

Narborough The Pastures Primary School

Inspection report

Unique Reference Number	120102
Local Authority	Leicestershire
Inspection number	379951
Inspection dates	13–14 October 2011
Reporting inspector	Sarah Warboys

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	278
Appropriate authority	The governing body
Chair	Martin Towers
Headteacher	Kerry Mannion
Date of previous school inspection	2 March 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 10 teachers and a higher level teaching assistant. In addition, they carried out a range of observations to see the school at work and scrutinised a sample of work from Year 2 and Year 6. They held meetings with members of the senior leadership team, the school council, other pupils, teaching staff and the Chair of the Governing Body. In addition, inspectors made a series of brief visits to observe the Pastures Club and Pastures Playgroup. Safeguarding policies, school improvement planning and other documentation were scrutinised. Inspectors analysed the questionnaire responses from 105 parents and carers, 39 pupils and 21 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well are more-able pupils learning and making progress, particularly in English?
- To what extent is assessment used to ensure teaching consistently challenges pupils?
- How effectively do leaders and managers at all levels monitor and evaluate the impact of school improvement strategies on outcomes for all pupil groups?
- To what extent do children in the Early Years Foundation Stage achieve as well as they can?

Information about the school

The school is larger than average. Most pupils come from the immediate locality and from surrounding areas. A well below average proportion of pupils are known to be eligible for free school meals. The proportion identified as having special educational needs and/or disabilities is similar to the national average, as is the proportion of pupils with a statement of special educational needs. These include speech and language, behavioural, medical and learning difficulties, as well as a wide range of other complex needs. Most pupils are White British. A small minority of pupils come from ethnic minority groups and of these, very few speak English as an additional language. A small number of children attend the school from showmen traveller's families. The number of pupils joining and leaving the school at different times during the year is well below that normally found. The school has the Eco School and International School awards, and Healthy Schools status.

A before- and after-school club operates on the school site, as does a playgroup, both managed by the governing body. These were included in this inspection.

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?

1

The school's capacity for sustained improvement

2

Main findings

Narborough The Pastures is an outstanding school that provides its pupils with an excellent education. A key strength is the calm, determined leadership of the headteacher who has secured a focused, common purpose among the staff. As a result, there have been significant improvements in the school's performance since the previous inspection. This is particularly noticeable in the high standards pupils attain, in accelerated rates of pupils' progress, and in the many ways in which the school is led and managed. Senior leaders, managers and staff at all levels know the school's strengths and areas for development extremely well, are fully committed to continuous improvement and, as one member of staff put it, 'hugely proud' to be part of such a successful school. Priorities for improvement are based on thorough self-evaluation, planned strategically at a manageable pace and rigorously monitored in order to evaluate their impact.

Children enter the school with skills broadly typical for their age. By the time they leave the school in Year 6, they have made outstanding progress and their skills are significantly above average. Attainment is high and has been so for the last five years. However, current attainment in writing is not as high as it is in reading and mathematics. All groups of pupils do equally well. This is because of the high quality support they receive in lessons and rigorous use of pupil tracking data to identify those pupils needing additional help. A key contributing factor in pupils' learning is their high attendance because they thoroughly enjoy coming to school. As a result, they are exceptionally well-prepared for the next stage in their education.

Pupils, including those with special educational needs and/or disabilities, make exceptional progress because the quality of teaching is good and, at times, outstanding. The vast majority of pupils are enthusiastic learners in lessons because teachers provide a variety of interesting, imaginative and challenging tasks. There is good practice in marking pupils' work, and occasional examples of outstanding feedback which makes it explicitly clear to pupils how they might improve their work, particularly in writing. However, this exemplary practice is not consistently evident throughout the school. The curriculum, good at the time of the previous inspection, is now outstanding. It is exciting and enriched by a wide range of relevant, first-hand experiences. It inspires pupils and empowers them to achieve highly. The effectiveness of care, guidance and support is a strength of the school and has improved from good to outstanding. Excellent relationships with other professionals from a range of outside agencies enable the school to meet pupils' individual needs extremely well.

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What does the school need to do to improve further?

- By July 2013, raise attainment in writing so that it is more aligned with above average standards in reading and mathematics by:
 - building on recent successful initiatives to increase the imaginative, stimulating and interesting curricular experiences that motivate pupils to write
 - sharing the very best practice in marking pupils' writing so that it is consistently effective in helping pupils to know explicitly how they can improve their work.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy their learning and this is clearly evident in the overwhelming majority of lessons where pupils are motivated by the interesting, stimulating tasks offered to them. For example, Year 3 and Year 4 pupils create a 'diorama', a three-dimensional miniature 'under the sea' scene, by following, adapting and learning from their own designs. Consequently, pupils' positive attitudes to learning make a good contribution to their high levels of attainment and consistently good or better rates of progress. Although, a very small minority of pupils do not concentrate fully in a few lessons. Pupils' behaviour in and around the school is good; they are polite, friendly and on most occasions considerate towards each other.

