

Crompton View Primary School

Inspection report

Unique Reference Number	131091
Local Authority	Nottinghamshire
Inspection number	315714
Inspection dates	24–25 June 2008
Reporting inspector	Ian Jones

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	255
Appropriate authority	The governing body
Chair	Mrs Jane Foster
Headteacher	Mrs Russyn Cast
Date of previous school inspection	3 November 2003
School address	Bilsthorpe Newark NG22 8PS
Telephone number	01623 870772
Fax number	01623 870511

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is average size and serves local pupils nearly all of whom are of White British backgrounds. A small number of pupils have English as an additional language. Most pupils come from Bilsthorpe village and its immediate surroundings. A higher than average proportion of pupils is entitled to a free school meal. Attainment on entry to the Nursery varies year-on-year, but is usually below that expected for children of this age. The proportion of pupils with learning difficulties or disabilities is above average. The headteacher was appointed in September 2007. The school has gained the National Healthy Schools and Sports Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Crompton View Primary provides satisfactory quality of education and satisfactory value for money. Standards are rising because of the good leadership and guidance provided by the headteacher. The clear direction for improvement she provides is resulting in a common understanding of the school's key priorities and closer teamwork, which is driving progress forward. A sharper focus on developing curriculum planning and academic guidance is promoting better achievement by pupils. Parents say that they are pleased with the school's work, reflected in their children's good attitudes, improving progress and enjoyment of school life.

Pupils reach standards by Year 6 that are broadly average. Progress overall is satisfactory but there has been some recent improvement, for example, in English, where progress is now good. Pupils' mathematics skills are satisfactory, but in some lessons, teachers do not match the tasks required of pupils sufficiently well to the specific learning objectives. While teaching overall is satisfactory, sometimes lessons do not fully meet the needs of all pupils. Here, higher achieving pupils are not always challenged to do as well as they can, for example, in mathematics.

Pupils' personal development is good. They enjoy school and behave well. Pupils particularly enjoy lessons where they are involved in finding out things for themselves, for example, conducting investigations. Pupils' spiritual, moral, social and cultural development is good. They readily take responsibilities such as being school councillors and 'playground buddies' and their work effectively supports the school community. They have a good understanding of what constitutes a healthy lifestyle and know how to keep themselves safe. While attendance is close to average, absences often relate to holidays taken in school time and the school is doing all that it can to bring about improvement.

The curriculum has been improved this year and is now good. It is providing pupils with an increasingly good range of skills for their future learning and life beyond school. Themed events contribute significantly to pupils' enjoyment and the curriculum offers a good range of additional activities, visitors and visits.

Leadership and management overall are satisfactory and the school demonstrates a satisfactory capacity to improve. There is an accurate assessment of where it needs to do better and the headteacher leads her colleagues well in a determination to deliver further improvement. The role of subject leaders is developing satisfactorily, particularly in their contribution to self-evaluation and school improvement. The governors have a sound understanding of the school and are supportive of the new headteacher. However, they are not yet in a position to effectively hold the school to account for its performance.

Effectiveness of the Foundation Stage

Grade: 3

Overall children make sound progress in their learning, given their capabilities and starting points, and enter Year 1 with standards that are below national expectations. Most children make good progress in their personal, social and emotional development because of the positive relationships they develop with adults and other children. They enjoy school and learn to play and work together well. Arrangements for the children's admission into school are satisfactory and they settle well into classroom routines. Staff have worked with some success to improve children's communication skills, although the school recognises the need for further progress in this area. Assessment information is used satisfactorily to match tasks to the needs of

individuals. The outdoor area is used appropriately and supports children's physical development well.

What the school should do to improve further

- Improve standards and progress in mathematics, particularly for the higher attaining pupils.
- Build on the good practice that exists to ensure that all teaching is consistently good.
- Develop the role of governors so they are fully involved in the strategic development and monitoring of standards in school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. They make satisfactory progress from the end of the Reception and by the end of Year 2, standards remain a little below average. This year, the school has focused attention on improving writing with some success.

At Key Stage 2, there is a picture of improving progress. This is at least satisfactory overall and in some areas is better. For example, progress is good in English, and the school has been effective in implementing its plans to raise standards of writing by the end of Year 6. Standards are rising. In 2007, national test results were a little below average but the gap between the school and national results is narrowing. Current evidence suggests that standards in English have improved further and are now in line with national expectations. Although progress in mathematics is satisfactory, sometimes more able pupils are not sufficiently challenged in their lessons. Pupils who find learning more difficult are supported appropriately and so make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. They feel safe and are confident that there is always somebody to turn to should they have any worries. Although some parents raised concerns about the behaviour of a small minority of pupils, evidence indicates pupils' behaviour in lessons, and as they move around the school, is good. Pupils say that the recent improvements, such as the introduction of new play equipment and playtime buddies, have been effective. They say there is now no bullying and are confident that any inappropriate behaviour is dealt with well. Assemblies, religious education and personal and social education lessons make a strong contribution to pupils' spiritual, moral, social and cultural development, which is good. Pupils have a good understanding of living in a community and enjoy taking on a range of responsibilities in school, for example, as school councillors, playground committee members and playground buddies. Opportunities to visit local churches and raising money for a number of charities, including supporting a school in Kenya, extend pupils' understanding of responsibility towards the wider community well. Pupils have a clear understanding of the importance of exercise and the right foods to maintain a healthy life style. They take full advantage of the wide range of after school sports offered.

