

# Seagrave Village Primary School

## Inspection report

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<b>Unique reference number</b>	119948
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	379917
<b>Inspection dates</b>	21–22 June 2012
<b>Lead inspector</b>	Terry Elston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathryn Smith
<b>Headteacher</b>	Rebekah Spencer
<b>Date of previous school inspection</b>	6 March 2007
<b>School address</b>	Green Lane Seagrave Loughborough LE12 7LU
<b>Telephone number</b>	01509 812486
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<b>Email address</b>	admin@seagravevillage.leics.sch.uk

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## Introduction

Inspection team

Terry Elston

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited 12 lessons taught by the four teachers. The inspector held meetings with members of the governing body, staff and groups of pupils. The inspector observed the school's work and looked at the tracking of pupils' progress; curriculum planning documents; policies and documents relating to safeguarding; and examples of the ways in which the school supports different groups of pupils. The inspector also analysed completed questionnaires from pupils, staff and 47 parents and carers.

## Information about the school

The school is a much smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs, including those supported at school action plus or with a statement of special educational needs, is average. The proportion of pupils who are known to be eligible for free school meals is below average. Pupils are taught in four mixed-aged classes. The acting headteacher is due to become the substantive headteacher in September 2012.

The school meets the government's current floor standards. It has recently gained Healthy Schools status as well as the International Schools and Activemark awards.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The very positive views of parents and carers were summed up well by one who commented, 'This is a happy school where children flourish in all areas of their development.' The school is not yet outstanding because not all pupils make the same rapid progress in writing as they do in other subjects.
- By the end of Key Stage 2, pupils' attainment is above average in English and mathematics. This represents good progress from their starting points. Particular strengths are in their speaking, reading and number skills which put them two terms ahead of pupils nationally. In writing, while progress is satisfactory, it is restricted by few opportunities to write long pieces of work and acceptance of some careless writing in subjects other than English.
- Teaching and learning are good. Teachers make learning fun by imaginative use of technology and ensuring a brisk pace to lessons. While most pupils find the work challenging, those who are more-able sometimes find it too easy and say they have to wait for the others to catch up.
- Pupils' good behaviour is an important reason for their successes. The high expectations of all staff and their consistent response to any unacceptable behaviour make this a school where all feel safe.
- Leadership and management are good. The acting headteacher leads well and is highly respected by all members of the school community. She has quickly gained an accurate awareness of the school's strengths and weaknesses and works closely with the staff to manage their performance and make improvements. The good systems for evaluating the quality of teaching are valued by teachers and provide good guidance on how they can improve. The good provision for pupils' spiritual, moral, social and cultural development helps make them to become responsible, caring citizens.

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

- Ensure that the most able pupils make the best possible progress by teachers

routinely:

- giving them more time to work independently at challenging tasks
  - making pupils aware of the skills needed to move on to the higher levels.
- Raise attainment in writing at Key Stage 2 to the levels in reading and mathematics by:
- having high expectations of the quality of pupils' writing in all subjects
  - providing more opportunities for pupils to write longer pieces of work.

## **Main report**

### **Achievement of pupils**

Achievement by pupils is good. They, along with their parents and carers, feel they do well at school and show a pride in their work. Children in the Early Years Foundation Stage join the Reception Year with skills typical of their ages and they make good progress, particularly in their language and social skills. They take full advantage of the stimulating outside area for their work and play. For example, they did some excellent work on their topic on pirates in class before moving outdoors to hunt for hidden treasure in the sandpit and fishing for sea creatures in the water trough.

At Key Stage 1, attainment by the end of Year 2 is above average in reading, writing and mathematics. Pupils enjoy books and show good skills when tackling new words. Their writing is lively and helped by exciting tasks, such as producing play scripts to act out. In mathematics, they are particularly skilled at solving problems involving time and large numbers.

By the end of Key Stage 2, attainment is consistently above average in English and mathematics. Pupils read confidently and with good expression to the whole class. They skim texts quickly in books and on computers to gain information about their topics. Pupils' stories are exciting but often too brief to make the best of their good language skills. In mathematics, pupils make particularly fast progress when required to use their well-developed numeracy skills to solve problems such as how to make a sand timer.

Disabled pupils and those who have special educational needs make good progress. They do very well in their reading because of the effective phonics sessions that teach them how to build sounds into words. They are supported well in class but also enjoy good opportunities to work independently.

When given the opportunity, more-able pupils achieve well. However, sometimes they are given work that lacks the challenge to make the best of their talents.

### **Quality of teaching**

Nearly all parents and carers who responded to the inspection questionnaire agree that the teaching and learning are consistently good. Pupils endorse this, and say

how good teachers are at explaining new work. In the Reception class, the children learn very quickly because the work is challenging and fun. They enjoy learning how to double numbers as much as hunting for gold using the pirates' treasure map.

