

Ullesthorpe Church of England Primary School

Ashby Road, Ullesthorpe, Lutterworth, LE17 5DN

Inspection dates 4–5 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Good teaching enables the pupils to make good progress in reading and mathematics. As a result, pupils often reach above-average standards by the end of Year 6. The teaching of mathematics is particularly good.
- The headteacher leads the school effectively and has the respect of staff, pupils, governors and parents. Good oversight of teaching and learning helps maintain the good teaching quality.
- Pupils behave well and have a good understanding of how to keep themselves safe. They have good attitudes to their work.
- Pupils enjoy a good range of activities in lessons and the opportunities for extra sport.
- Staff work effectively as a team, know the pupils well and take good care of them.
- Good links with the church and the local community support pupils' good spiritual, moral, social and cultural development.
- The governing body has a good range of expertise and its members both support and challenge the school.
- The large majority of parents who responded to the questionnaire are very supportive of the school.

It is not yet an outstanding school because

- Progress in writing is not as good as it is in reading and mathematics, and boys' attainment in writing has significantly lagged behind that of the girls.
- The school improvement plan does not set out the actions that are to be taken to meet the priorities identified by school leaders.

Information about this inspection

- The inspector observed teaching in 11 lessons or parts of lessons. Two observations were undertaken jointly with the headteacher.
- Discussions took place with the headteacher; four members of the governing body, including the Chair; a group of pupils; and members of staff.
- The inspector had a telephone conversation with a representative of the local authority.
- Pupils were heard reading and observations were made of the teaching of reading.
- The inspector sampled pupils' work in different year groups, examined records of pupils' progress and read the school's improvement plan. A range of other documentation was examined, including policies, practice and procedures that relate to safeguarding.
- The inspector considered the 15 responses from parents on Parent View, the government's website for parents' views about their children's school.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- It has four classes and a fifth class in the morning for Key Stage 2 pupils who need extra help. Apart from the Year 2 class, other classes are of mixed age, Reception children and Year 1, Years 3 and 4 and Years 5 and 6.
- Most pupils are from White British backgrounds. Ten per cent of the pupils are Travellers.
- The proportion of pupils who are supported by the pupil premium is lower than average. This is additional government funding for pupils who are looked after by the local authority, those known to be eligible for free school meals or those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported by school action is double the national average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that pupils, and especially boys, make better progress in writing, by:
 - giving pupils more opportunities to write words containing the new sounds that they are learning in phonics (knowledge of the sounds letters make) to link the spoken and written word
 - reducing the use of worksheets in subjects other than English and mathematics in some classes so that pupils have more opportunities to think for themselves and organise their own writing
 - ensuring that pupils consistently join their letters in Key Stage 2 to speed up their writing
 - ensuring that the subjects pupils write about are as appealing to boys as they are to girls.
- Make sure that the priorities set out in the school improvement plan contain the actions that will help to achieve them.

Inspection judgements

The achievement of pupils is good

- Small groups of pupils mean that children's attainment on entry and at the end of Reception varies from year to year depending on the number who may have additional learning needs. Good teaching in the Reception class helps the children to make good progress because staff ensure that learning builds on what they already know.
- In the national check of Year 1 pupils' knowledge of phonics, results have been slightly below average in the past two years.
- Over time, pupils' attainment in Key Stage 1 has been broadly average but has improved steadily in the past three years. Attainment in reading and mathematics has been consistently higher than writing, although there are signs of improvement in writing across the school. In 2013, a higher proportion of pupils reached the higher level in reading, writing and mathematics than nationally. One half reached the higher level in reading. Overall, results were above average.
- Pupils maintain their good progress in Key Stage 2. Results in the last five years have never fallen below average. In some years, as in 2013, they have been above average.
- Key Stage 2 pupils make particularly good progress in mathematics because work is well matched to the pupils' abilities. Year 6 attainment in mathematics last year was almost a year ahead of that found nationally.
- More-able pupils achieve well. Last year, a higher proportion of pupils than in the country as a whole reached the highest Level 6 in all aspects of assessed work. Nevertheless, as elsewhere in the school, writing remains weaker than reading and mathematics.
- In mathematics and reading, the proportion of pupils who made expected and better than expected progress was higher than the national average. Over half the pupils made better than expected progress in mathematics.
- Pupils from minority ethnic groups, disabled pupils and those who have special educational needs, and pupils entitled to the pupil premium, make good progress. The very small number of pupils in Year 6 eligible for the pupil premium means it is not possible to make comparisons between the attainment of this group of pupils and others. Traveller pupils do not make sufficient progress over time because they miss a lot of schooling due to absence, but they make good progress when they attend.
- Boys do not attain as well as the girls, mainly because their writing attainment is much lower. While a slightly higher percentage of pupils made expected progress than nationally in writing in 2013, a slightly lower percentage of the pupils made better than expected progress.

The quality of teaching is good

- Mutual respect between teachers and pupils enable lessons to proceed calmly and encourage pupils to make good use of time. Interesting activities help the pupils' concentration. Pupils in Years 3 and 4 thoughtfully drew a pictorial plan of the story they were to write, adding descriptive words that they planned to use.