Quality of provision

Teaching and learning

Grade: 3

While the quality of teaching and learning is satisfactory overall, there are examples of good teaching, particularly for older Key Stage 2 pupils. At times, teaching is lively and stimulating, with a good balance achieved between whole-class discussion and individual or group work that challenges and involves all pupils. However, this is not consistent across the school. In less effective lessons, insufficient attention is given to meeting the full range of needs and abilities in the class. In these lessons, some higher attaining pupils are not challenged enough. The teaching of English is typically good, and most pupils build well on their skills and knowledge in the subject. Improvements to planning have made a positive impact on teaching quality. Teachers increasingly focus their planning on clear learning intentions and through their marking provide pupils with information on how to improve. This is particularly well developed in English, although marking in mathematics is not as effective. Most pupils know their learning targets, and use these with increasing effect to evaluate their own learning and progress, particularly when working independently.

Curriculum and other activities

Grade: 2

The curriculum covers all the required areas and is enhanced well through a range of activities that contribute strongly to pupils' learning and enjoyment. There is appropriate emphasis on English and mathematics, and the school provides a wide range of intervention programmes to support those pupils who need additional help. There is good provision for information and communication technology. Curriculum planning has recently been reorganised to increase links between subjects and to ensure that skills, knowledge and understanding are developed progressively. This is improving pupils' progress and contributing significantly to their increasing enjoyment of learning. The special themed weeks such as the 'Arts week', when all classes are focused on developing a range of activities, provide a good range of further learning opportunities. The curriculum is enriched well with a wide-ranging programme of residential and other visits and visitors to the school. There is a good range of extra-curricular activities, particularly in sport, which attract many pupils and make a strong contribution to pupils' enjoyment and their understanding of healthy lifestyles.

Care, guidance and support

Grade: 2

The school provides good pastoral care for the pupils. The majority of parents strongly support the view that their children enjoy school, feel safe, and are happy and well cared for. Procedures for health and safety, risk assessments and child protection are secure. The programme for personal, social and health education ensures that pupils are developing a clear understanding of moral and social behaviour and contributes strongly to pupils' good personal development. Strategies to improve pupils' behaviour and attitudes are effective. Although a small minority of pupils present challenging behaviour, these are well managed, with individual programmes designed to bring about improvement. The school provides appropriate support for those who find learning more difficult. Good links with outside agencies provide additional support where necessary. The school has developed clear procedures to assess and monitor pupils' academic

progress. Most pupils know and understand their personal targets. Through these, they have a better understanding of what they need to do to improve, for example, in their writing.

Leadership and management

Grade: 3

Staff share a sense of common purpose under the headteacher's good leadership, supporting each other well in their drive to raise standards. The impact is evident in improvements to pupils' attitudes to school and the recent rise in standards. The headteacher accurately analyses and compares the school's performance, and the staff are increasingly using this information in their planning. The breadth of information gathered from staff, parents and pupils ensures that priorities within the school's detailed improvement plan are appropriate. The headteacher is rightly working to extend self-evaluation and development more fully to other staff beyond the senior leadership team, particularly the involvement of some subject leaders. The school sets challenging targets that are increasingly effective in the drive to raise standards. This has had a positive consequence in raising expectations of what pupils can achieve. Governance is satisfactory. Many governors are new. Through regular reports from the headteacher and others, they are reasonably well informed, but are not active enough in their role as critical friends to challenge how well the school is doing.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

26 June 2008

Dear Pupils

Inspection of Crompton View Primary School, Bilsthorpe, Newark NG22 8PS

Thank you for the polite and warm welcome we received when we visited your school recently. We much enjoyed speaking with you and visiting your classrooms. We thought you would like to know what we found out about your school.

You clearly enjoy school and gain a lot from the friendships and opportunities provided. We were impressed by your good behaviour and the respect that you show one another and to grown-ups. You are also making some good choices to help you to stay healthy and fit. Many of you said how much you enjoy the healthy options provided by school. I think this is helping you to mature and become confident young people. We can see that you are acquiring sound knowledge and skills.

Mrs Cast has worked hard with the staff and made a difference since she became headteacher. She and the staff are determined to keep improving your school. We have asked teachers to make lessons even better, to help you make better progress. We have also asked teachers to improve how well you learn in mathematics. You can help by working hard. We have asked the governors to take a more careful look at how well you and the school are doing so that they can help make improvements.

With best wishes to you all, Ian Jones Lead inspector