

Long Row Primary School

Inspection report

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| Unique Reference Number | 112785 |
| Local Authority | Derbyshire |
| Inspection number | 325685 |
| Inspection dates | 24–25 September 2008 |
| Reporting inspector | Alison Cogher |

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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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 318 |
| 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 | Mrs S Harvey |
| Headteacher | Mrs M Cadman |
| Date of previous school inspection | 19 September 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Long Row Belper Derbyshire DE56 1DR |
| Telephone number | 01773 823319 |
| Fax number | 01773 828835 |

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| Age group | 3–11 |
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school with Early Years Foundation Stage (EYFS) provision for children in Nursery and Reception classes. The majority of pupils are from White British backgrounds and the number of pupils who speak English as an additional language is very low. Attainment on entry to the Nursery is below that expected for their age. The proportion of pupils who find learning harder than other pupils, or have an identified specific need is average.

The school has gained a number of awards in recognition of its work. These include Investor in People, Health Promoting School, the Basic Skills Quality Mark, the Artsmark Silver Award, the Eco Schools Green Flag Award and the Foundation Level International School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides pupils with a good standard of education and prepares them well for the next stage. Pupils enjoy school, know the importance of taking exercise and healthy eating and are able to make choices that help them to feel safe. They readily accept responsibilities and make a good contribution to their school and the wider community. The strong emphasis on helping pupils to develop into confident individuals who enjoy learning and are able to forge very good relationships ensures their personal development is good.

Pupils throughout the school make good progress and achieve well. By the end of Year 6 standards in English, mathematics and science are typically above average. Teaching and learning are good overall. Teachers and teaching assistants work effectively as a team and plan lessons well to cater for the learning needs of pupils of different ages and abilities. Pupils work hard and learn particularly well in lessons that include practical activities, which they find motivating and enjoyable. Pupils receive good feedback in lessons about how well they are doing. However, teachers' marking of pupils' work does not always clearly indicate what pupils need to do next to make their work better.

Leadership and management of the school are good. Guided by the strong leadership of the headteacher, staff and governors identify accurately what the school does well and areas for improvement. Collaborative working and the sharing of good practice ensure that the school acts quickly on the key areas for improvement. This effective approach has secured good improvement since the last inspection and demonstrates the school's good capacity to improve. Successful actions include improved strategies for teaching mathematics that include more opportunities for pupils to work together on investigations and problem solving. The good curriculum ensures pupils experience a wide range of interesting learning opportunities both inside and outside the school. Pupils enjoy and appreciate the additional enrichment activities. Links made between subjects are good overall and enable pupils to practise their literacy and numeracy skills in a range of contexts. However, pupils have too few opportunities to use information and communication technology (ICT) to support their learning in other subjects.

Nearly all parents are positive about the school and appreciate the quality of education it provides. Partnerships with other schools and organisations give pupils good opportunities to be involved in activities such as sport and music. This helps to broaden their understanding of the world beyond their own school and local community.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is effective and ensures children experience a positive start to their education. Adults support the children well so they settle quickly into the Nursery. Children's personal development is good because their welfare is given a high priority by staff. Although they vary between areas of learning and from year to year, children's skills and knowledge when they start in the Nursery are often below the expectations for their age. In particular, aspects of personal and language development together with some aspects of mathematical development are often below those normally found. As a result of the well-planned activities and the positive interactions they have with adults and each other, children make good progress in all areas of learning. Children build successfully on their Nursery class experiences and by the end of their Reception year almost all are working within the expected goals, and a few exceed them. The

school prepares children well for their work in Year 1 so that most have a secure grasp of early literacy and numeracy skills. Effective teaching is based securely on accurate assessment of what children need to learn and adults' good understanding of how young children learn. The good range of activities takes account of children's interests, prior experiences and abilities. However, the large outdoor area is not fully exploited throughout the day to provide additional learning opportunities. Good leadership and effective teamwork ensures that overall children's welfare and learning needs are catered for well. Consequently, children develop into confident and inquisitive learners.

What the school should do to improve further

- Increase the opportunities for pupils to make use of ICT to support their learning.
- Improve the consistency of marking so pupils are provided with clear guidance on how to make their work better.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well throughout the school to reach the challenging targets they are set. Standards vary slightly from year to year as a reflection of the overall ability of the year groups. However, by the end of Year 2 standards are typically broadly average in writing and mathematics and often above average in reading.

Pupils' work shows that they build successfully on their previous learning and make good progress to reach standards that are often above average by the end of Year 6. Overall, results for 2008 show an improvement on previous years with an above average proportion of pupils attaining the higher Level 5 in English, mathematics and science. Pupils who need additional support for learning make good progress against their individual targets because they receive effective support in lessons.

