilities of the very small numbers of pupils involved. The school's assessment data clearly shows pupils make good progress and achieve well in Years 1 and 2. Teachers set challenging targets for groups of pupils in lessons. Pupils work hard to achieve

these group targets but could do even better if they were clear about what their personal targets are and what they need to do to improve their work. The school's emphasis on developing pupils' communication skills and extending their vocabulary is effective and contributes well to the standards pupils reach in all subjects. Provision for information and communication technology has improved significantly since the last inspection and almost all pupils now reach the standards expected for their age. Pupils with learning difficulties and disabilities make good progress and achieve their individual targets because they receive well focused good quality support from both teachers and teaching assistants.

Personal development and well-being

Grade: 2

All adults act as extremely good role models for pupils and this supports pupils' personal development well. Pupils feel valued and respected and are confident that all the adults in school help them to learn well. They are enthusiastic about school and particularly enjoy the company of their friends and the practical activities they are involved in during lessons. Attendance is satisfactory. Despite the school working hard to raise attendance figures they are below average. This is largely due to some parents taking pupils on holiday during term time. On their return to school these pupils often have to learn new skills and knowledge out of context and this is a barrier to their learning effectively. Almost all pupils demonstrate very good attitudes to their work and behave well in lessons and while at play. Pupils who find this difficult are helped to improve through an individual support programme. Pupils make healthy food choices at lunchtime and enjoy exercising at playtime using the good range of games equipment provided. Pupils understand how to keep themselves safe. They contribute well to their school and the wider community. Their ideas are taken seriously and acted upon if possible and they take part in local events such as the Pinxton Carnival. Good provision is made for pupils' spiritual, moral, social and cultural development. Consequently, almost all pupils develop productive, tolerant and respectful relationships and an appreciation of the natural world.

Quality of provision

Teaching and learning

Grade: 2

Teachers and teaching assistants work extremely well together to ensure that lessons move at a good pace and pupils are managed well. Pupils think their lessons are fun and they are strongly motivated to learn. Activities take account of the different ways in which pupils learn most effectively with an emphasis on practical work that gives pupils a context for their work. Consequently they enjoy their lessons, work hard and are keen to share their learning with others. The school's rigorous assessment procedures provide teachers with very good information which they use to set targets and to guide their planning so lessons are sharply focused on meeting pupils' needs. However, pupils are given little information about how they can improve their own

work and so are not able to take some responsibility for their own learning. Opportunities for pupils to develop their speaking and listening skills are very well planned for and ensure they make good progress in these areas. The emphasis placed on helping pupils develop these skills is effective in enabling pupils to achieve well in all subjects. This is because pupils' vocabulary improves, they learn how to organise their thoughts and speak with increasing fluency.

Curriculum and other activities

Grade: 2

The well organised and stimulating curriculum is enriched through visits and visitors. Links made between subjects give pupils a context for their learning and the opportunity to practise skills such as word processing on a computer. The school recognises the need to check these links are consistently planned for to maximise learning in all subjects. Curriculum planning is effective and ensures pupils build successfully on their previous learning. The practical, hands-on approach to learning in all subjects does much to stimulate pupils' interest and adds immensely to their enjoyment. The school's personal, social and health education programme is good. This, together with the way lessons are organised provides pupils with many opportunities to work together and contributes well to their personal and social development. Pupils' enthusiasm for school is reflected in the good numbers that attend clubs held during lunchtime or after school. These clubs contribute much to pupils' health and well-being as well as their social and cultural development.

Care, guidance and support

Grade: 2

Pupils feel safe and well supported by adults that they trust. Relationships between pupils and adults are respectful and productive. Parents are confident in the school and its ability to take good care of their children. Pupils' feel valued and their efforts and achievements are celebrated. Their confidence and self-esteem develops well and as a result they work hard and achieve well. Child protection arrangements and the school's procedures to ensure pupils health and safety are robust and rigorously implemented. Teachers and teaching assistants know all pupils very well and provide them with good support and guidance. However, it could be improved further if pupils had more information about how to make their work better. Links with other schools are good and ensure pupils transfer smoothly into the school and are well prepared for the next stage of their education. Pupils benefit from the school's good relationship with parents and very close links with outside agencies.

Leadership and management

Grade: 2

The inspection judges leadership and management to be good rather than the school's judgement of outstanding. The acting headteacher provides strong leadership. However, recently introduced strategies such as target setting for groups of pupils are in the

very early stages of implementation and how much they have improved provision and pupils' achievement is not yet clear. All staff are highly valued and teamwork is an extremely positive feature of the school. The school's systems for checking how well it is doing and identifying what could be improved are good overall. However, some evaluations, particularly those relating to pupils' work, are not focused enough to clearly identify strengths and areas for improvement. In this small school all staff have leadership and management responsibilities and they have the knowledge and skills to carry out these roles effectively. All staff have contributed to the good improvement secured since the last inspection and their ability to take the school forward even further is good. The Foundation Stage is led and managed well. The school seeks, and responds to the views of parents, pupils, staff and governors when deciding on improvement priorities. The resulting improvement plan is well organised and manageable. Governance is good and governors are actively involved in the school's work. Through visits and discussions they monitor the school's work and hold it to account while also offering valuable support.

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Inspection judgements

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| <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

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| 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 | 3 | 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 | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | 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 | 2 | 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 |

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|---|-----|
| 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

Thank you very much for making me feel so welcome when I visited your school. I enjoyed talking to you, watching you work in lessons and finding out about your school. Your parents think you go to a good school and I am pleased to say I agree. Mrs Walker, the teachers and all the other adults in the school work hard to give you a good start to your education. They look after you well and make your lessons fun by giving you lots of different activities to do. Your teachers know what you can do and what you find difficult. They give you lots of help so you make good progress. I noticed that almost all of you behave well and work hard. You had lots of good things to say about your school and it is clear that you enjoy being there. Some of you go on holiday during school time so I have asked Mrs Walker and the governors to work with your parents to make sure you spend as much time at school as possible. I have also asked your teachers to help you make your work better by telling you exactly what you need to do to improve. I wish you well for the future.