

Ullesthorpe Church of England Primary School

Inspection report

Unique Reference Number	120169
Local Authority	Leicestershire
Inspection number	358709
Inspection dates	22–23 September 2010
Reporting inspector	Alan Jarvis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	David Cleverdon
Headteacher	Mrs Lynn Lockton
Date of previous school inspection	8 October 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed five teachers in nine classroom visits. Meetings were held with governors, the headteacher and a number of staff responsible for key areas of the school's work. Inspectors looked at planning, minutes of meetings and other documentation, including that relating to safeguarding and pupils' learning and progress. Several informal discussions were held with parents and carers. Questionnaires returned by 33 parents and carers, 11 members of staff and 49 pupils were analysed.

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

- Attainment and progress in writing and science.
- The effectiveness of monitoring and evaluation in bringing about improvement.
- Pupils' understanding of communities and cultures which are different from their own.

Information about the school

This much smaller than average primary school takes pupils from three local villages and the surrounding area. Almost all pupils are of White British heritage. A few pupils have joined in the last year from the Traveller community who live on the recently established site near the village. The proportion of pupils known to be eligible for free school meals is well below average. The proportion with special educational needs and/or disabilities is below average and most of these pupils have specific learning difficulties. Pupils are taught in mixed-aged classes. The school has recently achieved the Sports Mark and Healthy Schools awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

In this good school pupils achieve well both academically and in their personal development. Its effectiveness has improved since the last inspection. This has been made possible by a more rigorous approach to the monitoring of teaching, strengthening the curriculum especially in writing and assessing pupils' progress in more detail so as to provide extra support to any pupil in danger of falling behind.

Children make a good start in the Reception class where they join with skills that are typically a little below those expected for their age. Attainment in Year 6 remains on an upward trend and pupils leave school with above average attainment. Attainment and progress in reading and mathematics is especially high and has been so for a number of years. A good focus on improving writing has paid off and all groups of pupils now make good progress, ensuring attainment in writing is much closer to that in reading. Good teacher assessment provides pupils with ambitious writing targets. However, their own skills in assessing how well they are doing in writing are not as well developed and this slows their progress. Better resources and a more carefully thought out curriculum are helping attainment in science to improve. However, the existing methods used to assess pupils' attainment and progress in science do not clearly identify gaps in their knowledge and skills and so limit the support that can be given.

Improvements have led to good teaching and an effective curriculum. Interesting tasks are set in many lessons which are tailored well to challenge and match the needs of pupils of different ages, needs and abilities. This has been one of the keys to raising attainment and progress. Any underachieving pupils receive one to one specialist teaching which considerably boosts their progress. Pupils benefit from a strong focus on developing their basic skills and from interesting topic work. There are many cost effective partnerships with the local cluster of schools, specialist outside agencies and the local community. These enrich the curriculum, contribute to good staff development and help foster a good sense of community.

In this small school, all staff keep a watchful eye on pupils' welfare and personal development. For example, Traveller pupils have been welcomed into the school, so that those who attend regularly are very happy and are making good gains in their learning. Behaviour is good and pupils respond quickly on the infrequent occasions where adults need to comment on their conduct. Pupils make a strong contribution to the school and the local community. Pupils learn about a range of faiths. However, opportunities for them to learn about other cultures at first hand or link with schools where pupils come from different backgrounds are limited.

The many improvements made in the last three years echo the good leadership and management of the headteacher and extended leadership team. Effective support and challenge are provided by the governing body. Self-evaluation is good and the school

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development plan, with the exception of the plan for community cohesion, provides a strong drive for improvement. Nevertheless the good response to the previous inspection report and clear improvement in performance in key areas illustrates a good capacity for further improvement.

What does the school need to do to improve further?

- In the next year, raise standards in writing and science by:
 - involving pupils more in reviewing their writing and setting their own targets
 - introduce a more robust assessment scheme in science so gaps in pupils' learning can be identified and individually addressed.
- Over a two year period, enhance and fully implement a more ambitious plan for community cohesion to extend the range of opportunities for pupils to gain a broader understanding of the United Kingdom's multicultural society.

