

Model Village Primary School

Central Drive, Shirebrook, Mansfield, NG20 8BQ

Inspection dates 12–13 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- A large proportion of pupils reach higher than expected standards at the end of Key Stage 2, especially in mathematics.
- Teaching is typically good and pupils say that they enjoy their lessons. Some outstanding teaching in Years 5, 6 and in the Nursery helps pupils to become confident learners who take responsibility for their own work and make rapid progress.
- The range of subjects taught provides pupils with many interesting activities to stimulate their learning and creativity. Pupils benefit from opportunities to take part in exciting visits, sporting and music events.
- Support and nurturing for pupils is very effective, and this enables them to make good progress by the end of Year 6.
- Pupils' behaviour and attitudes are good and this contributes strongly to the good learning in lessons. Pupils are aware of the different forms of bullying and say they feel safe in school.
- Good teamwork between the headteacher, staff and governors has ensured that the quality of teaching and the achievements of pupils have improved.

It is not yet an outstanding school because

- Pupils do not all do as well as they should in Key Stage 1.
- Pupils do not always have enough opportunity to take responsibility for their own learning.
- Teachers do not always share their best practice or make enough use of information about pupils' progress to prepare work which is demanding enough for pupils of different abilities.

Information about this inspection

- The inspectors observed 15 lessons, two of which were joint observations with the headteacher and the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, a professional adviser for the local authority and two groups of pupils.
- The inspectors talked to pupils during lessons, on the playground and at lunchtime. The inspectors also heard pupils read.
- The inspectors took account of the responses to parental questionnaires provided by the school as there were too few responses to the online questionnaire (Parent View) to be considered.
- The information from 17 staff questionnaires was taken into consideration.
- Inspectors looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils progress, planning documentation and records of behaviour, attendance, punctuality, as well as documents relating to safeguarding.

Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average primary school.
- Almost all pupils are of White British heritage.
- A small number of pupils speak English as an additional language.
- There is a higher proportion of girls in most classes.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is higher than average.
- The proportion of pupils for whom the school receives the pupil premium is above the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion becomes outstanding by ensuring that:
 - all teachers use the information they have to plan work which is at the right level and challenges pupils to achieve their best
 - pupils have more opportunities to work on their own and take more responsibility for their own learning
 - the excellent practice in the school is shared with all staff to drive up standards.
- Raise the attainment of pupils in Key Stage 1 by ensuring that pupils in Years 1 and 2 are given appropriate targets and produce more work of the same high quality as older pupils, particularly in writing.

Inspection judgements

The achievement of pupils is good

- Children typically join the school with very low starting points for their age, particularly in their speech, language and number skills. A small minority are at the early stages of learning English. Children make good and sometimes rapid progress in the Nursery and Reception classes because of the careful nurturing, expert teaching, good balance of teacher-led work and opportunities for choice in stimulating, well-planned activities. Creative use of the theme of 'Space' inspires children to be confident enough to write imaginatively and use letters and their sounds skilfully.
- The high proportion of pupils entitled to pupil premium funding achieved higher standards than their classmates in 2012 and exceeded the national average. They were more than a year ahead of similar pupils nationally. This shows the very positive impact of the school's allocation of the pupil premium to contribute to the cost of learning mentors, a nurture group, specialist teachers for music and physical education, and drama enrichment activities.
- Pupils make good progress in Key Stage 2, particularly in Years 5 and 6. By the end of Year 6, pupils' mathematical skills are consistently well developed to enable them to reach higher than expected standards. Standards in English are average, and this represents good progress in relation to the pupils' relatively low Year 2 assessments. Girls outperform boys in English and achieve higher standards in mathematics.
- The progress of pupils currently in the school is good, particularly in mathematics and reading. Regular reading in school, effective support in group-reading sessions and the good use of a well-designed library containing high-quality books, increase pupils' interest and achievement in reading.
- Pupils' progress in writing is also good, although not as rapid as in reading and mathematics. Overuse of worksheets prevents pupils in Key Stage 1 from writing sufficiently on their own in different subjects and working out their own thoughts.
- The school's recent focus on strengthening the skills of staff in teaching the links between letters and the sounds they make (phonics), is having a positive impact. Pupils confidently use their skills to tackle unknown words and older pupils enjoy a range of books.
- In a very well taught writing lesson in Year 6, pupils reached high standards. Pupils' writing about *Goodnight Mr Tom* was excellent. They used a variety of exciting adjectives and wrote well-constructed, imaginative sentences.
- Disabled pupils and those who have special educational needs receive well-organised, regular and well-targeted support which enables them to make good progress, especially in mathematics.
- Pupils do not meet the standards expected in Key Stage 1 and their rate of progress is too slow because they do not always have opportunities to produce work at the highest standards.

The quality of teaching is good

- The quality of teaching is good and, on occasion, outstanding. Across the school there are examples of pupils' work which demonstrate their high achievement in completing interesting

tasks, such as the excellent model of the *Big Friendly Giant* in the entrance hall.

