



The Green Infant School

Inspection Report

Unique Reference Number 112622
LEA DERBYSHIRE LEA
Inspection number 278976
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mrs. Susan Hall LI

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

Type of school	Infant	School address	New Street
School category	Community		DE55 2BS
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01773 811465
Number on roll	148	Fax number	01773 811465
Appropriate authority	The governing body	Chair of governors	Mr.Mark Davis
Date of previous inspection	19 June 2000	Headteacher	Mrs. Kath Thomas

Age group 4 to 7	Inspection dates 11 January 2006 - 12 January 2006	Inspection number 278976
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small infant school serving an urban area of Derbyshire that is generally average in most respects. Pupils come from a range of backgrounds. The large majority are White British with a very small number of mixed or Asian heritage. The number of pupils eligible for free school meals is average. The movement of pupils to and from other schools is below average. Fewer pupils have special educational needs than in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The Green Infant School provides a good overall quality of education. The headteacher is providing well-focused leadership that is instrumental in leading the school forward. Parents are very satisfied with the quality of education provided. Inspection findings support the school's overall assessment of its effectiveness. The pupils are well prepared for the next stage of their education and the school provides good value for money. There are particular strengths in pupils' achievement in literacy and numeracy, where there has been gradual year-on-year improvement. Initial checks when children enter the school indicate that early skills are largely average but with weaknesses in some aspects of early reading and understanding of numbers. Children make good progress in the Foundation Stage and achieve the targets expected for their age. By the time the pupils leave the school standards are above average, because pupils make good progress, particularly in areas of literacy and numeracy and especially in writing. Teaching is good overall and makes a clear impact on the progress made. Staff have good expectations of what the pupils can achieve and of their behaviour. The curriculum is satisfactory overall but the school needs to consider how well current themes cover all subjects and ensure that planning is consistently implemented. The leadership of the headteacher is good but senior staff, subject leaders and governors are at a relatively early stage of developing their roles in monitoring and evaluating the work of the school in areas for which they hold responsibility. The school has made good overall improvement since the last inspection and has the capacity to develop further.

What the school should do to improve further

- Ensure that curriculum themes cover all subjects in sufficient depth and that such planning is implemented in a consistent manner. - Enable senior staff, subject leaders and, where relevant, governors to play an effective role in monitoring the work of the school to identify the small steps for further improvement.

Achievement and standards

Grade: 2

The school carries out initial checks of early skills on entry to school. These indicate that children's knowledge and understanding are average overall but that there are weaknesses in aspects of communication and numeracy skills and strengths in personal development. In the Foundation Stage children make good progress, achieve what is expected of them and sometimes exceed these targets. There are particular strengths in children's personal and social skills. They become keen and enthusiastic learners, which has a positive impact on learning. In Years 1 and 2 standards are above average. Pupils make good progress and do well in national tests which have shown good year-on-year overall improvement. Standards in writing have been consistently good because staff teach the small steps necessary to develop the basic skills well and, as a result, pupils confidently record what they have found out in their own words. All groups of pupils also achieve well in reading, and mathematics inspection findings

match the school's own assessments. The school sets challenging targets, and these are usually met. Test data indicate that boys do not do as well as girls overall, but the inspectors found no significant reasons for this.

Personal development and well-being

Grade: 2

Pupils behave well, are keen to succeed and try their best in lessons. Pupils say they feel safe at school and that there is no bullying. Attendance levels are average but are affected by holidays in term time. Pupils' spiritual, moral, social and cultural development is satisfactorily promoted. Assemblies place a good emphasis on social and moral issues, helping develop a strong sense of right and wrong. Good work and behaviour are quickly rewarded. Pupils speak proudly of earning stars to stick on their rewards chart. However, their knowledge about the lives and customs of different cultures is underdeveloped because the school does not keep a close enough eye on how thoroughly themes and topics address this. Pupils have a good understanding of healthy lifestyles because of the school's keen involvement in a range of activities. Lunch-breaks are energetic because they are resourced with a variety of games equipment and are social and enjoyable occasions. Although several pupils help out at playtimes, opportunities for pupils to take responsibility for their school are at an early stage. The fledgling School Council is yet to lead to any changes suggested by pupils but the school is committed to help pupils develop these skills for later life.