- Teachers prepare their lessons well and make them interesting. They use learning resources effectively to help the pupils' understanding. Mathematics teaching is particularly good, supporting pupils' good progress in this subject. Year 1 pupils used string to measure wavy lines on big cards and then counted small plastic cubes placed alongside the string to help compare the lengths.
- Pupils know what their learning will be about because teachers share this at the start of lessons. They plan work well for different abilities. The small class for pupils who need extra help with their learning works well because the pupils receive much individual attention. They make good progress in their basic skills as a result.
- Teaching in the Reception/Year 1 class is well managed so that the youngest children benefit from formal teaching as well as chances to choose their activities that help them to learn through play.
- Teachers maintain neat and tidy classrooms, setting a good example to pupils. They make good use of equipment. In one class, the teacher projected a pupil's writing onto a large screen for others to discuss and learn from.
- Teachers question pupils effectively to engage them in the learning. All are encouraged to contribute. Pupils' use of small whiteboards in mathematics enables them all to provide answers to questions at the start of lessons.
- Marking helps pupils to understand how they can improve their work, and praises them for what they have done well. Pupils usually know what they need to do to complete their work because they have a list of statements which informs them. However, some statements are written in language that the pupils find hard to understand.
- In some classes, an over-reliance on worksheets in subjects other than English and mathematics prevents pupils from thinking about and organising their own writing. This hinders their writing development. Some Key Stage 2 pupils do not write in a consistently joined hand, which slows the speed of their writing.
- Reading is generally well taught, although teachers do not give pupils enough opportunities to practise recently introduced letter sounds in their writing to reinforce the new learning and to help their writing development and spelling.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. Pupils say that most pupils behave well most of the time. Behavioural records indicate that behaviour is typically good. They behave responsibly in the dining hall and help each other to organise the play equipment at lunchtimes. Pupils show good attitudes to their work, and this supports their good progress. Their work shows that they make a good effort and they take care with it. The Travellers join in well with other pupils when they attend.
- All pupils, including the Traveller pupils, enjoy school. Pupils' attendance is above average. This includes Traveller pupils when they are based in the locality, although these pupils are absent for long periods when they are travelling with their families.
- Pupils say a little teasing takes place, but no bullying. They play well together. Their responsibilities, such as older pupils looking after the younger ones, support their social

development well. Pupils help to run the equipment for assemblies and are generally helpful in class.

- The school's work to keep the pupils safe and secure is good. Safeguarding arrangements fulfil requirements. Pupils feel safe in school. As one said, 'If something is going to happen, there is always an adult nearby.'
- Pupils know how to keep themselves safe. They appreciate that the internet can bring problems. They know not to give their address on it and as one said, 'If anything weird comes up, tell an adult or your teacher.' Pupils know the dangers of electricity, for example not touching plugs with wet hands.
- Pupils feel that their views are listened to. The school council, although it has not met recently, sought the views of their classmates when selecting playground equipment.

The leadership and management are good

- Staff, parents, pupils and governors have confidence in the headteacher's good leadership, which results in a well-managed school.
- Staff fulfil their responsibilities effectively ensuring that pupils make good progress. Good links with other schools enable staff to share ideas and develop professionally.
- Success in teachers' performance targets can easily be measured because they are linked to specific data and the *Teachers' Standards*. However, performance reviews do not yet extend to other staff.
- The range of activities to keep the quality of teaching and learning under review, such as looking at pupils' work books and observing lessons, enables both strengths and aspects for development to be obtained. This results in good teaching quality helping pupils to make good progress.
- Pupil premium funds are well targeted at the few pupils eligible for support so that they have similar opportunities as others. Extra staffing hours afforded by this funding are used wisely and help these pupils to do well.
- The primary sports funding has enabled pupils to engage in a greater range of sporting activity than previously, including competitive sport. It is also to be used to enhance the teachers' own skills in teaching physical education.
- The curriculum provides the pupils with a good range of activities, including after-school sporting activities and residential visits. Visits to different places of worship support pupils' spiritual, moral, social and cultural development. The subjects that pupils write about have not always been as appealing to boys as to girls, but the school is addressing this to raise boys' attainment in writing.
- The local authority has confidence in the school and had little recent involvement. It has previously checked teachers' assessments in the Reception class and Key Stage 1 and found these to be accurate.
- The school improvement plan has the correct priorities for the school's future development but

the actions to be taken are not listed to indicate how the priority will be achieved.

■ **The governance of the school:**

- The governing body is well led and has a good range of expertise. Members' links with classes and their visits to school enable them to have an accurate perception of the quality of teaching.
- Governors know how the pupil premium money and the primary sports grant have been spent, and the success that these have brought to pupils' academic and social development.
- Governors' knowledge of data enables them to ask questions and challenge the school about pupils' progress.
- They understand the school's arrangements for reviewing the teachers' performance and the link to the *Teachers' Standards* and pay.
- Good financial expertise among the governing body supports the prudent management of finance.

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	120169
Local authority	Leicestershire
Inspection number	440561

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	John Taylor
Select	David Maksymiw
Date of previous school inspection	22 September 2010
Telephone number	01455 209926
Fax number	01455 202864
Email address	officeadmin2@ullesthorpe.leics.sch.uk

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