



Linby-cum-Papplewick CofE Primary School

Inspection Report

Unique Reference Number 122807
LEA NOTTINGHAMSHIRE LEA
Inspection number 281346
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mrs. Gill Broadbent AI

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

Type of school	Primary	School address	Quarry Lane
School category	Voluntary aided		NG15 8GA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	0115 9634282
Number on roll	117	Fax number	0115 9634282
Appropriate authority	The governing body	Chair of governors	Rev.Canon Keith Turner
Date of previous inspection	3 July 2000	Headteacher	Mr. Domenico Conidi

Age group 4 to 11	Inspection dates 14 June 2006 - 15 June 2006	Inspection number 281346
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small primary school with 117 pupils aged 4 to 11 years. There are four mixed age classes. An average numbers of pupils have learning difficulties and disabilities. Fewer pupils than average are entitled to a free school meal. All pupils speak English as their first language. The school staff has increased in size and the leadership team has changed since the previous inspection. Attainment on entry varies from year to year and is currently below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school accurately judges its overall effectiveness as good. It has some outstanding features and has made good improvement since the previous inspection. Standards in Year 6 in English and science were above average and exceptionally high in mathematics in national tests in 2005 although a few pupils narrowly missed reaching challenging targets. Standards are currently average in Year 6 and Year 2. There are variations in standards in each year group due to the changing characteristics of each small group. However, pupils' progress is good and pupils achieve well from their individual starting points because the school assesses and provides for each pupil's needs, including those of pupils with learning difficulties or disabilities. The quality and standards in the Foundation Stage are currently outstanding because teaching is excellent and children are very well provided for. Parents and pupils are rightly proud of their school. Pupils' personal and spiritual development is outstanding. They become mature, confident and thoughtful young people. The quality of teaching is good throughout the school with some examples of outstanding teaching in each class. The curriculum is good and being improved to ensure pupils enjoy their lessons and learn even more effectively. The school cares for and guides pupils extremely well so that they are well prepared for their future lives. School leaders are effective and show an accurate understanding of the school's strengths and areas for improvement. They have already identified and swiftly improved an aspect of learning for the youngest children with outstanding success. They recognise that to improve pupils' currently good achievement even more they need to review the way they assess and monitor their progress. The school is not complacent. It strives for excellence and has a good capacity to improve further. It provides good value for money.

What the school should do to improve further

- Ensure even higher achievement by improving the efficiency and effectiveness of the use of assessment information.

Achievement and standards

Grade: 2

Standards at the end of Year 6 vary from year to year partly because pupils have different levels of attainment and different types of educational needs in each small year group. Standards are usually above average overall. They are often above average in English, science and mathematics. There was a dip in 2004 in all subjects. But, standards rose in 2005 when they were above average in English and science and exceptionally high in mathematics. Average standards in the current Year 6 represent good progress and achievement based on pupils' below average attainment on entry. In Year 2, the average standards in reading, writing and mathematics also represents good progress and achievement for these pupils. Children currently in the Foundation Stage, exceed the nationally expected standards. They make exceptional progress, especially in their knowledge of letter sounds. Pupils with learning difficulties or

disabilities achieve as well as others. Some achieve very well because the school works closely and highly effectively with other services, which also provide support.

Personal development and well-being

Grade: 1

The pupils' spiritual, social and moral development is outstanding. Pupils develop sensitivity, awareness and thoughtfulness towards the needs of others. They celebrate each other's strengths and offer support when help is needed. Their ability to express their thoughts and concerns maturely in oral and written work is encouraged through many opportunities to engage in drama and to contribute to assemblies. They develop a good awareness of other cultural settings through their links with another school with pupils from different minority ethnic backgrounds environments and through many other activities. Pupils' attitudes and behaviour are excellent, especially when activities motivate and stimulate their love of learning. They know how to lead healthy lives and to take care of themselves. They sensibly use hats, sunscreen or the cover of the willow bowers to protect themselves during hot sunny weather. They take part in sport and are encouraged to eat healthy lunches and snacks. They develop a secure understanding of what makes a well balanced diet. Pupils' attendance is above average and the school does all that it can to improve this further. Pupils are extremely well prepared for their future lives. They develop good basic skills and exceptionally mature negotiation skills. Frequent opportunities to work together from an early age develop their ability to complete group projects harmoniously. The Young Engineers Group, links with Papplewick Pumping Station, a local farm and other organisations provide experiences that contribute to their understanding of the world of work beyond the classroom. They enjoy contributing to charities and the local community. Pupils have a high regard for their school council because they know the school takes their views, which contribute towards school improvement, seriously.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and some is exceptional. Teachers have good subject knowledge and understand well how pupils learn. They work effectively together and plan lessons thoroughly, taking good account of the different needs and age of each pupil. During lessons they continually assess pupils' understanding. They provide effective guidance through short focused teaching which clarifies understanding to promote effective learning. Marking helps to identify what pupils have done well and what they need to learn next. Teachers create a positive climate for learning where pupils thrive. Teaching becomes outstanding when teachers link practical activities together so that learning in one area supports that in another. For example, lessons in science, drama and information and communication technology that focus on pollination provide rich opportunities for pupils to develop writing skills. Relationships are positive and caring

