

Longwood Community Infant School

Inspection report

Unique Reference Number	112609
Local Authority	Derbyshire
Inspection number	325645
Inspection date	15 June 2009
Reporting inspector	Derek Watts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	32
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Jim Coyle
Headteacher	Mrs Christine Avery
Date of previous school inspection	2 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wharf Road Pinxton Derbyshire NG16 6PA

Age group	4–7
Inspection date	15 June 2009
Inspection number	325645

Telephone number
Fax number

01773 810329
01773 862302

Age group	4-7
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the factors contributing to the extremely high standards by the end of Year 2, particularly in writing.
- how well children in Early Years Foundation Stage are provided for and how well they progress.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' responses to the questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Longwood Community Infant is a small school in the village of Pinxton. Most of the pupils come from a White British background and there are no pupils who speak English as an additional language. The proportion of pupils with learning difficulties is about average. These difficulties and needs lie mainly in the areas of language and communication. The proportion of pupils eligible for free school meals is above average. The school has few children from Traveller families. There is Early Years Foundation Stage provision for children in Reception. In September 2007, the school federated with John King, the other infant school in the village. The schools share the headteacher and an assistant headteacher. The headteacher left for a new post in April and a new headteacher has been appointed for September 2009. The assistant headteacher is currently acting headteacher of the two infant schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Longwood Community Infant is an outstanding school. It has made good improvements since the last inspection and has benefited greatly from being federated with its partner infant school. Parents commented, 'The school has improved greatly since the federation'. Children in Early Years Foundation Stage get off to an exceptionally good start. In Years 1 and 2, pupils make outstanding progress because of high quality teaching and an exciting curriculum. By the end of Year 2, standards are exceptionally high. Excellent care, guidance and support, and a very positive school climate lead to outstanding personal development and well-being for pupils.

High quality leadership and management contribute considerably to the outstanding provision and to the extremely positive outcomes for pupils. The federation of the two schools has enabled the successful sharing of leadership expertise and responsibilities. A very positive culture has been created in which pupils and staff work. Expectations are high for pupils and staff. The key leaders of English and mathematics are very effective in their roles and coordinate these subjects in both schools. Joint planning meetings have benefitted the two schools and have led to consistency in areas such as assessment and target setting. Self-evaluation is outstanding. The school's performance is systematically monitored and reviewed by leaders and managers. As a result, staff and governors have a very clear understanding of the school's strengths and successful action is taken to bring about any needed improvements. Since the last inspection, provision has improved from good to outstanding and standards by the end of Year 2 have improved from just above average to exceptionally high. The school demonstrates an outstanding capacity to improve.

Community cohesion is promoted extremely well as demonstrated by the school's very positive ethos and the successful partnerships with parents, partner schools and other agencies. Different cultures and faiths are promoted well through the curriculum and pupils respect differences. The school is successfully including and meeting the needs of different groups of pupils. Governors have a very clear view of the school's performance, including an evaluation of the school's work in bringing the community closer together. They provide constructive challenge and strong support.

Parents hold very positive views about the school and the vast majority are extremely pleased with the care and education provided for their children. The quality of teaching, pupils' progress and care receive particular praise. Typical comments from the parent questionnaires were, 'The teaching is fantastic and my child has progressed very well', 'Staff bend over backwards to help' and 'I would recommend the school to anyone'.

Standards by the end of Year 2 are exceptionally high in reading, writing and mathematics. Pupils have good opportunities to discuss their work in a range of subjects and many are confident and articulate speakers. The school's well focused programme of teaching of letter sounds contributes to the high standards in reading. Pupils apply reading skills very well to find out useful information in geography and science topics. They write in different styles and for different purposes. Exciting role play areas provide ideas and stimuli for writing. Pupils used information and communication technology well as they drafted and edited a letter to the local Member of Parliament, suggesting ways of improving the local community. A particular strength is the way pupils apply and develop their writing skills in a range of subjects such as religious education, science and history. The emphasis on problem solving contributes to pupils' high performances in mathematics. Pupils who need additional help with their learning make

outstanding progress because of the well targeted support they receive. More able pupils are challenged and extended and this is evident by the high proportions that attain the higher than expected standards in assessments.

