

Sketchley Hill Primary School Burbage

Inspection report

Unique Reference Number	119986
Local Authority	Leicestershire
Inspection number	366584
Inspection dates	10–11 February 2011
Reporting inspector	Terry Elston

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Daniel Banks
Headteacher	Scott Fewster
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed all teachers and visited 20 lessons. They held meetings with the governing body, staff and groups of pupils. They observed the school's work, and looked at the tracking of pupils' progress, curricular planning documents, safeguarding procedures, evidence of lesson observations and information from questionnaires completed by pupils, staff and 203 parents and carers.

The inspection team looked in detail at a number of key areas.

- To what extent does the teaching and curricular provision promote good progress in writing?
- How well does the provision enable more-able pupils to make the best of their talents?
- How effectively do the leaders at all levels provide teachers with guidance on how to improve learning in their classes?

Information about the school

This is a larger than average primary school where the vast majority of pupils are of White British heritage and speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than in most schools. A lower than average percentage of pupils are known to be eligible for free school meals. The school has recently gained Healthy Schools status as well as Investors in People status and the International School award. The headteacher and deputy headteacher both started at this school in January 2011. There is nursery provision on the site as well as childcare facilities before and after school; these are managed privately and are inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education. After a good start in the Early Years Foundation Stage pupils make satisfactory progress in Key Stage 1 and attainment by the end of Year 2 is above average in reading and mathematics and average in writing. Progress continues to be satisfactory in Key Stage 2 where attainment by Year 6 is above average in reading and mathematics and average in writing. Attainment at Key Stage 2 dipped in 2009 at a time of significant staffing turbulence, but now with a settled staff the trend is upwards. At both key stages, pupils' writing is full of exciting ideas but it is sometimes careless. For example, pupils miss out full stops and capital letters, particularly when writing in subjects such as history or science. While there are no major differences in the achievements of pupils by gender, ethnicity or social backgrounds, not enough of the more-able pupils at either key stage attain the high standards of which they are capable.

Pupils enjoy school, attend regularly and have a good awareness of how to live healthy lives, as has been recognised by the award of Healthy Schools status. They show a good understanding of the need to take care when using the internet and the pupils' road safety team do much to teach others about the need to take care on the roads. The school is successful in promoting pupils' spiritual, moral, social and cultural development. They reflect deeply on issues such as the plight of the Jewish community during the Second World War and raise funds enthusiastically for global and local charities.

While the overall quality of teaching and learning is satisfactory it varies from outstanding to adequate. Where learning is rapid, teachers' expectations are very high and pupils move quickly from one task to the next. In a minority of lessons, however, learning is slower because the pace is not fast enough and the more-able pupils in particular lack the challenge necessary to make the best possible progress. Teachers have few formal opportunities to learn from some of the best practice in school.

Pupils enjoy the activities planned for them and the wide variety of popular clubs at lunchtime and after school that support the work done in sport and creative subjects. Music is a particular strength and pupils relish preparing songs and dances for a production or practising their instruments.

Parents and carers are right to feel that adults care for their children well. One parent or carer, typical of many, commented, 'It is a calm atmosphere where our children feel safe and secure.' Pupils know who to turn to if they have concerns, and have good guidance on how to behave responsibly.

The new senior leadership team has quickly gained a thorough knowledge of the school's strengths and weaknesses and is rightly focusing on improving the proportion of good lessons. Despite staffing problems in the past, the school has made satisfactory progress

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since the last inspection and the challenging targets set by the leaders show that it has a satisfactory capacity to improve further. The self-evaluation systems are mostly accurate and based clearly on pupils' performance compared with local and national figures. Senior leaders monitor and evaluate the quality of teaching and the learning of different groups of pupils but middle managers are not yet sufficiently involved in this process to take a full part in school improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- By July 2011, raise attainment in writing to the levels of reading and mathematics by:
 - focusing more on improving pupils' basic spelling and punctuation skills
 - having higher expectations of the quality of writing in all subjects.
- Raise the quality of teaching and learning so that the large majority is good or better by:
 - increasing the pace of lessons so that pupils move swiftly from one task to the next
 - ensuring that more-able pupils have sufficient opportunities to develop their skills to the full
 - giving teachers opportunities to learn from the outstanding practice in school.
- Develop the role of middle managers by:
 - ensuring that they provide teachers with detailed analyses of the progress of all groups of pupils in their subject
 - giving them more opportunities to evaluate the quality of teaching and learning first hand.

