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Mr. Peter Davie
The Headteacher
Model Village Primary School
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Mansfield
Nottinghamshire
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Dear Mr Davie

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 12 June 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the pupils, governors and the Local Authority (LA) for their help during the day.

This letter will be posted on the Ofsted website.

As a result of the inspection on 24 and 25 April 2007, the school was asked to:

- Raise standards in English, especially in speaking, listening and writing.
- Ensure that work is accurately matched to all learners' needs and that pupils are clear on what they need to do, and how to improve.
- Ensure that the assessment and tracking of pupils' progress and achievements are sufficiently rigorous to enable the school to have a clear view of the progress of different groups.
- Ensure that governors fulfil all their duties.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Since the last inspection the school has appointed a co-ordinator for literacy to help improve the overall achievement of English, especially speaking, listening and writing. She is also leading on assessment and the tracking of pupils' progress. A number of training sessions have taken place to help all staff improve their teaching of English. This has been achieved through a whole school focus on implementing the revised literacy framework and embedding the Big Writing strategy which focuses particularly on speaking, listening and writing. Other creative strategies were noted in lessons, such as pupils debating issues about different ways of writing and

expressing ideas through studying, for example characters in the play 'A Midsummer Night's Dream'. Pupils were encouraged to extend their speaking skills to give detailed answers, to explain their understanding and explore the use of adjectives and similes. Although the staff have undertaken training in how to incorporate more speaking and listening activities in their lesson, the school acknowledges that there is still more work to be done to ensure consistency amongst all staff. In the lessons observed opportunities for pupils to answer questions and discuss their work were mostly satisfactory. Some teachers encouraged pupils to talk in pairs or small groups to stimulate responses to questions they asked but there was a tendency for teachers to give unnecessary long explanations.

The school has a wealth of assessment information. Pupils' attainment and progress are now tracked thoroughly. Staff have received training on how to assess accurately and they now have a clearer understanding of the rates of progress different groups of pupils are expected to make. Teachers are beginning to make regular assessment and monitor pupils' progress. The outcomes of these assessments are systematically recorded and then analysed by the leadership team. The information is used well to identify any pupils who may be underachieving so that suitable intervention programmes can be organised to help the pupils catch up. The work in class is now more accurately matched to all learners' needs and pupils are clearer on what they need to do, and how to improve. In the four lessons observed planning took account of all pupils in the class. However, the learning objectives are not consistently referred to during the lessons. The plenary part of the lessons does not always focus enough on how much pupils have learned.

Monitoring and evaluation are much more systematic and the senior management team have a more accurate picture of the quality of teaching and standards achieved. The Subject leaders are beginning to be more involved in the overall leadership and management of the school and they are gaining a greater awareness of the school's priorities for improvement. However, they have a less secure understanding of their subsequent role and the actions required by them to improve standards. The school recognises that there is still work to be done to ensure that staff at all levels are fully involved to ensure consistency.

The governors continue to receive further training to ensure that they fully carry out all their key functions. All the necessary policies are now fully in place and the staff vetting procedures now meet government requirements.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector