

# Old Mill Primary School Broughton Astley

Station Road, Broughton Astley, Leicestershire, LE9 6PT

**Inspection dates** 13–14 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Achievement is good. Standards are rising and the majority of pupils in all year groups, including those with a disability or special educational needs, make good progress, often above the levels found nationally.
- Younger pupils learn to read very effectively. Year 1 test results this year were significantly above average.
- Teaching is good and some is outstanding. Pupils enjoy their work and are engaged in their learning, responding readily to their teachers' high expectations.
- The school has an extremely positive ethos and parents, staff and pupils are all extremely positive about behaviour and safety. Pupils get on exceptionally well with each other, so bullying is very rare and behaviour is excellent. Attendance is high.
- The school's leadership has a clear focus on raising standards and ensuring that all pupils are able to achieve their best. Teachers' performance is managed well. Systems designed to ensure they develop their professional skills are very effective.
- The governing body is effective in supporting and challenging the school. It uses the different skills of its members to very good effect to help them do this.

### It is not yet an outstanding school because

- Sometimes teachers are not skilled enough at providing work that fully challenges the most able, or in assessing outstanding work.
- In Key Stage 2, there are not enough opportunities for pupils to develop their reading skills across every subject.
- There are insufficient opportunities for pupils to assess their own or other pupils' work in their class.

## Information about this inspection

- Inspectors observed a total of 19 lessons, observing every teacher. This accounted for 10.5 hours of inspection time.
- They listened to groups of pupils reading and looked at the quality of work in pupils' books throughout the school.
- Meetings were held with school leaders, the Chair of the Governing Body, a representative of the local authority, teachers and pupils. The views of staff as recorded in the staff questionnaire were taken into account.
- The views of parents were obtained through discussions and through the 44 responses in the Parent View website.
- A range of documentation covering the teaching programmes and schemes of work, pupil progress data and a range of policies and procedures were scutinised, including those for safeguarding.

## Inspection team

Martyn Groucutt, Lead inspector	Additional inspector
Elizabeth Needham	Additional inspector
Edgar Hastings	Additional inspector
John Greevy	Additional inspector

## Full report

### Information about this school

- Old Mill is larger than the average sized primary school.
- The proportion of pupils who are supported at school action is below that found nationally, as are the proportions supported at school action plus or by a statement of special educational needs.
- The proportion of pupils who are of minority ethnic heritage, or who speak English as an additional language, are well below average.
- The proportion who are known to be eligible for the pupil premium is well below that generally found.
- The school exceeds the current government floor standards, which represent the minimum acceptable standards of attainment and progress.
- There is a children's centre and a high school on the same campus, both of which will be inspected separately.
- The headteacher formally took up her post two weeks prior to the inspection, at the start of the current school year.

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

- Raise standards in reading in Key Stage 2, particularly among the more able, and develop more opportunities for pupils to practise reading in other subjects.
- Raise overall attainment by:
  - increasing the level of challenge to the most able pupils
  - improving teachers' skills in the moderation and assessment of work at the higher levels
  - providing more opportunities for peer assessment and pupil self assessment of work done in the classroom.

## Inspection judgements

### The achievement of pupils is good

- Achievement is rising and, taking into account their different starting points, the proportion of pupils making expected progress compares favourably with national figures. Local authority data corroborates the schools own detailed analysis of pupils' performance which confirms achievement is at least good.
- Children enter the Early Years Foundation Stage with skills slightly below those found generally. Good progress enables them to enter Year 1 with standards in line with, or a little above, expectations.
- In Key Stage 1, progress and attainment in English, reading and mathematics are good, while in writing they are outstanding. The development of early reading skills including learning about the relationships between letters and the sounds they make is very effective.
- At Key Stage 2, inspectors' observations of pupils' work indicate that attainment across the board is higher than average and in writing it is outstanding. Overall attainment is significantly above that found in most schools.
- Pupils read widely throughout the school, although opportunities to enhance skills through the promotion of reading across other subjects are not always taken, which reduces the quality of reading overall in Key Stage 2.
- The school's data analysis has identified that the achievement of the most able is not always high enough and strategies to address this have been introduced. For example, guided mathematics sessions are being introduced to address individual needs and raise standards.
- Teachers are not yet fully secure in identifying work at the highest levels or in moderating such work accurately. This has resulted in the quality of some pupils' work not being fully acknowledged in assessment, particularly in Key Stage 1. Action is already being taken by the headteacher and governing body to address this through professional development.
- There is effective early identification of individual needs through careful progress monitoring. This means that provision for identified groups, particularly those who are disabled and those with special educational needs, is good. Targeted support, including the effective use of teaching assistants and external professional expertise, enables these groups to make good progress and often to close the gap in attainment between themselves and other pupils.
- Although the school attracts relatively little additional funding from the pupil premium it has targeted the use of this funding carefully to support the progress of pupils who have been identified as needing additional help.