Quality of provision

Teaching and learning

Grade: 2

The inspectors agree with the school that the quality of teaching and learning is good overall. In the Foundation Stage children are carefully taught the key skills of reading, writing and using numbers that enable them to make good progress as they move through the school. Teaching and learning in Years 1 and 2 are also effective and good progress is made, particularly in literacy and numeracy. Pupils develop positive attitudes to their learning and enjoy investigations. Throughout the school, pupils are encouraged to do things for themselves and record their ideas in their own words. Teachers make clear to pupils what they have to do and what is expected of them in their learning and behaviour. Support staff are well briefed and make a strong and effective contribution to the organisation and management of activities, with up to four adults providing effective support, ensuring good input to all groups. There are good systems to check the progress pupils make, particularly in literacy and numeracy. Teachers use this information well to track the progress made. Staff organise tasks that provide a good level of challenge for groups of pupils who make different rates of progress, enabling them all to learn well.

Curriculum and other activities

Grade: 3

The school feels that the curriculum is good. Although this holds true for English and mathematics, which are carefully planned, the curriculum is satisfactory overall. The school has worked hard to identify the skills and knowledge to be taught for each subject and these form a thorough base to plan activities within various themes. However, monitoring of the curriculum does not always ensure that learning progresses from year to year. Too little, for example, of what was planned for history and geography last term in Year 1 is evident in pupils' work and there is too much variability in the quality and quantity of history and geography in Year 2. Careful planning of the curriculum for the Foundation Stage ensures that children experience a suitable range of activities. Although there are some visitors to school and visits out of school to bring learning to life, these are infrequent. There are few additional activities and clubs for pupils to join.

Care, guidance and support

Grade: 2

The school succeeds in providing a secure, happy and caring learning environment. The good quality of this work matches the school's assessment. Despite the difficulties the age and condition of the building present, most health and safety issues are well attended to. Pupils say there is always someone to turn to if they have any problems or concerns. One pupil noted, 'midday staff notice you when you are just all by yourself.' The school works well with other agencies to help children with particular needs. The influence of a Positive Play Worker is seen in how well children get along with each other. Pupils with learning difficulties or disabilities are given close support by all staff, which means they are able to take a full part in school life. Pupils' progress is monitored carefully. Regular assessments generate key targets for pupils to work towards. However, these are not referred to often enough in everyday teaching and marking and so pupils have a shaky knowledge of how to improve their work.

Leadership and management

Grade: 2

The leadership and management of the school are good overall, which matches the school evaluation. The headteacher provides good leadership and plays an influential role, pursuing improvement with determination to bring about progress in all areas. The parents' views are very positive and they firmly believe the school is well led and managed. Staff have created a warm and supportive ethos where they work closely together. The school accurately recognises what it does well. School improvement planning and self-evaluation procedures are good and accurately identify the areas, also noted in the inspection, for further development. Leadership and management of core subject areas are effective. However, the procedures for senior staff and subject leaders to monitor the quality of education in other areas, whilst satisfactory overall, have some weaknesses and lack evaluative rigour. Much of the work done in non-core

subjects is descriptive rather than evaluative and often informal and not recorded. This makes it difficult to track and measure the improvements made and is an area for further development. Governance of the school is satisfactory and newly elected leaders have a good understanding of the need to develop their first-hand knowledge of provision and extend their role in monitoring the quality of education.

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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	3	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	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?	3	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	3	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	3	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

Following our visit to your school we would like to let you know what we found out. But first can we say a big thank you for making us feel welcome and for talking to us about all the different things that you do at school. It was good to hear that you feel that all the teachers and other staff listen to you and take good care of you. You probably saw quite a lot of us as we came into classrooms, the dining hall, assembly and the playground. We have told the teachers that you behave well and that they can be proud of you. We know how many of you and your families like school, so we have talked with your headteacher about how the school can look at ways of being even better. The staff are going to look at how they plan all the activities that you do to make sure that you perform as well as you can in all subjects. Teachers are also going to look at teaching in different classes and your work to see if you are doing the best you can and what they can do to help you make even more progress. All the staff at school want you to do really well and your headteacher has got some good ideas to make the school an even better place. All you children can play an important part in this by working as hard as you can and always being kind and helpful to everyone. We are sure you will do your best. It was a pleasure to meet you all. All our best wishes.