- Teachers have improved all aspects of teaching, particularly in ensuring that pupils know how to improve their work. Most staff are skilled in asking questions and using informative wall displays, to encourage pupils to assess and explain their own progress. Assessment is outstanding in Year 6, the teacher uses 'a cloud and a square' technique to ensure that pupils know what they have done accurately and where they need to reshape and improve their answers. Not all staff have sufficient opportunities to share this and other examples of effective practice to help them improve their teaching.
- The teaching of mathematics is very effective. In one Key Stage 2 lesson, activities planned at different levels of difficulty presented good challenge for all pupils. They worked happily in groups and enjoyed solving problems relating to estimating and measuring. The teacher checked pupils' progress and understanding regularly and encouraged them to help one another. As a result, pupils made rapid progress.
- Occasionally, pupils find the activities that they are given too hard or too easy because not all teachers make good use of information on pupils' abilities and progress to match activities to their needs and ages. Pupils find the large majority of lessons interesting but, in Key Stage 1, they make slow progress because there are few opportunities to find things out for themselves. This is one of the reasons why teaching is not yet outstanding.
- Specialist support for disabled pupils and those who have special educational needs is effectively coordinated to enable staff to provide good support to individual and small groups of pupils. Teaching assistants and learning mentors are fully aware of the needs of this group of pupils and work closely with teachers to make sure that these pupils make good progress. This reflects the school's good promotion of equality of opportunity.

The behaviour and safety of pupils are good

- Around school, pupils are happy, polite, friendly, helpful and considerate. Staff provide excellent role models for pupils, and the mutual respect between them is evident. The effective use of praise and the acknowledgement of pupils' success in sporting, musical and other activities serve to create a calm and positive atmosphere. Pupils' spiritual, moral, social and cultural development is good.
 - Behaviour in almost all lessons observed was consistently good. Pupils say that there is very little disruption to lessons caused by bad behaviour and that teachers deal with it quickly and fairly on the few occasions that it happens. Pupils have a clear understanding of different types of bullying and are knowledgeable about how to recognise and avoid risk online. Pupils are clear about the rewards and sanctions used consistently by staff and say that 'this is a fair school' where bullying is rare.
 - Procedures and policies for safeguarding pupils meet all regulatory requirements. Pupils are proud of their school and say that they feel safe knowing that they can go to any member of staff if ever they feel insecure.
 - Attendance has improved and is now average. The school's family resource worker communicates effectively with parents, staff and specialist agencies to successfully reduce persistent absence. The care and support which pupils whose circumstances might put them at risk receive, including the 'Positive Play' and nurture group programmes, are strengths of the
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school.

The leadership and management are good

- The longstanding headteacher has a clear direction for the further improvement of the school. He, the deputy headteacher and all staff, work closely in teams to identify and implement ways to improve the quality of experiences and outcomes for all pupils. The whole school is deeply committed to all pupils achieving well, developing their self-confidence and discovering new interests. The range of subjects, and additional activities and opportunities for boys and girls to take part in different sporting tournaments, are well designed to achieve this.
 - Effective leadership and management ensure that pupils arriving not speaking English, those who are disabled or who have special educational needs, and those with any potential barriers to learning, are well supported to make good progress. The extra money for pupils supported through the pupil premium is spent wisely and it ensures that pupils have a positive experience of school and that they successfully improve their literacy and numeracy skills and are well prepared for life in a diverse society.
 - Leaders make regular and accurate checks on the quality of teaching and the management of teachers' performance is rigorous. As a result, the quality of teaching is good. Staff are held to account for the progress their pupils make. A close track of pupils' progress towards their targets ensures that any underachievement is identified early. However, the quality of teaching and inconsistencies in the use of assessment data indicate that targets for some pupils are not high enough to increase the attainment of pupils in Key Stage 1.
 - Training for staff is effective and focused on the areas identified in the school development plan. The deputy headteacher has worked successfully with staff in the Nursery and Reception classes to improve practice. Her valuable help and support have enabled teachers to take on additional responsibilities and become confident and aspiring leaders.
 - The school works hard to establish and improve links with its parents and, when surveyed, they said they think highly of the school. Parents state that they are particularly grateful to the school for the care given to their children.
 - The local authority provides effective light-touch support for this good school. School leaders have an accurate view of the priorities for development which form the basis of school improvement plans. This gives them the good capacity to continue improving the school.
 - **The governance of the school:**
 - The governing body makes sure that its members are trained fully and that they know how well the school is doing and where it could do better. The governing body has a clear understanding about performance management and makes checks on the performance of staff which influence their decisions about any increases in teachers' salaries. Regular reports from the headteacher keep the governing body up to date on how well the school is doing in comparison to other schools locally and nationally. Governors ensure that funding has been used successfully to improve the basic skills of those pupils eligible for the pupil premium and to ensure that their achievement is higher than similar pupils across the country.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112784
Local authority	Derbyshire
Inspection number	401306

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	206
Appropriate authority	The governing body
Chair	Roy Laczmanski
Headteacher	Peter Davie
Date of previous school inspection	22-Sep-09
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