Outcomes for individuals and groups of pupils

2

All significant groups of pupils are achieving well. Over the past three years, attainment has been broadly average in Year 2 but the latest data show a good improvement. In Year 6, attainment has been on a steady upward trend, although variations occur year by year because of the small cohorts. This is evident from the good progress in lessons, the school's tracking data and the national measures of progress, which have been significantly above average for the past three years. Within this pattern a small but growing minority of pupils, especially those with special educational needs and/or disabilities, make outstanding progress. This is because of their positive attitudes to learning, good teaching and one to one specialist support. The variation in the progress of the very small number of Traveller pupils is solely related to the patchy attendance of some.

In Years 1 and 2 pupils are enthusiastic and keen to do well, building on the effective start they have made in the Reception class. The older pupils in Years 3 and 4 were motivated and fully engaged when tackling quick fire number problems and their times tables as a result of a competitive spirit being created. In Years 5 and 6, pupils were very focused and worked diligently at a good pace when reorganising text to punctuate it correctly and put it in paragraphs.

Pupils are unanimous that they feel safe in school. All of the parents who responded to the questionnaire agree. Many pupils enjoy the sporting activities provided by the school. Some pupils act as 'super leaders', running play activities at lunch time, and Year 6 run sporting challenges throughout the school year. Pupils' knowledge of how to keep healthy is complemented by their healthy eating habits with one pupil illustrating this by saying 'Fish and chips are nice but are healthier if you don't fry them.' The vast majority of pupils are punctual and attend school regularly. Pupils' spiritual, moral and social development is good. This reflects the school's caring ethos and stress on developing a good sense of right and wrong, an interest in sporting and artistic activities and respecting others' personalities and needs. Pupils show a good understanding of their own faith but have few opportunities to mix with people from other communities. As one girl said, 'It is very important to know about and get on with everyone in our country especially in big cities and from different cultures.'

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers ensure lessons get off to a brisk start and constantly engage the interest of pupils so that they work hard and enjoy their learning. Any inattention or lack of concentration is quickly spotted and addressed. Questioning is used well to check pupils' understanding. Occasionally, not enough time is set aside for pupils to work in depth which limits progress. Teachers have adopted the national approach to assessing pupils' progress and this is used well in writing and number to help plan work and set challenging targets for pupils. Marking is constructive and used in conjunction with the targets to identify pupils' next steps in learning. Pupils know their targets well but do not spend enough time in evaluating their own performance and identifying what they need to do to improve, especially in writing.

Good attention is given to using literacy and information and communication technology across the curriculum. The school has worked closely with the local cluster of schools to enrich successfully the curriculum with activities it would find difficult to provide alone. For example, activities such as football and netball coaching and tournaments, the opportunity for talented musicians to participate in an orchestra and combined sporting days do much to help develop pupils' interests and personal qualities.

Good care, guidance and support underpin the positive atmosphere within the school. The headteacher is working closely with the Traveller Education Service to encourage more

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families to send their children to school more frequently. Transition arrangements to secondary school are especially effective; pupils with special educational needs and/or disabilities have an extended induction period.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The formation of an extended senior leadership team consisting of the headteacher and two senior managers has helped distribute key responsibilities more widely. This has brought greater rigour to the monitoring and evaluation of the school's performance. This is best seen in the clear tracking of pupils' progress, which has enabled intervention groups to be established. Now very few pupils fall behind. Similarly, good performance management of all staff and effective monitoring of teaching ensure staff have clear areas for development. Equality is promoted well and discrimination is effectively tackled. The good use of performance data has ensured pupils consistently make good progress in different areas of learning across the school.

The governing body have improved their effectiveness through streamlining their committee structure, regularly visiting the school to follow up action points of the school development plan and putting in place good measures to gather and act upon the views of parents and pupils. This has enabled them to provide resources where they have been most needed, give better feedback to parents and to challenge the school to improve its performance. While they have ensured that the site is extremely safe and staff are very well versed in child protection matters, a few of the safeguarding policies are not as meticulously reviewed as they might be.

