

# Albert Village Community Primary School

Occupation Road, Albert Village, Swadlincote, DE11 8HA

**Inspection dates** 18–19 September 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| 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.

- The majority of children enter the Nursery with levels of skills that are below those typical for their age. Pupils leave Year 6 at broadly average in English and mathematics.
- Children in the Early Years Foundation Stage and Key Stage 1 make consistently good progress. In Key Stage 2 progress has risen strongly in the last two years, both in English and mathematics, and is now good.
- All different groups of pupils currently in the school are making consistently good progress from their different starting points.
- Teaching is good in all classes. Sometimes teaching is outstanding. Teachers organise teaching assistants to support pupils effectively.
- Relationships between staff and pupils are good. Teachers give pupils many opportunities to work together and to practise their speaking and listening skills in lessons.
- Pupils' attitudes to learning are positive. They behave well in lessons, in the playground and around school.
- The headteacher leads the school well. She has recruited very effective senior managers and created a strong staff team. All teaching has now been improved to at least good.
- All leaders and managers monitor teachers' and pupils' performance well. They have responded to any areas of underachievement immediately and effectively. Leaders have been particularly effective in improving standards in mathematics and reading.

### It is not yet an outstanding school because

- Learning is not always closely enough matched to pupils' needs so as to maximise their progress.
- Learning is not always innovative and exciting enough to create a 'learning buzz' in the classroom.

## Information about this inspection

- Inspectors observed teaching in all classes in school during the inspection. A total of 11 lessons were observed, including two seen together with the headteacher and four with the deputy headteacher. The Year 6 class were on residential trip during the inspection.
- Inspectors had discussions with the Chair of the Governing Body and one other governor, a representative from the local authority, the headteacher, the deputy headteacher and other members of the school leadership team, teachers and two groups of pupils.
- Inspectors looked at a range of documents including the school’s own tracking of pupils’ progress, documents relating to safeguarding and special educational needs, case studies of individual pupils, and also the school’s self-evaluation document and school improvement priorities document.
- A wide range of pupils’ work was reviewed across different subjects. Last year’s books were scrutinised, including Year 6, and inspectors heard pupils of different ages reading.
- Inspectors took account of the views of 28 parents and carers recorded on the online questionnaire (Parent View) and met informally with a number of parents and carers at the start of the school day. Inspectors also took into account 40 responses to the school’s own survey of parents’ and carers’ views undertaken last year.

## Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. There are no other significant groups.
- There are currently few pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. In this school it currently applies to pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The number of pupils who join the school other than at the normal intake time is higher than in most schools.
- The school has recently undergone an extensive building and refurbishment programme.
- The school works together with a group of other schools as part of a learning alliance.
- There is a Nursery for children age 3–4 years on the school site which is run by the governing body and forms part of the school's Early Years provision.
- A before-school club takes place on the school site every morning. It is run by an external provider and is inspected separately.