From broadly average levels, children make good progress in their Reception year. By the time they leave the school, pupils are working at levels significantly above those found nationally, particularly in reading and in mathematics. Pupils with special educational needs and/or disabilities, those known to be eligible for free school meals and the children from showmen traveller families all make outstanding progress so that they reach broadly average or above standards at the end of Year 6. This is because the school carefully tracks their progress and ensures that they get the support they need. Teaching assistant support in the classroom is of high quality. They make certain that the physical and emotional needs of pupils are met, alongside high level questioning which promotes independent learning. The consistently good progress pupils make in reading is because of the focused teaching of specific skills they receive. The action taken to improve attainment in mathematics has been successful. This is largely due to the school's collegiate approach to the continuous professional development of staff. The school has already taken effective steps to improve standards in writing, although many of the strategies are at a relatively early stage.

The extent to which pupils feel safe is outstanding. They say that they feel safe in school at all times, and have great confidence that all staff will deal swiftly with any concerns that they may have. Pupils have a well-developed sense of how to keep themselves safe on the internet. They adopt many practices to maintain a healthy

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lifestyle, including participation in many of the school's extra-curricular sporting and health-related clubs. Most pupils eat healthy snacks at break times, but not all pupils can explain why they do so. Pupils make a good contribution to the school and wider community. They are involved in a range of fundraising events and take on responsibilities within the school and beyond. In school, older pupils participate in the school council to 'make the school a better place' as one pupil said. However, this group is limited to Year 6 pupils and therefore, there are missed opportunities for younger pupils to be more active in expressing their own views and in making decisions about school life. Other pupils are involved in running an Eco council and in campaigning for a pelican crossing in the local community. The school boasts a range of livestock, including cockatiels and chickens, and pupils take responsibility in caring for them.

Pupils' spiritual, moral, social and cultural development is good. The school has significantly increased curriculum opportunities for pupils to learn about the diversity of cultures in the local area and further afield in response to the previous inspection. As a consequence, pupils from a range of different backgrounds get on extremely well with each other. As one pupil said, 'Everyone is different in their own way' and 'All are treated the same.' In whole-school assemblies, pupils reflect deeply on their own thoughts and behaviours towards others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is consistently good, outstanding at times and improving. In

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

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all lessons, excellent relationships between adults and pupils support learning. Class teachers and other adults provide excellent role models. Teaching assistants are deployed well and are highly skilled in supporting pupils of all abilities, particularly when working with pupils with special educational needs and/or disabilities. In the best lessons, class teachers have high expectations and plan effectively. This means that all pupils, whatever their ability, are helped to achieve as well as they can. High levels of engagement and interest in lessons mean that pupils learn exceptionally well. Pupils are encouraged to assess their own work and offer advice to others. Class teachers share each lesson's objectives with pupils so that on most occasions they are clear about what they are expected to do and learn.

The curriculum is stimulating, exciting and increasingly inspiring pupils to write. For example, pupils in Key Stage 1 explore their local environment at first-hand, take photographs and learn to write captions and explanations of their experiences. Information and communication technology enhanced the learning experience for Year 5 and Year 6 pupils as they excitedly worked together to write a script for an audio clip of an aspect of their trip to London. The curriculum is enriched by excellent, collaborative partnerships with other organisations to provide pupils with memorable experiences. A wide range of extra-curricular provision enjoys good participation rates. A strong feature of the school's provision is that of the before- and after-school clubs and playgroup, managed by the governing body and about which parents and carers speak extremely highly. They refer to The Pastures Club as a 'major asset to the school' and 'outstanding'. Key features of this provision are the link between home and school it provides, and the excellent relationships that exist in support of children and pupils' personal development and well-being.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is a highly skilled, committed professional who drives forward the work of the school with steady ambition and determination. She is extremely well-supported by leaders and staff at all levels. Consequently, many initiatives and improvement strategies are fully embedded and reflect the school's strong capacity to secure further improvement. Governors have a good overview of the school's priorities through their well-organised committee structure. While there is clear evidence that governors do hold the school to account, their written records are not detailed enough. Governors are visible within school and liaise regularly with staff and parents and carers, taking full account of their views. The promotion of a

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community cohesion action plan has contributed well to increased opportunities for pupils to extend their knowledge and awareness of cultural diversity. Safeguarding measures in the school are good. Comprehensive policies and procedures are implemented consistently.

