

Loughborough Church of England Primary School

William Street, Loughborough, LE11 3BY

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Under the very effective guidance and leadership of a compassionate headteacher, the school has improved much since its last inspection in April 2010.
- Good teaching enables the pupils to make good progress. It is particularly rapid in Year 6, where teaching is outstanding.
- Staff are dedicated to the pupils' care while improving their academic attainment, which is rising in Key Stages 1 and 2.
- Leaders maintain a good oversight of teaching, and this has contributed to big improvements in teaching and learning.
- The assistant headteachers and governors provide good support in moving the school forward. The school and its staff have been prepared to accept advice from the local authority and have benefited from this.
- Pupils behave well and have a good understanding of how to keep themselves safe.
- The school educates the whole child. It is strongly committed to promoting values, responsibility and concern for others. The school contributes well to pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Some aspects of teaching are not yet consistently good across different age groups, such as the work of teaching assistants, the way pupils' letter formation is corrected, and the way children learn through physical activities.
- Teachers' marking does not always show pupils clearly how to improve their work, and teachers do not adapt the targets they set for individual pupils so that they know what they must do to get to the next level in their work.

Information about this inspection

- Inspectors visited 20 lessons or parts of lessons. Two of these were jointly observed with the headteacher.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined the 21 responses on Parent View, the government's website for parents' views of schools, and also the school's most recent survey of parents' opinions.
- A telephone discussion was held with a member of the local authority's advisory staff.
- A formal discussion was held with pupils.
- Inspectors held formal discussions with some staff, including the headteacher and the senior leadership team.
- Inspectors examined progress data and other school documentation, including safeguarding information.
- One of the inspectors held a discussion with the Chair of the Governing Body.
- A trainee inspector was attached to the team.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Jacqueline Pentlow

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school with seven classes.
- Children begin the Reception class in the September before their fifth birthday. Almost all children have previously attended some form of pre-school provision.
- The school currently supports a below-average proportion of its pupils at school action, and also at school action plus or through a statement of special educational needs.
- The proportion of the pupils from ethnic minority groups is around the national average, and a small proportion of these pupils speak English as an additional language.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium, which is extra government funding for pupils who are known to be eligible for free school meals, pupils in the care of the local authority and those from families with a parent in the armed forces, is slightly lower than the national average.
- The school draws its pupils from a wide area of Loughborough and also from surrounding villages.
- Two teachers share the teaching of the Early Years Foundation Stage class.

What does the school need to do to improve further?

- Move the quality of teaching from good to outstanding by:
 - ensuring that marking in all subjects always shows individual pupils how to improve their work
 - adapting learning targets in mathematics, reading and writing for individual pupils, and informing them in words that they understand how to get to the next level
 - ensuring that Key Stage 1 staff correct the size and position of letters in pupils' writing more frequently
 - giving children in the Reception class better opportunities to learn through physical activities
 - developing the skills of the teaching assistants so their work is consistently effective.

Inspection judgements

The achievement of pupils

is good

- Children's attainment on entry varies yearly from below expectations for their age, as at present, to in line. Standards at the end of Reception were above average this year from expected attainment on entry, representing good and improving progress across most areas of learning, although the planned activities for the children's physical development are not always imaginative enough.
- Pupils make good progress. Results have improved over time. Key Stage 1 results show a rising pattern and are broadly average. Key Stage 2 results have been above average for the last three years. In 2012 they represented outstanding progress. A very high percentage of pupils reached the higher National Curriculum levels in reading, writing and mathematics.
- Pupils' achievement is good and going from strength to strength as the quality of teaching, some of which is already outstanding, rises further. Results in the national phonic test in 2012 were well above the national average and reflect the good teaching of phonics (the linking of letters and sounds).
- Disabled pupils and those who have special educational needs, and those who speak English as an additional language, make similar rates of progress to other pupils. They are helped by small group work and individual sessions for pupils who do not find learning easy. A Year 1 pupil who spoke very little English made good progress in a small group mathematics session, identifying numbers and matching each number to the correct amount of toy bears. Good records are kept of these pupils' skills in different aspects of reading and writing, and they are used well to plan new learning so it builds up in small, manageable steps.
- Key Stage 1 pupils' attainment in writing has not been as good as in other areas. In written work, these pupils do not always pay enough attention to the relative size of letters or position them correctly relative to the line. However, their work develops because they have good opportunities to write in different subjects.
- Pupils also have good opportunities to develop skills in information and communication technology. Year 4 pupils showed secure computer skills to make a leaflet about bullying that linked to current work. Key Stage 2 pupils' singing is a joy to hear.

The quality of teaching

is good

- Staff manage pupils well and have respectful relationships with them. There is a calm atmosphere in lessons.
- Outstanding teaching in Year 6 leads to pupils making rapid progress. In a typical mathematics lesson, more-able pupils were constantly challenged, including in the mental starter to the lesson. While there is a clear focus on learning in this class, lots of brisk informal questioning keeps pupils on their toes, acts as reminders and reinforces their knowledge.
- Teachers share the learning intention of lessons well with pupils and how they can be successful. They prepare lessons well, making good use of practical resources they have prepared beforehand. They match work well to pupils' different needs.