The school has developed into a cohesive community and the curriculum satisfactorily promotes an understanding of religious and cultural diversity. A recent opportunity to visit a gurdwara in Leicester helped to enhance pupils' first hand cultural understanding; however, the school recognises that pupils do not have enough contact with people of other faiths and backgrounds. The current plan to develop this is not strong enough.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2

Early Years Foundation Stage

The children in the Reception class all start in September and work and play happily alongside some pupils in Year 1. A very good induction programme and strong links with parents are strengths of provision. This is reflected in the way all children had settled in so very well in the first weeks of term. Children have a book which sets out their 'learning journey' and contains work which illustrates their achievements and progress. Increasingly parents and carers are being asked to contribute to this. The response is often very good and reflects good support from home.

An analysis of recent data show that the children make good progress across all areas of learning. Nearly all reach or exceed the expectations for their age by the start of Year 1. This is due to the good teaching, the stimulating environment both in the classroom and outside and thorough assessment processes which ensure individual pupils are given tasks which are varied, interesting and challenging. Pupils from different backgrounds mix together and work in harmony. They show a readiness to initiate activities themselves and readily move between the activities set up inside and outside. The Reception class leader has done much to enhance provision and ensure that current requirements are fully met. Robust steps ensure that children are safe at all times. The good action plan rightly pinpoints boys' writing and the strengthening of transition to Year 1 as areas development.

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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

The overwhelming majority of parents and carers are very happy with the school. In particular, they are pleased about how well their children enjoy school, their safety in school and the steps taken to ensure they learn about healthy lifestyles. Parents' positive views are typified by one parent who wrote, 'My children are extremely happy at school, the headteacher is very approachable and supportive and staff ensure they are well prepared for secondary school.' One or two parents thought that the transition from Reception to Year 1 could be better. This was discussed with the school and is something they are continually striving to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ullesthorpe Church of England 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	64	10	30	2	6	0	0
The school keeps my child safe	26	79	7	21	0	0	0	0
My school informs me about my child's progress	17	52	15	45	0	0	0	0
My child is making enough progress at this school	16	48	14	42	2	6	0	0
The teaching is good at this school	18	55	13	39	2	6	0	0
The school helps me to support my child's learning	15	45	15	45	1	3	0	0
The school helps my child to have a healthy lifestyle	19	58	12	36	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)	17	52	12	36	2	6	0	0
The school meets my child's particular needs	13	39	17	52	3	9	0	0
The school deals effectively with unacceptable behaviour	11	33	18	55	3	9	0	0
The school takes account of my suggestions and concerns	12	36	18	55	3	9	0	0
The school is led and managed effectively	16	48	14	42	3	9	0	0
Overall, I am happy with my child's experience at this school	18	55	13	39	1	3	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 September 2010

Dear Pupils

Inspection of Ullesthorpe Church of England Primary School, Lutterworth, LE17 5DN

Thank you for making us so welcome to your school. We enjoyed talking to you, looking at your work and seeing you learn in your classes. We found out that you go to a good school. Here is a list of some of the things we liked best.

You told us how much you enjoy school, feel safe and learn a lot in lessons. Having been in school, we can see why this is the case.

At the end of Year 6, attainment is above average. You do best in your reading and mathematics and attainment in writing is much improved.

You know how to keep fit and healthy and particularly enjoy sports.

Your behaviour is good and you contribute well to school life and that of the community.

Teaching is good and this is a key factor in your making good progress.

You have welcomed the small number of Traveller pupils who have recently joined and those of them that attend regularly are making good progress.

You are well looked after and feel safe at all times in school.

The headteacher, senior staff and the governing body are leading the school well and have made things considerably better since the last inspection.

Every school has some things that could be improved. These are the areas we want your school to concentrate on now:

- to help you assess your own work and progress in writing so that you are very clear about your targets and know exactly what to do to reach a higher level
- to provide a better assessment system in science so that any gaps in your knowledge and understanding can be addressed
- to enable you to develop a better understanding of other communities in the United Kingdom.

I wish you great success in the future. Keep up all the good work you are doing!

Yours sincerely

Alan Jarvis

Lead inspector

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