Teachers make effective use of the planned curriculum to ensure pupils make good progress. The teaching of reading is consistently good and pupils' learning is enhanced by many opportunities to read in all subjects. Daily phonics sessions help them understand the sounds that letters make and build up a good store of known words. In writing, teachers fire pupils' enthusiasm with interesting projects but do not always give the older ones time to write long stories. Pupils have some good opportunities to write in the topics but the quality of this work is not always as good as in their English books. For example, in their topic work they sometimes miss out full stops and capital letters and this is not always corrected by their teachers. In mathematics, teachers enhance pupils' understanding of number by providing many opportunities for them to solve complex problems. Teachers use the curriculum well to enhance pupils' personal development, particularly by teaching them right from wrong and getting them to think deeply about their writing projects.

Teachers ask probing questions that make pupils think carefully about the answer. Pupils say a big strength of the teaching is the way teachers make lessons interesting, particularly when they use the interactive whiteboards to illustrate a point or show a quick video. Teachers are consistent in the way they manage behaviour and this makes lessons calm and productive.

Teachers check on pupils' progress carefully and use the information well to plan future work. Their expectations are generally high but they do not always ask enough of the more-able pupils. As one pupil said, 'It's alright going over things again and again but we want to get on.'

There is some outstanding teaching that inspires pupils and ensures those of all ability make excellent progress. For example, in one lesson, pupils split into groups and used the internet to investigate how to calculate the perimeter of a football pitch. Each group made rapid progress because their task was extremely challenging but achievable.

## **Behaviour and safety of pupils**

Parents and carers, as well as pupils, are right to judge behaviour as typically good. Pupils feel free from any form of aggression and are adamant that bullying is rare. Pupils are taught much about the different forms of bullying and are very aware of the impact their actions have on others. Records show that incidences of bullying and poor behaviour have reduced considerably over the last 18 months, since the introduction of more rigorous monitoring systems. Any form of racist behaviour is very rare. As early as the Reception Year, teachers make their expectations clear so children appreciate the need to listen carefully and concentrate hard. Lessons are rarely disrupted, although some younger pupils forget the rules about putting their hands up to answer a question and this slows down their learning.

Pupils are courteous and respectful of the feelings of others. In groups, they share

their views enthusiastically and take good account of views different to their own.

Pupils enjoy school and attendance is above average. They feel very safe and show a good awareness of how to avoid danger. For example, they are very knowledgeable about the potential hazards of using the internet.

## **Leadership and management**

Leadership and management are good. Teachers benefit from good professional development based upon rigorous evaluation of their teaching and systematic checking of the progress of all groups of pupils. This has helped the school to rectify weaknesses in pupils' achievement over time and shows its capacity for further improvement.

Leaders at all levels share ambitious goals for the school and work well as a team to make improvements. The acting headteacher has quickly gained the respect of parents and carers, pupils and staff. She has worked effectively with staff to evaluate the school's strengths and weaknesses and set challenging targets for the future.

The leaders make good use of the ethos of a small school to promote equality and tackle any form of discrimination. For example, the issue of underachievement by some more-able pupils is high on the school's agenda, and recent initiatives to stretch gifted and talented pupils are beginning to bear fruit.

The governing body is knowledgeable and supports the school well. Its members monitor the outcomes carefully and have the skills and confidence to hold the leaders to account. They check on safeguarding systems rigorously and these meet requirements.

The curriculum is planned well around broad themes that include all subjects. It provides a good balance between academic provision and that aimed at developing pupils' spiritual, moral, social and cultural awareness. Pupils reflect deeply on the need to protect the environment and they write sensitively about what it must have been like during the Second World War. Visitors representing different religions, and strong links with children overseas, provide good opportunities to learn first hand about the diverse faiths and cultures in the world.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



25 June 2012

Dear Pupils

**Inspection of Seagrave Village Primary School, Loughborough, LE12 7LU**

Thank you for making me so welcome when I came to your school. I greatly enjoyed seeing you work so hard in lessons and play so happily outside, even in the rain. The many of you who were kind enough to speak to me said how much you enjoy your work. You think yours is a good school and I agree.

I was very pleased to see how well you concentrate on your work, which is one of the reasons why you make such good progress, particularly in your reading and mathematics. You behave well and are quick to help those who are lonely or upset. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people in the world who have too little to eat, and try and help them by raising funds. The acting headteacher and senior staff know how to improve your school and help you to learn even faster. You enjoy the activities provided and the many clubs at lunchtime and after school. I agree with those who said that your teachers make lessons fun and are good at helping you when you find things difficult. They work closely with your parents and carers to make sure that they know how well you are doing at school. All staff at the school take very good care of you and keep you safe.

Your teachers are always looking for ways to improve. I have asked them to make sure those of you who find learning easy make even faster progress, and to help you do better in writing. You can help by taking every opportunity to work independently, and doing your very best writing in all subjects.

I wish you well for the future.

Yours sincerely

Terry Elston  
Lead inspector

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