- Marking is good overall. It recognises the praiseworthy elements of pupils' work but is not always incisive enough in detailing how work can be improved in future. Target setting is not adapted enough in line with pupils' individual needs, and they do not know sufficiently well how they can get to the next level in their work. Nevertheless, group targets are shared well with parents so that they can help at home.
- Teaching in the Early Years Foundation Stage is good overall and the job share works well, but physical activities do not always have enough learning built into them. When the children ride their large toys, for example, they have few opportunities to learn about road safety. In other aspects of their work, children contributed the idea of a post office for their role play activity. They had great fun buying stamps and weighing the parcels. There is a good balance of work led by the teacher and activities that the children choose for themselves.
- The teaching of reading is good. Pupils use their knowledge of letter sounds when they come across an unfamiliar word and to help them write stories. Group and individual work with pupils who have special educational needs builds up their confidence well.
- The progress of all pupils is reviewed regularly. The resulting information is used to note pupils who are doing better or less well than expected, and to explore future learning needs.
- Teaching assistants play an active role in lessons. They use questioning skills appropriately to make pupils think, but are sometimes too quick in providing the answers. However, they are keen to do the best for them.
- Staff make good use of 'pupil partners' in lessons to discuss specific questions. This helps to ensure that all pupils are involved. Teachers' questioning is often good in requiring pupils to explain their answers.
- Teachers make good use of a visual approach when presenting lessons with material prepared on an electronic screen. This helps to keep the pupils' interests and also their concentration. It also helps to ensure that the pace in lessons is brisk and good use is made of the time available.

The behaviour and safety of pupils are good

- Pupils, including children in Reception, are positive about learning and find lessons interesting. This is reflected in their above-average attendance and their punctuality. They show good attitudes. They understand the sanctions for inappropriate behaviour. Pupils report that staff manage any misbehaviour effectively. They feel safe.
- Pupils are polite and respectful to others. They listen attentively to each other's contributions, and to their teachers. Parents and carers report that behaviour is good.
- Pupils enjoy assemblies and one pupil made a special reference to prayer and the atmosphere that it creates. They recognise the need to help others and have raised money to buy toilets for a village in Africa in order to reduce disease. They carry out their responsibilities conscientiously, such as helping to serve lunches to younger pupils and organising the equipment for assembly. They participate well in activities outside the school day.
- Pupils have a good understanding of safety. Personal, social and health education lessons make a good contribution. Year 5 pupils showed a good understanding of different types of bullying in

one such lesson.

- Pupils know why they must be aware of strangers. They appreciate the need to be careful about sites they access on the internet. Through science lessons they understand the dangers of electricity. Pupils' recorded work shows that they are alert to dangers of fire and fireworks.

The leadership and management are good

- The headteacher, in conjunction with the assistant headteachers and with the support of governors, has made significant improvements to teaching quality, which has in turn increased pupils' attainment.
- Reviews of staff performance are thorough and linked appropriately to pay rises. Targets are set and in most cases these are written in ways that enable progress towards them to be clearly measured.
- Safeguarding of pupils is good. Checks are carried out on staff and regular visitors, and kept up to date. Staff have regular training about child protection matters. School policies are helpful in securing the pupils' safety.
- The school development plan has a clear focus on raising attainment further and improving provision. Subject leaders have plans for all subjects, but these do not always focus enough on improving pupils' skills and attainment. The link between the school development plan and subject leaders' plans is not yet clear enough.
- The way teaching and learning are reviewed is good. A range of methods help to form judgements about teaching quality, such as informal and formal visits to classrooms and looking at pupils' books. These reviews have been helpful in raising the quality of teaching.
- The local authority provided skilled advice during 2010/11 to improve work in English and mathematics, and also advice for the Reception class. Staff have taken on board this advice, which has led to improved performance.
- The way subjects are taught is well thought out. A good emphasis on skills development in subjects beyond English and mathematics ensures that pupils build up their knowledge and understanding as they progress through the school. A good range of activities beyond lessons support pupils' all-round development.
- The school works well in partnership with other local schools. A new arrangement with two other schools is helping staff to make more consistently accurate judgements about teaching and learning.
- **The governance of the school:**
 - Governance is good. The Chair is new to the role but has the good support of a large governing body which has some skilled members, including educationalists, who bring a range of expertise to the role, including the analysis of data. Consequently governors understand pupils' rates of progress and levels of attainment and make comparisons with other schools. They know what the pupil premium is used for and are aware of the successful impact of this funding through buying extra teaching assistants and resources for the pupils for whom it is intended. Some governors go on training courses but others do not do so as regularly. They

know how performance is linked to pay and about the system to review teachers' performance. They have good financial expertise and with the headteacher's help have wiped out a large budget deficit. Their visits to the school, links with subjects and reports from the headteacher help them to know all about the quality of teaching and pupils' performance.

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

Unique reference number	120233
Local authority	Leicestershire
Inspection number	401917

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Gary North
Headteacher	Wendy Wakefield
Date of previous school inspection	20 April 2010
Telephone number	01509 263430
Fax number	01509 236337
Email address	head@loughborough-pri.leics.sch.uk

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