

# The Green Infant School

## Inspection report

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<b>Unique Reference Number</b>	112622
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	325647
<b>Inspection date</b>	3 March 2009
<b>Reporting inspector</b>	Christopher Moodie

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.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	92
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Davis
<b>Headteacher</b>	Mrs Sarah Turner
<b>Date of previous school inspection</b>	11 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	New Street South Normanton Alfreton Derbyshire DE55 2BS
<b>Telephone number</b>	01773 811465
<b>Fax number</b>	01773 811465

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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: teaching and learning; the curriculum, including the Early Years Foundation Stage; the effectiveness of leadership and management and how well the school evaluates its own performance. Evidence was gathered from lesson observations, parents' questionnaires, the scrutiny of pupils' work and of assessment data and other documents. In addition, discussions were held with pupils, governors and key staff. Other aspects of the school's work were not investigated in detail, but the 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

This is a small infant school serving an urban area of Derbyshire. Pupils come from a range of backgrounds. The large majority of pupils are White British. The number of pupils eligible for free school meals is below average. Fewer pupils have learning difficulties and/or disabilities than in most schools. The school has provision for the Early Years Foundation Stage in its Reception class. The headteacher has been in post since September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school. Effective leadership and management at all levels enables pupils to make good progress. Pupils' personal development is good and they reach above average academic standards by the time they leave. The committed staff provide good personal support and care for pupils. The school is an increasingly valued part of its community, and parents are very supportive of the school and the headteacher.

Children enter the school with skills and knowledge which are broadly in line with those expected for children of this age. As a consequence of consistently good teaching in all year groups, they make good progress and leave the school with standards which are above the national average. There are notable differences between the boys' and girls' attainment. Girls do better in reading and writing, whilst the opposite is true in mathematics. Assessment information at the end of the Early Years Foundation Stage indicates that boys start Year 1 slightly behind the girls in all areas. The boys then make exceptional progress in mathematics and attain standards that are outstanding by the end of Year 2. Plans are in place to tackle these differences. The school has an effective tracking system in place that allows teachers and school leaders to check on the progress of individual pupils. Challenging targets are set for all pupils and the school has a good track record of achieving them.

Pupils behave well in school and are polite. On the rare occasions when behaviour is not good enough, teachers deal quickly and sensitively with the situation and ensure that learning is uninterrupted. Attendance is good, and the school is successful in encouraging and improving punctuality. Pupils have an outstanding knowledge of how to lead a healthy lifestyle. They recognise the value of exercise and are enthusiastic about the opportunities that the school offers them. Pupils also feel exceptionally secure and adopt very safe practices within carefully structured boundaries. They told inspectors that the school does not have an issue with bullying but, should one arise, it would be dealt with very quickly. Pupils move around the school sensibly and quietly, contributing to a calm and welcoming environment. In lessons and at play pupils are considerate and caring towards one another. Their social, moral and spiritual development is good. Their awareness of other cultures within the United Kingdom is more limited but following a curriculum review, pupils are now learning about a wider range of different cultures from across the globe. Pupils are eager to help one another, for instance when a pupil was unclear how to use a computer program others were keen to show him and made sure that he understood what to do next.

Teachers plan effectively to meet the needs of the pupils and lessons are lively and interesting. A system of target setting for groups of pupils has been introduced recently and this is helping teachers to track progress more effectively. Target setting for individual pupils is at an early stage and the marking of pupils' work does not clearly help them to improve. Therefore the academic guidance that pupils receive is satisfactory. Teaching assistants work closely alongside teachers and support pupils who need additional help well. The school curriculum has improved since the last inspection and is now good. There are some useful links between subjects, but pupils do not yet have sufficient opportunities for writing and for using numeracy across the full range of subjects. The school has worked hard to provide computers for each classroom and this has been very effective in improving skills and knowledge. In most lessons pupils use computers independently and effectively to support their learning. A range of after-school clubs is offered to pupils, many of which are very popular. The school looks after the pupils well. The requirements for the safeguarding of pupils are met. The school liaises well with

outside agencies to secure additional support where needed. Parents are well informed about the progress that their children are making, and praise the communication between home and school. One parent commented on the 'superb parent and teacher consultations, which were informative and positive'.

In the short time the headteacher has been in post she has secured the confidence of the staff, the governing body and the local community. She is very well supported by a senior teacher whose experience and expertise make a positive contribution to the good leadership. The headteacher has a very clear vision for further improvement and provides clear direction. The school knows itself well and the areas identified for improvement are accurate. The governing body is well informed and understands the challenges facing the school in the future.

Improvements made since the last inspection, such as the development of the curriculum and aspects of personal development, demonstrate the school's good capacity to improve further. The headteacher has been very active in establishing the school's links with its local community. The school has plans to promote community cohesion on a national and global level.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Reception class is well led and managed and gives children a good start to school life. As a result of effective teaching children make good progress. By the time they leave the Early Years Foundation Stage they have levels of development that are broadly typical for their age, although girls achieve slightly better than boys. There is a strong emphasis on children's good personal development. Clear routines exist which quickly help them to become secure and confident members of the class. Teaching provides a rich array of opportunities for children to talk and develop their social skills. As a result, their language skills are good and they cooperate well with one another both inside and outside the classroom. Good attention is also given to the early development of calculation skills. The teacher and teaching assistant work effectively together to structure learning well and provide practical activities which capture children's imagination. Children learn in a bright and well-resourced classroom. Creative planning ensures that their learning is fun but great care is taken to keep children secure so that they feel safe. The school does not have an outdoor learning space that children can access independently. Careful planning means that the limited resources available are used well. Links between home and school are strong and parents are very positive about the start that their children receive in the Reception class.

### **What the school should do to improve further**

- Improve the quality of marking so that pupils know what to do next in order to further improve their work.
- Increase the opportunities for writing and numeracy in other curriculum areas.

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**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
The attendance of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

4 March 2009

Dear Children

Inspection of The Green Infant School, South Normanton, DE55 2BS

Thank you for making us so welcome at your school. It was a pleasure to see how polite and sensible you were in your lessons and at playtimes. You told us that you enjoy coming to school and that lessons are fun. We agree with you and it was great to see you working hard and enjoying learning. You look after one another well and are kind, and this helps to make your school a lovely place to learn and play in. Your school has provided you with lots of computers to help you learn, and we were very impressed by your skills and how you knew exactly what to do on your own.

You go to a good school which looks after you well. We have asked Mrs Turner and the staff to make it even better by:

- marking your work more clearly so that you know how to improve
- giving you the chance to write and to use numeracy in lots of different kinds of lessons.

Thank you once again for your kind welcome. I wish you the very best in the future.

Yours sincerely

Chris Moodie

Lead inspector