Outstanding teaching contributes considerably to high standards and pupils' exceptional progress. Teachers' expectations of learning and behaviour are consistently high. Pupils are enthusiastic learners and respond very well to their teachers' clear explanations and instructions. Information and communication technology is used well to illustrate key teaching and learning points. Questioning is used skilfully by teachers to challenge pupils' thinking and check their understanding. Lessons are extremely well planned and assessment is used effectively to match activities and tasks to pupils' abilities and needs. As a result, pupils are challenged, their interest is sustained and they make outstanding gains in their learning. Clear success criteria or indicators are provided to guide pupils' learning and to help them assess their own progress. Teaching assistants make a valuable contribution to pupils' learning, particularly those who need additional help with literacy. Since the last inspection, the school has implemented specific learning targets for pupils. Pupils are very clear about how to improve in literacy and numeracy.

The curriculum promotes outstanding progress for pupils and makes an exceptionally good contribution to their personal development. Provision for the development of reading, writing and numeracy skills is highly effective. There are strong links between subjects, which add meaning and relevance to pupils' learning. For example, in the Year 2 topic on Africa, art, writing, research skills and geography were all successfully incorporated. Pupils use information and communication technology very well to support their learning. For example, they created impressive paintings of butterflies, spiders and beetles using a 'paint' program. This combination of art and information and communication technology work successfully enhanced their understanding of symmetry in mathematics. Personal and health education is promoted very well across the curriculum. There have been significant improvements to the accommodation since the federation. The outdoor learning facilities are somewhat limited. However, the school has well thought out plans to remedy this.

Pastoral care and procedures to safeguard pupils are highly effective. Pupils feel safe and very well cared for at school. They know that there is always a trusted member of staff they can turn to if they are upset or have a problem. As the parents said, 'My child has had exceptional support' and 'Wonderful safe environment'. Spiritual, moral, social and cultural development is outstanding. Pupils are friendly, polite and show considerable respect for others. In an assembly, they appreciated, discussed and reflected on positive qualities such as cooperation, courtesy and kindness. Pupils thoroughly enjoy school and this is shown by their enthusiastic participation in activities. Attendance is now good because of the positive action taken by the school. Pupils are extremely well behaved in lessons and around the school. They adopt healthy lifestyles and show a first rate understanding of the importance of healthy eating and exercising regularly. Pupils make good and growing contributions to the school and wider community, such as through links with the federated school. Older pupils support the younger ones and pupils from all backgrounds positively engage with one another. They raise funds for a variety of well know charities. Pupils are extremely well prepared for junior school and for the future. By the time they leave, they possess outstanding literacy, numeracy and information and communication technology skills. Their personal and social skills are also exceptionally well developed.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the school with knowledge and skills below those expected for their age. The Early Years Foundation Stage is very competently led and managed. Children settle quickly because of effective induction procedures. They make exceptionally good gains in their personal and social development because of the excellent relationships established between adults and children and the very strong attention to welfare. Children thoroughly enjoy their learning and are inspired by the exciting and very well planned activities around themes such as the seaside, pirates and iron giants. High quality teaching and a stimulating range of learning activities enable children to make outstanding progress. The strong emphasis on early reading and writing skills promotes children's exceptional progress in these areas. The teacher and assistant work in partnership and provide a good balance of adult led activities and those that allow children to explore, be creative and work independently. Imaginative role play areas successfully promote children's creativity. Successful strategies and topics have been adopted to motivate and increase the performance of boys. The school has rightly identified the need to extend the outdoor learning facilities to further increase creative and physical opportunities and the study of living things. By the end of Reception, standards are above average in most areas of learning.

What the school should do to improve further

- Improve outdoor learning facilities for children in Reception and for pupils in Years 1 and 2 as identified in the school's planning.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 June 2009

Dear Children

Inspection of Longwood Community Infant School, Pinxton, NG16 6PA

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is an outstanding school. It has made really good improvements since the last inspection. This is a school you can be very proud of.

These are the main strengths of the school.

- Children in Reception get off to an excellent start.
- You thoroughly enjoy school and your attendance is good.
- The school is a very friendly and pleasant place to learn in.
- You are making outstanding progress because of the wonderful teaching.
- By Year 2, standards are exceptionally high in reading, writing and mathematics.
- You enjoy an exciting range of learning activities, including clubs and visits.
- Behaviour is outstanding in lessons and around the school.
- You have an excellent understanding of how to keep healthy and fit.
- Staff take excellent care of you and give you great support.
- You make really good contributions to the school and to the wider community.
- Your acting headteacher leads the school extremely well. She receives very good support from other staff.
- The school has a strong partnership with parents and John King Infant School.

There is just one point that the school has been asked to look at to make it even better.

- The outdoor learning facilities could be improved and the school has clear plans to make this happen

Finally, thank you once again for all your help. Keep up the good work. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead inspector