Personal development and well-being

Grade: 2

Staff provide good role models for pupils and relationships are extremely productive throughout the school. Pupils' good behaviour allows them to make effective use of the time available for learning and they cooperate impressively with each other when set tasks in lessons. Minor disputes during playtimes are quickly resolved and pupils demonstrate a good understanding of right and wrong. Pupils' attendance is above average and they look forward to coming to school as they enjoy their lessons. They feel safe and know they can talk to a 'buddy', their teachers or other staff if problems arise. Pupils are polite to adults and to each other and listen well. Their spiritual development is good as demonstrated by their appreciation of the world around them, and the care and respect they show for each other. Pupils show consideration for different faiths and cultures and celebrate both similarities and differences. They understand how making healthy food choices and participating in physical activities helps to keep them healthy. Pupils feel valued and know that their ideas are listened to and acted upon. For example, they suggested the new playground grids for chess and put forward ideas for charity fundraising.

Quality of provision

Teaching and learning

Grade: 2

Pupils have positive attitudes to learning because they like their teachers. The best lessons move at a brisk pace and work is matched closely to pupils' abilities and takes account of the way they learn best. An increased emphasis on learning through practical activities has supported the improvement in standards. Most lessons are well organised with a good balance of support and challenge that ensures pupils learn effectively and make good progress. In these lessons pupils know what they are expected to achieve and how to do it. Teachers plan together effectively to ensure children in mixed age classes have the same experiences. Good use is made of assessment information to guide planning and teaching assistants work closely with teachers to provide pupils with effective additional support.

Curriculum and other activities

Grade: 2

Good planning of the curriculum ensures that pupils experience a broad range of motivating learning opportunities. Activities generally take good account of pupils' individual learning needs with the emphasis firmly placed on developing good literacy and numeracy skills. Teachers plan a good range of opportunities for pupils to practise these key skills by using them to support learning in other subjects. However, planning for ICT is not systematic and pupils have few opportunities to practise their ICT skills or to use them to support their learning in other subjects. Good use is made of the immediate locality, visits and visitors extend and enrich pupils' learning. The range of additional learning opportunities provided both in school time and through after school clubs is good and supports pupils' progress and personal development well. The school actively seeks partnerships with other organisations and schools to broaden learning opportunities for pupils. Consequently, the school has good sporting opportunities for pupils and increasingly close links with a school in Spain.

Care, guidance and support

Grade: 2

Good opportunities are provided for pupils to develop their awareness of each other and their roles within the community. The school fosters very productive working and personal relationships. This ensures pupils are successfully equipped with the understanding and skills they need to confidently carry out responsibilities both in the school and in the wider community. The school's international links are developing well and pupils have good opportunities to extend their understanding of what it means to be British within a broader global context.

The health and welfare of pupils has a high priority and comprehensive policies are rigorously implemented to ensure pupils are kept safe and cared for well. Suitable checks are made on staff so that safeguarding of pupils meets requirements. Pupils who find learning a particular challenge are identified early and effective support is provided for them. Good links with outside agencies ensure additional extra help is available for individual pupils when appropriate. Procedures for assessing, tracking and supporting pupils' academic progress are good overall. However, teachers' marking of pupils' work is inconsistent and pupils are not always given clear guidance about what to do next to improve.

Leadership and management

Grade: 2

The headteacher provides the school with strong focused leadership and a clear educational direction. She is supported well by an able leadership team who work effectively together to bring about whole school improvement. A good range of procedures is embedded in whole school practice to provide accurate information about the quality of the school's work. Staff work together well and are keen to learn from each other. They share good practice and support each other to improve. The school's promotion of community cohesion is good and opportunities for pupils to work within their local and the wider world community are pursued with enthusiasm. Governors provide good support for the school and are well aware of the strengths and areas for development. They contribute well to the monitoring process and effectively review the progress being made by the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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

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| How effective is the provision in meeting the needs of children in the EYFS? | 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

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ 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 |

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

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|---|---|
| How good are 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 |
| 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

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|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 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? | 2 |
| 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**

26 September 2008

Dear Pupils

Inspection of Long Row Primary School, Belper, DE56 1DR

Thank you very much for making us feel so welcome and helping us with the inspection of your school. We thoroughly enjoyed spending time with you and talking to you about your work. You told us that you think your school is good and we agree. Long Row is giving you a good start by providing you with a good education.

Here are some of the things we think are good about your school:

- you are polite and take good care of each other
- you behave well and work hard
- your teachers plan activities that make learning fun for you
- you are given lots of opportunities to work together
- you make a positive contribution to your school and the local community
- the teachers and staff provide very good support and care for you.

There are some things that would make your school even better. We have asked your teachers to give you more chances to use ICT to help you with your work. We have also asked them to make sure that when they mark your work they tell you very clearly, what you need to do to make it better.

You can help your teachers by continuing to behave well and working hard. We think you will be able to do this and we hope that you keep on enjoying being with your friends and learning at Long Row Primary School.

Thank you again for being so helpful.

With best wishes

Alison Cogher

Lead inspector