Outcomes for individuals and groups of pupils

3

Progress is satisfactory overall and good in reading and mathematics. In Key Stage 1, pupils read confidently and develop good strategies to work out new words. For example, one group made good progress when learning how the 'magic e' changes the sound of vowels in a word. Their handwriting is well formed but while they write interesting stories some forget basic punctuation. Nearly all pupils count accurately and use computers well to make graphs of their data or sort objects into groups. At Key Stage 2, pupils read very well and a few scan texts quickly to gain information. Their writing shows good imagination but, as in Key Stage 1, the quality of their work, even by the most-able pupils, is sometimes let down by basic spelling and grammatical errors. Their good progress in mathematics is evident as they count swiftly in multiples of eight and investigate patterns of three-dimensional shapes. The more-able pupils make satisfactory progress but sometimes have to wait for others in the class to catch them up before moving on.

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Pupils with special educational needs and/or disabilities make satisfactory progress, and many do well in their reading. They are supported well in class and have satisfactory opportunities to work on their own and develop their independent learning skills.

Pupils develop a good sense of right and wrong and behave well. They take responsibility well for their school and community. For example, older pupils act maturely as 'buddies' for younger ones and enjoy helping the children with severe learning and physical difficulties in the adjacent nursery. The school council and eco warriors take their duties seriously and are rightly proud of their achievements. As one said, 'Our job is to make the school a better place.' They have a sound awareness of different cultures and enjoy learning about the festivals celebrated by those of different faiths.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: 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?

In the majority of lessons teachers capture pupils' enthusiasm by using technology, such as the interactive whiteboards, to show how to sort odd and even numbers or convert grams into kilograms. The teaching of mathematical and reading skills is a strength because teachers focus clearly establishing the basics of word-building and calculation. This approach gives pupils the confidence to tackle any challenge. In writing, teachers are very good at focusing on the structure of factual and imaginative text but sometimes pay too little attention to the basics of spelling and punctuation.

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The teachers make satisfactory assessment of pupils' progress and most use this information well to plan future lessons. However, occasionally more-able pupils are given work that is too easy for them and this adversely affects their progress. Teachers mark pupils' books diligently and give good guidance on the next steps in their learning. Pupils are encouraged to respond and they do. For example, when one teacher wrote, 'Watch the height of your letters' the pupil wrote back, 'I will, I promise,' and he did.

The curriculum includes well-planned personal, social and health education provision that gives pupils a good awareness of health and safety issues and develops their awareness of what it takes to be a good citizen. The provision for reading and mathematics is good, but there are not enough planned opportunities for pupils to produce writing of high quality in all subjects.

Pupils are cared for well by adults who have a thorough knowledge of their individual needs. Pupils whose circumstances make them vulnerable benefit from sensitive care, both from the school and from outside professionals. The school does much to encourage good behaviour and pupils, parents and carers confirm that isolated instances of bullying are managed well. The systems for recording injuries are satisfactory but a few parents and carers have commented that minor bumps have been missed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new leaders' priorities for improvement are ambitious and relevant to the school's needs. Systems for evaluating the quality of teaching and learning are satisfactory but at present limited to observations by the senior leaders. Subject leaders are beginning to take responsibility for attainment in their areas of responsibility but are not sufficiently involved in using data to support teachers in classes where progress is too slow.