Improvement priorities are accurately identified through meticulous data analysis and in consultation with the school community. As a consequence, equal opportunity for all pupils is promoted highly effectively. The headteacher skilfully enables staff to flourish by harnessing their interests and enthusiasm. Senior leaders have fostered a spirit of honesty, realism and a reflective approach, where all staff learn from each other by sharing the best practice in the school. Leaders have already identified this approach, together with an innovative and imaginative curriculum, as being beneficial to improving attainment in writing. A very large majority of parents and carers recognise the effectiveness of the school's leaders and managers. One parent relayed to inspectors the 'extremely positive, enthusiastic partnership they had experienced as a family' in support of their child's exceptional progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good progress in developing their skills and abilities in the Reception classes so that they reach average levels by the time they start in Year 1. They show that they enjoy learning and practising the skills they will need in the future. Children choose from a wide range of activities on offer, and move freely and safely between indoor and outdoor areas. However, they do not always take full advantage of the opportunities that cover all areas of learning, particularly writing. Children are excited by discovering how to mix pink paint or digging for worms, which they explain are 'good for the soil'. They show positive attitudes and can work and play equally well

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as a group or independently.

Adults provide good role models and show that they understand young children's learning needs through an appropriate balance of adult-directed activity and child-initiated, spontaneous play. For example, children excitedly learn to develop writing skills because adults enable them to use digital cameras to take a photograph of Barnaby Bear visiting various places in the setting, and then model how to write a caption to explain the picture. Adults actively teach good behaviour and hygiene routines and children respond positively to their guidance. Adults praise and encourage children's efforts and offer guidance about what they might try next. They regularly observe and record children's achievements and use these assessments to plan future learning. Good liaison with pre-school settings means that children settle quickly and well into the Reception Year. Parents and carers are invited to attend 'welcome' sessions, look at records of their children's achievements in 'learning journeys' and to take advantage of informal discussions with staff.

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

An above average number of questionnaires were returned, most of which were highly positive; satisfaction with the school was higher than the national average in all areas. A number of parents and carers were concerned about whether the school takes account of their suggestions and concerns. Inspection evidence indicates that the school provides a range of information to parents and carers in a variety of informal and formal ways. This includes events such as 'welcome days', consultation evenings and open days for each year group, to see the school in action.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Narborough The Pastures 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	67	35	33	0	0	0	0
The school keeps my child safe	68	65	35	33	2	2	0	0
The school informs me about my child's progress	43	41	58	55	3	3	0	0
My child is making enough progress at this school	53	50	45	43	3	3	0	0
The teaching is good at this school	63	60	38	36	0	0	0	0
The school helps me to support my child's learning	45	43	57	54	0	0	0	0
The school helps my child to have a healthy lifestyle	48	46	52	50	2	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)	38	36	54	51	1	1	0	0
The school meets my child's particular needs	48	46	50	48	3	3	0	0
The school deals effectively with unacceptable behaviour	33	31	53	50	6	6	0	0
The school takes account of my suggestions and concerns	28	27	54	51	6	6	0	0
The school is led and managed effectively	50	48	46	44	1	1	0	0
Overall, I am happy with my child's experience at this school	69	66	34	32	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



17 October 2011

Dear Pupils

Inspection of Narborough The Pastures Primary School, Leicester, LE19 3YP

Thank you for making us so welcome when we visited your school recently. We really enjoyed hearing how proud you are of your school. Many of you were kind enough to come and talk to us about what your school is like. We think it is an outstanding school. Here are some of the things we found out during our visit.

- You get a really good start in the Reception Year, and discover lots of new things, like mixing colours and digging for worms.
- You really enjoy coming to school and you learn exceptionally well. This means that you reach much higher standards in reading and mathematics than many children do in other schools.
- You know how to stay safe yourselves extremely well and how to live a healthy life.
- Most of you behave well and are polite, helpful and friendly towards each other.
- Your headteacher is excellent at running the school. All the other adults and governors support her really well. They know how they could make things even better at your school.
- Your teachers plan interesting and exciting lessons for you. One of you told us, 'The best bits about this school are the teachers'. They are good at letting you know how well you have done and what you can do to get even better.

As you know there is always room for improvement. So we have asked your school to build on the work they are doing to help you reach just as high standards in your writing as you do in other subjects.

You can help by continuing to work hard. We wish you every success in the future.

Yours sincerely

Sarah Warboys
Lead inspector

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