

# Model Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	112784
<b>Local Authority</b>	DERBYSHIRE
<b>Inspection number</b>	289411
<b>Inspection dates</b>	24–25 April 2007
<b>Reporting inspector</b>	George Derby

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Roy Laczanski
<b>Headteacher</b>	Mr Peter Davie
<b>Date of previous school inspection</b>	12 November 2001
<b>School address</b>	Central Drive Shirebrook Mansfield Nottinghamshire NG20 8BQ
<b>Telephone number</b>	01623 742254
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Model Village Primary, a school in four buildings on two separate sites, is situated in an ex-mining area in Shirebrook. Although there has been some regeneration over the past few years, social and economic conditions are not particularly favourable and the percentage of pupils eligible for free school meals is high. It is a slightly larger than average school where the pupils are virtually all of White British origin and the number of pupils with learning difficulties (including those with a statement of special educational needs) is just above average. Children's skills on entry to Nursery vary from year to year. They are often well below those normally expected for the age group and in all aspects of language are usually low. The school has two nurture group classes which operate on four afternoons. There have been many staff changes over the past two years and especially since September 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Model Village Primary provides a satisfactory education for its pupils, which is how the school sees itself. Pupils make sound academic progress overall, including those with learning difficulties. This is because teaching is satisfactory. Activities are interesting and pupils love lessons. Staff work extremely hard to provide a rich learning environment which helps to engage and motivate the pupils. Sometimes, however, work is not sufficiently hard enough for more able pupils. Explanations and demonstrations are occasionally too brief, so that pupils are not always clear about what to do.

Children get off to a good start in the Nursery and Reception classes. They achieve well because activities are well focused on their needs and teaching is good. However, standards are still below those expected by the end of Reception. In Key Stages 1 and 2, pupils make satisfactory progress. Standards by Year 2 and 6 remain below average overall, due largely to low standards in writing. These are now improving but from a low base. Much effort is being put into making the school's sound curriculum more relevant and pupils are provided with a wider range of experiences that is having a positive impact on their speaking and listening.

Improvement in pupils' personal development is good. The headteacher cares passionately for the school and its children. There is a clear focus on developing pupils' skills and talents, while recognising the social and emotional challenges many pupils face. The school's efforts have clearly resulted in pupils' largely positive attitudes and good behaviour. Relationships are good and the procedures for managing behaviour are effective. The school's good nurture provision makes a big impact on those with the most challenging difficulties. Initiatives have resulted in much improved attendance, although it is still below average. Pupils also have a good knowledge of how to stay healthy and safe and make a good contribution to the school and local community. Value for money is satisfactory.

Leadership and management are satisfactory and the school is adequately placed to improve further. Strong teamwork is evident and morale is high. Self-evaluation is satisfactory; as a result, more challenging targets are now being set. Care for pupils is satisfactory. The school regularly analyses the information it gets from national tests and assessments. A close eye is kept on individual pupils' progress, but systems for making assessments and tracking pupils' progress are not sophisticated or rigorous enough to enable the necessary improvements to take place. Targets to help pupils improve are set for writing but not for other subjects. While the school's progress since the last inspection six years ago is satisfactory, some aspects have been slow to improve. For instance, the monitoring of the quality of teaching and learning is undertaken mainly by senior staff and has not extended fully to include other leaders. The school benefits well from its good links with other schools and partnerships. Parents are generally positive about the school's work, although some feel that the school does not always listen to them sufficiently.

Governors fulfil most of their duties, monitoring the school's work mainly through the reports they receive. However, they do not meet statutory requirements in relation to sex and relationships education, the monitoring of race equality, the Disability Discrimination Act 2002, and the publishing of a school profile. Steps are being taken to rectify these matters.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What the school should do to improve further

- Raise standards in English, especially in speaking, listening and writing.
- Ensure that work is accurately matched to all learners' needs and that pupils are clear on what they need to do, and how to improve.
- Ensure that the assessment and tracking of pupils' progress and achievements are sufficiently rigorous to enable the school to have a clear view of the progress of different groups.
- Ensure that governors fulfil all their duties.

## Achievement and standards

### Grade: 3

Pupils make good progress throughout the Foundation Stage. The weaknesses in boys' skills on entry to Nursery are often related to their immaturity and attitudes, behaviour and dispositions. Successful work in personal, social and emotional development helps narrow the attainment gap between boys and girls, although this remains prominent until Key Stage 2. Here any variation is more to do with individual class groupings.

Standards in Key Stages 1 and 2 in reading and mathematics are below average, but progress is satisfactory. In writing, standards are significantly below average and progress, over recent years, has been limited. However, it is now satisfactory, mainly due to the positive impact of the 'Big Write' initiative and changes to the curriculum. Attainment in science is average and progress is good. Science results at the end of Key Stage 2 are consistently better than those in English and mathematics, often significantly so at the higher level (Level 5). However, because assessment, tracking and analysis are not robust enough, the school is not entirely clear about the factors which make science so successful. National data also shows that in 2006 Year 6 pupils made insufficient progress over their time in Key Stage 2. However, the school's evidence indicates that assessments carried out when these pupils were in Year 2 were too generous, making this aspect of the data unreliable.