The school's good commitment to equal opportunities is evident in the way the leaders monitor the progress of groups of pupils by gender, race and social background. The improved achievements of boys in recent years are testament to the effectiveness of these systems. The school has good partnerships with others in the area that help provide cost-effective opportunities for training and the sharing of expertise. These have helped raise attainment in both mathematics and information and communication technology. Strong links with parents and carers ensure that they feel well informed about the school's work and their children's progress.

The governing body provides good support and challenge to the school. Its members have a good awareness of the school's strengths and weaknesses and hold the leaders to

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account confidently. They ensure that safeguarding requirements are met well. Systems are robust and reviewed regularly. The school promotes community cohesion satisfactorily. Productive links with schools in China give pupils a good awareness of life in a different culture and have contributed to the International School award. Pupils are taught about diverse faiths and cultures nearer home but have limited opportunities to experience them first hand and these are rightly on the school's list of priorities for improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3

Early Years Foundation Stage

The attainment of children on entry to the school is broadly at the level expected nationally for their age and they make good progress in all areas of their development. Good induction procedures, positive partnerships with parents and carers and good attention to children's welfare mean that children settle quickly to school routines, feel safe and are ready to learn. Good teaching with a strong emphasis on developing children's language, writing, numeracy and social skills, ensures that children achieve well. Classroom resources are organised well to support different areas of learning. Children choose happily from the range of activities on offer and persevere well with their tasks. The outdoor area is full of exciting equipment but not used sufficiently to build on the work done in classrooms or help children learn how to take calculated risks. Staff observe children's learning and development carefully and the 'learning journeys' provide a good record of their work.

Children's personal, social and emotional development is good. They behave extremely well and learn to play with and help each other. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved.

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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:	2
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

A higher proportion of parents and carers responded to the questionnaire than is typical in primary schools nationally. Their views are generally positive. They are particularly appreciative of the way all staff look after their children and make them feel safe. They feel that the teaching and learning are mostly good but better in some classes than others. They are pleased with the way the new leaders have quickly set ambitious targets for the school and kept them informed of changes to the way the school is run.

A small number of responses commented on the lack of information about their children's progress, the leaders' response to suggestions and the way behaviour is managed. The inspection team looked into these issues and found these procedures were satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sketchley Hill Primary School Burbage 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 203 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	53	88	43	5	2	0	0
The school keeps my child safe	123	61	76	37	4	2	0	0
My school informs me about my child's progress	71	35	113	56	17	8	0	0
My child is making enough progress at this school	83	41	100	49	15	7	3	1
The teaching is good at this school	110	54	87	43	5	2	0	0
The school helps me to support my child's learning	96	47	96	47	11	5	0	0
The school helps my child to have a healthy lifestyle	77	38	119	59	5	2	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)	84	41	102	50	5	2	0	0
The school meets my child's particular needs	87	43	97	48	16	8	0	0
The school deals effectively with unacceptable behaviour	79	39	98	48	16	8	5	2
The school takes account of my suggestions and concerns	61	30	111	55	20	10	5	2
The school is led and managed effectively	70	34	107	53	10	5	3	1
Overall, I am happy with my child's experience at this school	109	54	85	42	7	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



14 February 2011

Dear Pupils

Inspection of Sketchley Hill Primary School Burbage, Hinckley LE10 2DY

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and hearing you sing and play musical instruments so beautifully. Those who performed their dance to the rest of you showed how much talent there is in your school. The many who were kind enough to speak to us showed how much you like school. Your school is satisfactory, which means that some things are good and some could be better.

You behave well, listen carefully to your teachers and make satisfactory progress. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people who are less fortunate than yourselves. You take responsibility well and are good at looking after the younger children. You have an interesting range of activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe.

Your leaders are always looking for ways to improve the school. These are the improvements we want them to make.

Help you to make faster progress in writing. You can do your part by always doing your best writing in every subject.

Make sure all your lessons are as good as the best ones where even those who find learning easy have to try really hard.

Ask the teachers in charge of subjects to check more carefully on how well you are learning and help you make even faster progress.

Best wishes for the future and remember to work hard every day.

Yours sincerely

Terry Elston

Lead inspector

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