

Model Village Primary School

Inspection report

Unique Reference Number	112784
Local Authority	Derbyshire
Inspection number	338019
Inspection dates	22-23 September 2009
Reporting inspector	John Horwood

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 of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mr Roy Laczanski
Headteacher	Mr Peter Davie
Date of previous school inspection	24-25 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at documents including the school development plan, minutes of meetings, records of progress monitoring, and safeguarding and welfare arrangements.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teachers and leaders have a secure understanding of pupils' progress and the extent to which lesson observations and assessments of pupils' work show improved progress in Key Stage 1
- why achievement in English, whilst steadily improving, is lower throughout the school than in mathematics and science
- the opportunities that are in place for pupils to understand what life is like in different communities around the world
- the impact of strategies to improve behaviour
- the effectiveness of the Early Years Foundation Stage.

Information about the school

This is an average size primary school where almost all pupils are from White British backgrounds. The number of pupils eligible for free school meals is much higher than average. The school has an above average number of pupils who have special needs and/or disabilities. It has been based on two sites, separated by a road, but is about to undergo a major rebuild. One site has now closed and will be the site for the rebuilt school. All pupils are currently accommodated on the remaining site and this has meant considerable re-organising and general reduction in space. At the time of the inspection all classrooms were fully operational but there was no specialist room for the teaching and use of information and communication technology (ICT). Awards obtained by the school include the Basic Skills Quality Mark and the Anti-Bullying Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is an improving school where progress is increasing and standards are steadily rising as a result of improved teaching. Pupils are happy, staff work as a good team to support them and parents are generally very satisfied. A typical parent comment was 'The school is very supportive and helpful towards my son and his education'. Whilst leadership and management are satisfactory overall there are some stronger features. Leaders have a very good understanding of the school's strengths and weaknesses through their accurate self-evaluation processes and this has had a good effect on improving the quality of teaching. They have also ensured safeguarding requirements are met and have developed good partnerships to promote learning and support the well-being of pupils. All levels of management are fully involved in self-evaluation and have contributed to the steady rises in attainment and progress. The school is a cohesive society and the school works with the local community to extend pupils' understanding of issues within society. The leadership team is actively trying to gain a better understanding of how the school can contribute to community cohesion beyond the local area and is working to give pupils more links with the national and global communities. The capacity for sustained improvement is judged satisfactory because although they have ensured improved progress in all subjects the impact of actions to raise attainment in English is not yet fully evident and standards in 2009 were still below expected levels

Children enter the nursery with attainment levels well below those expected for their age. They settle quickly into school routines and make good progress. Attainment at the end of Reception is still below that expected. Pupils' progress and attainment in Key Stages 1 and 2 has been steadily improving over the past three years and is a result of improved teaching. In recent years pupils have made good progress in mathematics and science but only satisfactory progress in English where attainment at the end of Year 6 is still low, reflecting their initial very low starting point. Currently pupils are making good progress in all subjects. However, the impact of teaching on learning is variable because the use of assessment is inconsistent and the most able pupils are not always sufficiently challenged. All groups of pupils make similar progress because staff are vigilant at identifying pupils' needs and providing appropriate support. This includes the support for the increasing numbers of pupils with special needs and/or disabilities. The most able pupils make good progress but strategies to help them make even greater progress are not fully developed and work is not always sufficiently challenging for them.

Pupils' spiritual, moral, social and cultural development is good. The good curriculum

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contributes to pupils' understanding of other cultures but more still needs to be done to give them more direct contact with other communities. Behaviour is good throughout the school as a result of improved procedures within the school.

What does the school need to do to improve further?

- Raise attainment in English by building on recent improvements in writing.
- Increase the proportion of good or better lessons by sharing good practice and ensuring work consistently matches pupils' needs, particularly the more able.
- Broaden the school's understanding of its impact on community cohesion beyond the local community.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily in the classroom and enjoy their learning across all subjects. Classroom support is good which helps the less able pupils, including those with special needs and/or disabilities, to make as much progress as others. Both within the classroom and in recent test results all groups of pupils make similar progress from their starting points. There is no significant difference between progress made in Key Stages 1 and 2 which is an improvement on past performance at Key Stage 1. The progress being made in lessons by the current Year 6 suggests that by the end of the year these pupils will be broadly average in all subjects although English is still the weaker subject. All pupils are satisfactorily prepared for their future well-being because of their satisfactory, although improving, understanding of key skills including ICT.

Pupils' behaviour is good both in and out of lessons and there was no evidence of any bullying currently in the school. Exclusions are now rare as a result of the school actions to promote good behaviour. The school works hard to promote above average levels of attendance and works constructively with external agencies to achieve improvement. There are still a number of families who take holidays during term time. The overall good care and support for pupils is extended to supporting the family at home by a family resource worker who is available for several days each week.

Although the pupils are part of a harmonious community within school, they have limited opportunities to experience the diverse society beyond the local community. Curriculum content provides an insight and some pupils have the opportunity to liaise with children in other countries. The leaders are currently trying to provide

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opportunities to develop more national and global links. The cultural development of pupils is a relative weakness within their good overall spiritual moral social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Joint observations carried out with the headteacher show that teaching is typically satisfactory and that he accurately judges the quality of learning. There are good features within the teaching, such as subject knowledge, effective questioning strategies and often good use of short timescales to stimulate the pace of learning. Teachers have varying skills when using assessment information to help plan their lessons and this means the work set is not always sufficiently challenging for all pupils, especially the more able. There are a number of good lessons where progress is good because teachers do match the work to pupils' ability, but this is not consistent. Teaching assistants provide good support and are used effectively in most classes.