### The quality of teaching is good

- From the moment pupils enter school, they develop a positive rapport with staff which encourages success. They speak extremely warmly about their teachers, while staff, in their turn, show a strong loyalty to the school and want to do their best for pupils at all times.
- Teachers are held to account for their pupils' progress through termly monitoring and pupil

progress meetings. The performance of every pupil is tracked and those with any additional needs are supported effectively, enabling all to make good progress from their starting points. Teaching assistants provide good support and work alongside teachers to provide powerful learning opportunities.

- Teachers generally have high expectations of what pupils can achieve, to which pupils respond positively. Teaching is not yet outstanding as the challenge to the most able, to produce outstanding work is sometimes limited. This is because of a failure to identify the full potential of a small number of pupils.
- Teaching provides an effective grounding in the core subjects, developing good skills in information and communication technology. This also promotes the wider application of learning, through a thematic approach that uses the natural links between subjects to extend pupils' understanding and skills.
- Progress targets are set regularly and pupils know what to do to meet them. Marking is effective because teachers not only give praise, but also add suggestions for improvement, allowing time for pupils to make corrections or additions.
- Teachers are skilled in their use of questions, ensuring pupils develop thinking skills and express themselves coherently. However, opportunities for pupils to assess their own work, or that of others in the class, are not used sufficiently.
- Classrooms are stimulating, positive working environments that encourage learning. The outside environment is also used to promote active learning. For example, pupils are encouraged to tend the kitchen garden area, look after the chickens in the hen house and make use of the school's pond in environmental science.
- Homework is set regularly. Positive links with parents and carers are reflected in the support that many give their children at home, and also in the home-school books that contain many positive comments about the progress children make.

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

- The school is a happy community marked by positive respect between all its members. Attitudes to learning are exemplary and parents, carers, staff and pupils are all exceptionally positive about both behaviour and safety.
- Pupils are proud of their school and their enjoyment is reflected in high attendance. Behaviour in lessons is excellent and enables pupils to learn without disruption. As a consequence their attitudes to learning and mutual cooperation are exceptional. Very good use is made of the calming 'tide-out' room, manned by a trained teaching assistant, should pupils need support with their behaviour. There have been no exclusions.
- Pupils have a very good understanding of bullying in all its forms. As part of gaining Enhanced Healthy Schools status last year they completed questionnaires that reflected this and their understanding was also clear from their discussions with inspectors. They say that incidents of bullying or violence are very rare, but when they occur staff deal with them effectively.

- All groups of pupils feel safe at school, have a clear understanding of what constitutes unsafe situations and show an excellent understanding of the importance of e-safety.
- The positive attitudes reflected throughout the school provide an excellent basis for spiritual, moral, social and cultural development. Many very positive examples enrich the life of the school in a wide variety of ways. For example, regular visits to different places of worship, a strong commitment to music, the arts, and links with schools in other part of the world, including support to a school in Zambia.

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

- With the retirement of the previous headteacher and the appointment of her successor the school is going through a transition period. The level and quality of support of the local authority has been good and has helped minimise the impact of changes. The quality of the present leadership is inspiring and the commitment of staff to sustaining this highly effective school has remained strong as a result.
- Leaders and managers are totally committed to the pursuit of excellence. The new headteacher has already started to implement new initiatives that are improving teaching. A good example is appraisal, with all teachers' performance now being measured directly against the Teachers' Standards. The school improvement plan is effective and key priorities are identified through rigorous self-evaluation.
- There is a constant emphasis on improving standards and the sharp focus on the analysis of data means that targets are measurable, the school is precise in the assessment of its effectiveness and leaders are held to account for it.
- Teaching programmes are used very effectively to enrich the learning experience of all pupils and provide good opportunities to learn in the classroom and beyond. School leaders' regular monitoring ensure that these are delivered effectively. The school has developed excellent links with parents and carers.
- Leadership and management are not yet outstanding because equality of opportunity is reduced in the case of a small number of potentially higher attaining pupils who are not being fully challenged.
- The clear vision and focus of school leaders, effective teaching and rising standards offer clear evidence that there is a good capacity to sustain improvement.
- **The governance of the school:**
  - governors hold senior leaders to account, using the expertise of individual members of the governing body to very good effect. They have a clear grasp of the school's effectiveness and ensure that leaders are challenged to maintain this.
  - governors meet their statutory responsibilities in full, including those for safeguarding and the protection of pupils.
  - governors oversee the school's use of its finances very well, ensuring in particular that resources such as the pupil premium are used to maximum effect.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120058
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	401901

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Bramley
<b>Headteacher</b>	Alison Smith
<b>Date of previous school inspection</b>	20 January 2010
<b>Telephone number</b>	01455 284191
<b>Fax number</b>	01455 286874
<b>Email address</b>	admin@oldmill.leics.sch.uk



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