### What does the school need to do to improve further?

- Move good teaching to outstanding, and further improve standards and rates of progress, by ensuring that:
  - learning is more precisely matched to pupils' individual needs in lessons
  - more innovative and exciting tasks are consistently incorporated into lessons
  - more opportunities are provided for writing in other subjects.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Nursery from very diverse backgrounds and annual intakes vary considerably. Most often, the majority of children demonstrate levels of skills that are below those typical for their age. Personal and social development and mathematics are the lowest. From their different starting points, children make good progress in the Early Years Foundation Stage reach a good level of development by the end of Reception.
- Pupils in Key Stage 1 also make good progress. Those in Year 1 achieved well above the national average last year in the word-based (phonics) reading check. In Year 2, they consistently achieve above national averages in reading, writing and mathematics.
- In Key Stage 2, standards have been lower in comparison at the end of the key stage. This was thoroughly investigated by inspectors, including the progress of pupils joining the school other than at the usual times. Standards have been broadly average over the last two years in mathematics and writing. Reading was lower in 2012 but exceeded the national average in 2013. There had been some inadequate teaching in the past which has meant there has been lost ground for pupils to make up. Last year there was a smaller cohort of 15 pupils which made data comparison more complex.
- Progress within Key Stage 2 has been improving strongly. The final eradication of all inadequate teaching two years ago and the improvement of all teaching to at least good has made a considerable difference. Consistently good teaching throughout the key stage is now bearing fruit and pupils have shown good gains in every year group in the key stage over at least two years.
- The school's progress tracking data, supported by checking of previous books, indicates that pupils are likely to reach above average standards in both English and mathematics at the end of Year 6 this academic year.
- Disabled pupils and those who have special educational needs make similar progress to their class mates. More-able pupils also make good progress. There are a greater proportion of more-able pupils exceeding expected progress in mathematics than that found nationally.
- There are not enough pupils eligible for the pupil premium funding to comment on their attainment in any year group without identifying them, but they all made good progress according to their individual circumstances. The funding is spent on additional staff to support individual pupils according to their specific needs, including one-to-one tuition, interventions in English and mathematics, and mentoring support as required. The funding also supports them to attend after-school activities so that they have equal access to these with other pupils.
- There are a number of sporting activities provided at the school and pupils do well in inter-school and regional competitions, including gymnastics. The school also hosts cross country events for other schools. More-able pupils are identified in all subjects including physical education. The primary sports funding is supporting further development through the provision of specialist coaching.

### The quality of teaching is good

- Teaching is consistently good throughout the school. Some teaching is outstanding. Teachers

have worked hard over the last two years to make sure that no year group lags behind. Teaching now demonstrates a considerable number of strengths.

- The organisation and structure of lessons is a key strength. Lessons are well planned and resourced to achieve the learning intentions of the lesson. Teaching assistants are used effectively to support groups of pupils and improve their understanding, regardless of pupil ability.
- Teachers make good use of paired work to improve pupils' communication skills and collaborative working. They then monitor and support pupils in lessons through effective questioning to check their understanding and help them improve their work.
- Teachers have high expectations of the pupils. They use their good subject knowledge to develop pupils' understanding. This is particularly well demonstrated in the methods the school now uses to teach mathematics. Teachers are also good role models for learning. When a reading competition was held to see which class could read the most books last year, pupils were most interested to know which books their teachers were reading. Pupils now read widely and often.
- Teachers' marking of pupils' work is of good quality and is consistent across year groups. Marking of pupils' books moves them forward to reach the next step in their learning and, particularly in writing, pupils are well supported to make good progress. However, pupils do not have enough opportunities to practise their writing skills in other subjects.
- Pupils are given work at different levels according to their ability. However, they are not always given work that is precisely matched to their particular needs to maximise their progress in lessons. Equally, although lessons are usually interesting and pupils are well motivated, not enough lessons are innovative and exciting enough to create a 'buzz of learning' around the school.
- Teaching assistants are very effectively used and are good at supporting learners at all ability levels to improve, including disabled pupils and those who have special educational needs and those who receive pupil premium funding.

### **The behaviour and safety of pupils** are good

- Pupils' attitudes to learning are good and there is a positive atmosphere in school. Relationships between pupils and their teachers are harmonious and pupils work together well with their classmates. Any incidence of disruption in lessons is rare.
- Behaviour in the playground and in corridors is also good. Pupils say they are happy at playtime and that they take care of each other. Most parents and carers say their child feels safe and they are well looked after.
- Pupils say that they feel safe and that there are few incidents of bullying or poor behaviour. They are confident that if anything happens in school it is dealt with properly by staff. The large majority of parents and carers say that the school deals effectively with bullying.
- Restorative justice in a 'mock courtroom' style has been used occasionally, under supervision, for pupils to deal with any issues arising between themselves. This has been very effective in resolving any issues between pupils.