The curriculum provides pupils with a good grounding in subjects. It is planned carefully to be appropriate to the pupils' needs and is flexible to accommodate their varying requirements. Much of the work is topic based to stimulate interest and the school day is arranged to ensure there is ample time for learning across all subjects. Pupils benefit from at least two hours of physical education each week and also learn a modern foreign language. The curriculum is enriched well by clubs and activities including an annual residential trip to London for Year 6 pupils, many of whom have

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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not visited London before. There is a good contribution through partnerships such as with Derby University whose students support drama. There is a good partnership with the local secondary school and the curriculum is modified to include agreed transition projects.

Good arrangements are in place to guide and support pupils in their personal development and their learning. Appropriate support is given to all pupils who need help, including those with special needs and/or disabilities. Good procedures are in place to encourage improved behaviour and attendance. Pupils are given good information about their move to the secondary school so that they feel confident about starting the next phase of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders monitor and evaluate the work of the school effectively so that the headteacher has an accurate view of provision. Staff all share the same ambition and work well together to support the senior leaders who in turn support and involve them in the decisions. The leadership team is determined in its vision to raise standards in English and has introduced strategies and support to ensure this. Although attainment in English is limiting the school's effectiveness, progress is now improved in all year groups and the upward trend in attainment in English is more secure due to specific strategies and support. The school's work to promote equal opportunities is demonstrated through the observations and data and through leaders' work to improve achievement.

Governors provide satisfactory support and challenge. They share the vision of raising standards and understand the strengths and weaknesses of the school. They have an effective committee structure and a range of skills to carry out their duties. They are kept well informed by the headteacher and provide a positive link between the school and parents. They have improved their understanding and monitoring of safeguarding requirements.

Senior leaders have developed a good understanding of the school and the local community and identified what needs to be done to increase pupils' understanding of the world around. Curriculum content has been revised to compensate for the lack of cultural diversity within the school and partnerships arranged to give pupils varied

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experiences locally. There are plans to develop more national and global links but many of these are at an early stage. Governors have not yet become sufficiently involved in promoting community cohesion with the more distant communities.

Safeguarding procedures are securely in place. All the required checks on adults who work in school have been made and recorded. Rigorous checks are made on security and on health and safety which are clear priorities of the leaders.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Effective provision in the Early Years Foundation Stage results in good learning and progress from their starting points. Children are keen to do well and benefit from plentiful resources which although quite old, are in good condition. Teaching is good because staff have a good understanding of how children learn. They provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs and is based on building upon their interests. There is a good balance of adult-directed and child initiated activities. Staff make careful observations of children's progress. These build up into a helpful collection of information in each child's monitoring and information book. Assessment information is used well to modify plans to meet individual needs. It is also passed to the deputy headteacher who keeps a clear overview of performance and provides good support and leadership. The weakest areas on entry to the Nursery are communication, language and literacy but children do make good progress across all areas. The temporary location for both the Nursery and the Reception classes are of adequate size but staff are aware that the outdoor area needs developing.

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Behaviour is very good. All groups of children play and learn well together in a safe and caring environment. Staff know the children well and are aware of any specific needs. Numbers of adults are sufficient to ensure safety and all welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the school, commenting on how much their children enjoy school. They are particularly positive about the caring ethos and the fact that their children are safe in school. A small minority of parents are concerned about the limited information they receive about their child's progress. Questionnaire results indicated a small number of parents had concerns about the progress their children make and that the leaders do not always listen to concerns or suggestions. A few also identified behaviour as a concern. None of these concerns were supported by parents spoken to during the inspection and inspectors could not find any evidence to support them.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Model Village Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	62	11	32	0	0	0	0
The school keeps my child safe	21	62	13	38	0	0	0	0
The school informs me about my child’s progress	11	33	17	50	5	15	1	3
My child is making enough progress at this school	14	41	17	50	1	3	2	6
The teaching is good at this school	18	53	14	41	1	3	1	3
The school helps me to support my child’s learning	14	41	15	44	3	9	1	3
The school helps my child to have a healthy lifestyle	15	44	18	53	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	29	20	59	2	6	0	0
The school meets my child’s particular needs	14	41	19	56	0	0	1	3
The school deals effectively with unacceptable behaviour	12	35	16	47	4	12	1	3
The school takes account of my suggestions and concerns	12	38	14	41	4	12	1	3
The school is led and managed effectively	12	38	19	56	2	6	0	0
Overall, I am happy with my child’s experience at this school	15	44	15	50	1	3	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



24 September 2009

Dear Pupils

Inspection of Model Village Primary School, Shirebrook, NG20 8BQ

We really enjoyed visiting your school and seeing you learning and playing so well together. Your school is an improving school which at the moment is providing you with a satisfactory education. I know Year 6 were really excited about going to London and I hope they all enjoyed the visit. There are many good things about your school and these are a few of them.

- You behave well and enjoy school.
- You get on well with your teachers and with each other.
- You are sensible about playing safely and have a good understanding of what to do to keep fit and healthy.
- All the staff look after you and care for you well.
- You do well at science and mathematics and are getting better with your writing.
- Those adults who manage and run your school are working hard to help you improve your work.

There are a few things we have asked the school to do to make it even better. These are to:

- help you improve your writing
- increase the number of lessons where learning is good or better
- help you understand more about the people in other parts of the country and overseas.

You can help by carrying on working hard and helping your teachers. We are sure you will enjoy the new buildings when they are completed and hope that the Year 6 visit to London went very well.

Yours faithfully

John Horwood
Lead inspector

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