



Loscoe CofE VC Primary

Inspection Report

Unique Reference Number 112828
LEA DERBYSHIRE LEA
Inspection number 279031
Inspection dates 10 January 2006 to 11 January 2006
Reporting inspector Mr. Andrew Cook LI

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

Type of school	Primary	School address	Church View
School category	Voluntary controlled		DE75 7RT
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01773713396
Number on roll	128	Fax number	01773536828
Appropriate authority	The governing body	Chair of governors	Mr. Rob Cuttell
Date of previous inspection	1 November 1999	Headteacher	Mr. Steve Jackson

Age group 4 to 11	Inspection dates 10 January 2006 - 11 January 2006	Inspection number 279031
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Loscoe Church of England Controlled Primary School has had a number of significant changes over the last three years. The school is now all in one building having previously been split on two sites. In the same period there has been a high turnover of staff including three headteachers. The current headteacher took up post in September 2005. The proportion of children eligible for free school meals is broadly average as is the percentage of children who are identified as having learning difficulties and disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Loscoe Primary School provides a satisfactory education. Over the last few years there have been many changes to staff and the school finally moved to a new building in October 2003. The headteacher has been in post for a short while and has refined his initial evaluation of how well the school is doing. He now has an accurate picture of what the school does well and where it needs to improve which also matches to the inspections findings. The staff work well as a team. Teachers have begun to develop the work they do to lead and manage subjects. Children enjoy school and their behaviour is good. They make satisfactory progress in the Reception and Year 1 class. They then continue to make satisfactory progress so that by the end of Year 2 most are reaching average standards. The school is aware that a small number of the children that took the Year 6 tests in 2005 did not make enough progress. However, the school system to track how well children are doing shows that overall children are now making satisfactory progress. Following an unsettled period of high staff turnover the impact of good teaching is now helping children to catch up resulting in satisfactory learning. Teachers match carefully the work they give to the children's needs. Good use of teacher assistants helps those children that need extra support make good progress. The curriculum is satisfactory but ways need to be found to make it even more exciting and provide opportunities for children to learn about and experience different cultures. The school has made satisfactory progress since the last inspection. It provides satisfactory value for money and is now clearly on course to improve further.

What the school should do to improve further

- Improve the progress that children make by using the tracking system to set appropriately challenging targets.
- Make the curriculum even more exiting and multicultural so that children learn a range of skills and widen their experiences.
- Further develop the work of subject leaders to improve the standards children achieve.

Achievement and standards

Grade: 3

Children start school with broadly average abilities. However, many come in with low language and communication skills. They make satisfactory progress in Reception and Years 1 and 2 so that by the end of Year 2 the standards they reach are average. In 2005, when there was a small year group, overall standards in English were average but in mathematics and science they were just below average. This was because a few children in this year group did not make the progress that would be expected. The school is aware of the importance of making sure that children make enough progress each year and they are now accurately tracking standards children reach in English and mathematics each term. This tracking, and the work in children's books, show that children are now making satisfactory progress. The school has set overall targets for how well children achieve in the 2006 tests. These targets are challenging and are based on the progress children should make. Although there is no difference between

how well girls and boys do by the end of Year 2, later on by Year 6, girls achieve better than boys. Targeted support for children with learning difficulties is helping these children to make good progress.

Personal development and well-being

Grade: 3

The personal, moral and social development of the children is satisfactory. Children talk about enjoying school, one child said 'there are nice teachers, good lessons and you learn.' Despite the school's best effort, attendance remains just below the national average. Children's behaviour is good and they are duly concerned for the safety and well-being of others. Teachers and teaching assistants use effective strategies to encourage and reward children for good behaviour. These strategies are especially needed sometimes with children who find it difficult to keep their concentration. Some of the older children take on responsibilities around school, for example, taking the younger children back to class after the assembly and managing the library during lunchtimes. Children's spiritual and cultural development is satisfactory. The school has rightly identified that it needs to do more to give children experiences of different cultures. There are satisfactory links with the church. Children are encouraged to adopt healthy lifestyles through healthy eating and being active. The younger children eat fruit each day and the older children bring in healthy snacks. There are opportunities for children to develop independent and team skills which, with the literacy and numeracy skills they acquire, give them a satisfactory preparation for life in the future.

Quality of provision

Teaching and learning

Grade: 3

Following a time of high staff turnover there has been a much more settled period and this is beginning to have a positive impact on how well the children are taught. Teaching is good. However, children's learning is satisfactory overall because many children have to catch up to where they should be. Teachers plan their lessons carefully. In most lessons they make sure that work matches the different abilities the children have. Teaching assistants are effectively used to help children that need extra support. Linking this support to the children that need it most is working well and is helping them to make good progress. Children behave well in lessons and this helps them learn, they get on with what they have to do and make progress. During the inspection a number of teachers used the interactive computer boards very effectively making lessons more interesting for children. For example in one lesson the teacher was able to show the children work they had done in the previous lesson helping them to use what they had learnt as a starting point for the next task.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum matching the different needs children have. In the Reception and Year 1 class the curriculum is exciting and helps children to enjoy their learning. Throughout the school there is good support for those children that need extra help and often the curriculum is especially tailored to their needs. The new headteacher has reviewed the over-complex range of topics planned and has successfully reorganised them so that the curriculum allows more focused work on skills. This has not yet had a positive impact on enriching the curriculum. Satisfactory selective use is made of plans produced by the National Strategies for literacy and numeracy. A satisfactory number of visits and visitors enliven children's learning experiences. There are a limited number of clubs or out of school activities that the children attend.

Care, guidance and support

Grade: 3

The school provides satisfactory care and support for children. Children know that staff will deal with any problems they may have. Systems are in place to make sure children are safe and all staff are aware of child protection procedures. The school works well with other agencies including health and social services and this work helps meet children's needs. The school has made a good start tracking how well pupils are doing. Targets for English and mathematics are used throughout the school and this is effectively helping teachers to plan the work they give children. The targets in English are more fine-tuned to what children need to learn next compared to the targets in mathematics. Some children do not know their targets well enough to help them focus their attention on where they need to improve.

Leadership and management

Grade: 3

After a period of significant change the school is now more settled and the new headteacher has made his mark. Leadership and management are satisfactory overall as the school still has some way to go to ensure that new ways of working are used well enough to ensure that standards improve further. The school is very positive about the future and is building a strong team of staff who already know what the school is good at and where it still needs to improve. The headteacher provides a good role model for leadership. He works alongside other staff and has successfully encouraged them to continue to make improvements. The leadership and management of subjects are satisfactory and some staff are further developing their roles. The headteacher has introduced useful systems to track children's achievement and written an improvement plan that identifies appropriate work to be done to improve the school's performance. The views of parents and children are taken into consideration by the school and this is helping the school to make positive changes. The governors provide satisfactory support. They have identified a number of areas where they want to get

to know the school better and have successfully begun to get more involved. Along with the headteacher they monitor the implementation of the school's improvement plan and have made satisfactory evaluations. The school is now in a position to make further improvements.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to say thank you for making me feel so welcomed when I visited your school. I really enjoyed my time with you even though it didn't stop raining on the first day. These are some of the things I liked about your school: - your behaviour is good - teaching is good - interactive white boards are used well - teaching assistants are good at helping children. I have asked Mr Jackson to make sure your school continues to improve. These are the things that he must make sure happens: - you all need to work as hard as you can so that you learn even more - lessons should always be exciting and you should find out more about the different ways people live - teachers need to plan very carefully to help you to improve in your achievements. Best wishes for the future.