- Pupils are well mannered, polite and friendly. They are proud of their school and want to do well. The effective behaviour policy and appropriate moral and social teaching in school promotes good behaviour and fosters appropriate attitudes.
- Attendance over time is broadly average. Any issues of persistent absence are followed up and holidays are no longer authorised in term time. Where attendance has dropped on occasions, it has been due to illness such as chicken pox. The school does all it can to try to keep attendance high.

### **The leadership and management are good**

- The headteacher is an effective leader who has overseen good improvements over the last few years and uses the strengths of her staff well. The deputy headteacher, skilful in developing classroom practice, has effectively led developments to improve teaching throughout the school. The more recently recruited mathematics leader has overseen considerable development in mathematics. The different way of teaching mathematics adopted by the school has been enthusiastically embraced by all staff and has already raised standards.
- The senior management team evaluate their school accurately. Monitoring of teaching and pupils' progress is robust and effective. Regular meetings about pupils' progress ensure that nobody is left behind. Capacity for further improvement of the school is good and the school is appropriately 'growing' leaders of the future. Subject and other leaders take a full part in school improvement.
- Teachers have been coached extremely well to improve their classroom practice, and all have been supported to improve to at least good. The school is keen to continue its improvement and responds to any areas of possible underachievement with vigour. An example of this is when reading results dropped in 2012 to below average. An immediate response involved a focus on raising reading standards in classrooms, including fun activities in partnership with home. Reading became the highest attaining subject in the school within twelve months and standards rose to above national average in 2013.
- Performance management is well focused on pupil progress, the school development plan and teachers' individual needs. Professional development is in-depth and on-going.
- The organisation of pupils' learning is usually through individual subjects in Key Stage 2, although younger pupils learn through topics. Pupils say learning is interesting and enjoyable. There are various enrichment activities provided including visitors and visits and effective use of the outdoors. The school continues to appropriately review its organisation of pupils' learning.
- The internet is used well for pupils to communicate between home and school. Pupils also enjoy creating blogs. Homework is well provided for, with pupils given a menu of choice which is always of a practical nature, such as baking cakes. It often involves community projects.
- Parents and carers who spoke with inspectors were very enthusiastic about their children's experience at the school. They identified the approachability of staff and good communication as strengths.
- The school is effective in providing pupils from all backgrounds with equal opportunities to succeed. It does not tolerate discrimination of any kind, ensuring the full inclusion of all pupils. Pupils' spiritual, moral, social and cultural development is well provided for.

- The local authority provided support last year in the way of an adviser. This year they brokered local authority representation through the learning alliance to which the school was already member. Specialist support was provided through this last year to assist in paired classroom support.

■ **The governance of the school:**

- The governing body is effective in providing support and in asking searching questions of the leadership team. They have developed their skills since the last inspection and monitor and check on improvements well. Governors have a clear understanding of the quality of teaching and pupils' achievement, and compare it with pupils locally and nationally. They know what the school is doing to improve and make sure that finances are used in a way that supports pupils' learning effectively. They also know how the pupil premium is being spent and how it has raised standards for these pupils.
- The governing body uses its knowledge to make decisions about the management of staff performance and to make sure pay is linked to pupils' progress. It knows what the school is doing to reward good teaching and to tackle any underperformance. More than one governor has undertaken training for the safer recruitment of staff and arrangements for safeguarding pupils meet current requirements.

## 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

|                                |                |
|--------------------------------|----------------|
| <b>Unique reference number</b> | 119905         |
| <b>Local authority</b>         | Leicestershire |
| <b>Inspection number</b>       | 424986         |

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

|  |                                   |
|--|-----------------------------------|
| <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 of pupils on the school roll</b> | 153                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Kay Eley                          |
| <b>Headteacher</b>                         | Susan Savage                      |
| <b>Date of previous school inspection</b>  | 12 September 2011                 |
| <b>Telephone number</b>                    | 01283 217880                      |
| <b>Fax number</b>                          | 01283 216132                      |
| <b>Email address</b>                       | office@albertvillage.leics.sch.uk |

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