and pupils' needs undoubtedly come first. Well-deployed teaching assistants provide pupils with very good quality support that boosts their learning.

Curriculum and other activities

Grade: 2

While the curriculum is good, the school is not complacent and is reviewing how this is provided. Staff are developing a curriculum that provides activities that link together to form a highly engaging learning experience so that pupils are enthused and develop a love of learning. This is already well underway, but it is too soon yet to see the full effects on achievement overall. However, links with the Papplewick Pumping Station are providing opportunities for pupils to take part in practical activities which develop their understanding, love of learning and inquisitiveness. For example, the youngest pupils use different forces to operate pumps and pistons. They were fascinated as a 'push' force opened the tap to a fountain. Other activities enrich the curriculum well by providing opportunities for pupils to take part in sports, competitions and visits.

Care, guidance and support

Grade: 1

The school is caring and pays excellent attention to ensuring pupils' health and safety. Procedures for ensuring the care and protection of all pupils are in place and reviewed regularly. Very good guidance is provided to pupils on a range of social issues. Pupils are confident that through the school council they are able to play a full part in ensuring that the school cares for their needs. Pupils are given very good guidance during lessons and through homework to help them improve. From Reception to Year 6, the needs of each pupil are carefully assessed. Where specific weaknesses are identified, pupils' work is adjusted and this currently ensures that they make at least good progress and achieve well. The school has identified that there is scope to improve the efficiency and effectiveness of this to help pupils achieve even more in order to reach the school's high aspirations for them. The needs of pupils with learning difficulties or disabilities are well known. The school liaises extremely effectively with other agencies and providers to ensure that their needs are well met. In some cases this support is outstanding so that pupils achieve very well.

Leadership and management

Grade: 2

The school has been guided very well by the inspirational headteacher and very effective governing body through recent changes to the school leadership team. The headteacher has swiftly created a highly experienced senior management team. This is developing its capacity to put into practice the change needed to improve this good school even further. The school's promotion of equal opportunities is excellent so that all pupils are able to access all that it provides to achieve well. Outstanding leadership of the Foundation Stage has already identified weaknesses and introduced measures that have dramatically improved the youngest children's knowledge of letter sounds. The

focus on mathematics following the last inspection led to outstanding improvement in this area. This outstanding practice gives the school an excellent basis for future developments. It is too soon to evaluate the effects of the curriculum changes on pupils' achievement and the full impact of new leaders. However, the school has made good improvement since the previous inspection and has a good capacity to improve further. It provides good value for money. Governors play a very effective and active part in the work of the school. They share the high aspirations of the headteacher for the school's future development. They ensure that statutory requirements are met, conscientiously induct new members and use their individual professional expertise to help, support and challenge the school. The school's self-assessment is accurate, thorough and involves all staff and governors. The school council ensures that pupils' views are also taken into account in this review. Parents are welcomed into the school and contribute much to their children's education. Their views are sought during parents' consultations and are taken into account in the school's self-evaluation.

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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?	1	NA
The quality and standards in foundation stage	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	1	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?	1	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	1	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

Thank you for talking to me and being so helpful and courteous when I visited your school. This letter is to tell you some of the important things that I saw and heard about. I was very impressed by the way you grow into mature, thoughtful young people who express your views so clearly and politely. You showed how much you care about each other by the way you celebrate when your friends have done well and give them your help and support when they need it. You work extremely well together in groups in the classroom. In the playgrounds you behave responsibly and say your school is a really happy place to be. You parents are right when they say that they know the school takes very good care of you. During lessons you work hard and the school helps you to do well. Staff want you to do even better and are already providing you with lots of exciting activities and new ways of learning to help you to do this. The next step is for the school to improve the way they use the information they have about how well you are progressing to make sure that you achieve even more.