## Personal development and well-being

### Grade: 2

Pupils enjoy school and their attitudes and behaviour are generally positive. Those pupils who find conforming to school life extremely difficult are supported effectively through good nurture arrangements. Spiritual, moral, social and cultural development is satisfactory, although pupils' multicultural awareness is limited. Pupils are usually active participants in their learning and make relevant contributions in class. They are aware of how to maintain a healthy lifestyle and make healthy choices. Pupils play an active part on the school council and make a positive contribution to school. They can explain well how to keep themselves safe and free from harm. Overall, the development of skills for the next stage of education and future life is satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is good overall in the Foundation Stage; elsewhere it is satisfactory. There are good levels of interaction in Nursery and Reception and the staff participate effectively with the children in play activities. Basic skills are well promoted and sessions are well organised and

purposeful. Resources are put to good use but they are not always easily accessible to aid children's independence in learning.

Across the school, staff work hard to make lessons interesting and fun and are successful in engaging most pupils in their learning. They are beginning to use the school's growing number of interactive whiteboards to good effect. Information and communication technology (ICT) motivates pupils well and increases their concentration. The range of pupils' attainment in each class is very wide and some work is not always sharply matched to pupils' individual needs, especially for those who are more able.

Work is usually planned in small steps, which particularly helps those with learning difficulties. However, teachers' explanations, demonstrations and modelling of what they want pupils to do and learn are sometimes too brief. This results in some pupils not always being sure about what they are to do.

## **Curriculum and other activities**

### **Grade: 3**

The extension of pupils' literacy skills through class work linked to a number of enrichment activities is a strength of the curriculum. Drama is also having a similarly positive impact. Well planned visits also make a significant contribution to pupils' learning and enjoyment. Work with school partners, such as the excellence clusters and creative and sports partnerships, is providing positive 'spin offs' in relation to the linking of subjects and pupils' learning about keeping healthy. A good range of sporting activities, during and after school, also contribute to pupils' health and fitness. However, there are a few areas for improvement. The use of ICT across the curriculum has improved but is not consistently good. In the nurture groups, there is a good emphasis on the social and emotional aspects of learning but academic aspects of the curriculum are not covered. Across the school, multicultural opportunities, race equality and public institutions are insufficiently represented in planning for personal, social, health and citizenship education.

A reasonable range of support and adaptations to the curriculum is provided for pupils with learning difficulties and the very few at the early stages of learning English.

## **Care, guidance and support**

### **Grade: 3**

Those pupils identified as having special educational needs are supported appropriately in their learning. There is a good range of ways of helping pupils with behavioural difficulties. Care and protection are given due consideration, and satisfactory risk assessments are undertaken. Pupils are clear that if they have any concerns or worries, they can speak to a member of staff and discuss these. Assessment and tracking of pupils' progress are not developed sufficiently across the school to inform staff of what needs to be done next to ensure the pupils can improve. Ways of staying healthy are promoted. Procedures for safeguarding learners do not meet current government requirements.

## Leadership and management

### Grade: 3

The headteacher is clearly on the right lines and has sound plans to instigate further improvement. A greatly improved learning environment that is bright, warm and welcoming has resulted in a calmer school. Significant inroads have been made in improving behaviour and attendance, and more recently in speaking, listening and writing.

The headteacher's and deputy headteacher's skills complement each other well. They work extremely hard to ensure the school runs smoothly; they have oversight of new initiatives and their impact, and generally keep a check on the work of the school, including teaching. Some of this monitoring has extended to other members of the senior team but only to literacy and numeracy coordinators. Much of the strategic work is undertaken by only the headteacher and deputy. However, the Foundation Stage coordinator, a senior manager who provides good leadership, is taking much more of a role in using and analysing data and adapting provision. The vice chair of governors provides good support but governors do not carry out fully all their key functions. As a result, governance is unsatisfactory.

The coordinator for special educational needs is new and is establishing an action plan for improvement. Although much work goes into the identification of pupils' needs and ensuring provision matches these, the school does not have a plan to show how this is to be done or to enable it to account for its impact.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	3

### The quality of provision

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

26 April 2007

Dear Pupils

Inspection of Model Village Primary School, Shirebrook NG20 8BQ

Thank you for meeting with the inspectors and telling us about your school. Your headteacher and teachers provide you with a satisfactory education. There is much to praise and a small number of things to improve.

You were polite and well behaved and we were impressed by how keen you all are and how you enjoy lessons. You told us that you love school. It is a pity that some of you are kept away from school, mainly for holidays during the term, so that you miss important things to learn. For the few who stay away a lot it means that you fall behind, which does not help you at all. However, your attendance is getting much better.

Your building has been transformed inside and what an exciting environment you learn in. It doesn't look that good from the outside but I can see why you enjoy coming, as lessons are fun and your teachers make them interesting for you.

You won't all go to the nurture groups, but we thought these were good in helping those of you who find being in lessons difficult.

Mr Davie and Mrs Morris have your best interests at heart and want to do the best for you. They work very hard to make the school the place that it is. We have asked them to do the following things.

- Keep on with the work they are doing to improve your writing (as well as your speaking and listening skills) - the 'Big Write' is clearly helping your language and writing.
- In lessons your teachers try hard to produce the right work for you to do but we think that some of you could do harder work.
- Keep a better check on what you are learning and how you are doing so that they can adjust work, their plans and targets for you.
- We would like the governors to be more involved in checking on how well you are doing and how the work of the school helps you learn and make progress.

Good luck for the future.

Lead inspector