

Wymeswold Church of England Primary School

Brook Street, Wymeswold, Loughborough, Leicestershire LE12 6TU

Inspection dates

5–6 December 2018

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors are ambitious for all pupils. They have ensured that their motto, 'dream and believe, learn and achieve', is embodied throughout the school.
- Leaders responded quickly to the recommendations from the last inspection. Strong leadership and effective teaching led to improved rates of progress and higher standards of attainment in 2018.
- Leaders and staff provide a curriculum that is broad, balanced and enriched by a wide range of extra-curricular activities for pupils.
- Teachers set work that is well matched to pupils' abilities. This ensures that lessons flow smoothly and that pupils make good gains in learning.
- The teaching of mathematics has improved over the past year. Pupils make good use of the increased opportunities provided for them to apply their reasoning skills through problem solving.
- Safeguarding is effective. Pupils, parents and staff agree that pupils are safe and that instances of bullying are rare.
- Pupils' behaviour is good, both in lessons and at other times around the school. Positive relationships in all year groups enable pupils to become keen and confident learners.
- Leaders and staff promote pupils' spiritual, moral, social and cultural development effectively. Pupils value and respect one another's differences.
- Leadership and teaching in the early years are strong. Children make good progress from their starting points and are well prepared for the demands of Year 1.
- The teaching of phonics is not consistently good throughout key stage 1. The proportion of pupils who achieved the expected standard in the phonics screening check was below average in 2018.
- Occasionally, when teachers' expectations are not high enough, pupils do not present their work as well as they might.

Full report

What does the school need to do to improve further?

- Ensure that the quality of teaching, learning and assessment is consistently good by:
 - establishing a consistent approach to the teaching of phonics in key stage 1 so that the proportion of pupils who achieve the expected standard in the phonics screening check at the end of Year 1 is at least in line with the national average
 - ensuring that teachers' expectations for the presentation of pupils' work, and the quality of their handwriting, are consistently high across the school.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have established a strong vision and a positive ethos for the school. The school motto, 'dream and believe, learn and achieve', is the driving force which challenges and inspires pupils to 'be the best we can'.
- Leaders have a clear and accurate overview of the strengths and weaknesses of the school. They have worked effectively to establish a precise set of improvement plans, based on the outcomes of their checks on the quality of teaching, learning and assessment.
- Leaders responded swiftly and decisively to the recommendations from the inspection which took place in April 2018. The positive impact of their actions over a short period of time is evident. The work to improve rates of progress in mathematics had already begun before the last inspection took place. The impact of this work can be seen in the stronger outcomes at the end of key stage 2. Rates of progress improved to be as strong as in reading and writing. Attainment in mathematics also improved to be above the national averages at both the expected and higher standards.
- Similarly, leaders have addressed the recommendations regarding provision for pupils with special educational needs and/or disabilities (SEND). The relevant information on the school's website has been fully updated and is in line with requirements. In addition, leaders commissioned an external review of the school's provision for pupils with SEND. The leader who coordinates this aspect of the school's work is taking effective steps to address the small number of actions arising from the review. As a result of these concerted efforts, pupils with SEND are making good progress from their starting points.
- Leaders and staff work effectively in partnership with a group of local schools known as the 'Foxes' collaboration, and also with a local teaching school. This means that staff have opportunities for joint training and that school leaders can visit each other's schools in order to share support and good practice.
- Middle leadership is strong. For example, those with responsibility for leading the early years, mathematics, physical education and the provision for pupils with SEND have a clear and accurate overview of their areas of responsibilities, they support their colleagues effectively and have well-developed action plans for improvement.
- Staff morale is high. All of those who completed Ofsted's online staff survey said that they are proud to work at the school. Staff value the opportunities provided for training and professional development, both within school and across the collaboration.
- The proportion of disadvantaged pupils in the school who are supported through the pupil premium funding is very small. Leaders have ensured that the additional funding is used effectively to support pupils' learning and personal development.
- Leaders and staff have ensured that the school's curriculum is broad and balanced. In discussion, and from evidence around school and in pupils' books, it is clear that pupils are supported to develop knowledge and skills in a wide range of subjects. Pupils I

spoke with expressed particular enthusiasm for mathematics, art, writing and science. They were able to recall, with obvious fascination, numerous historical facts from a recent topic about the Victorians. The teaching of music is a strength of the school. Throughout the inspection, pupils of all ages were heard singing and playing their instruments with clear enjoyment and skill. They have frequent opportunities to showcase their musical accomplishments in performances and at events.

- Pupils' spiritual, moral, social and cultural development is very well promoted. 'Reflection corners' in classrooms provide an outlet for pupils to record their responses to the current 'big question', such as 'What is heaven like?', considered in the early years, and 'Does it matter if you don't keep a promise?', discussed in key stage 2. In addition to promoting the school's Christian values, there is clear evidence that pupils are taught to understand and respect a wide range of faiths and cultures. Pupils I spoke with showed a mature understanding of the fundamental British values, and of their importance in society. Pupils' cultural awareness is effectively promoted through regular opportunities to take part in sports, drama and musical activities in and beyond the school.

Governance of the school

- Members of the governing body regularly challenge leaders and hold them to account for the school's performance. They have a strong focus on pupils' learning, progress and personal development.
- Individual governors make regular visits to the school as part of their monitoring programme. Governors meet with senior and subject leaders, speak with pupils and carry out a range of activities to give them a strong understanding of the work of leaders and teachers. Their class and curriculum links enable them to have an accurate overview of the strengths and weaknesses of the school.
- Governors receive regular and thorough information about the impact of the additional funding received through the pupil premium and the physical education and sport premium. This enables governors to be assured that the funding is used effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- All parents and staff who responded to Ofsted's online surveys, and those with whom I spoke, stated clearly that the school is safe. In discussion, pupils confirmed that they feel safe in school because, they say, the adults look after them very well.
- Leaders keep careful records of welfare concerns and incidents. They liaise effectively with other agencies and are tenacious in pursuing actions until a satisfactory outcome is obtained.
- All of the school's employment checks are in place and in line with statutory requirements.

Quality of teaching, learning and assessment

Good

- Pupils learn and progress well because teachers plan effective activities which are well matched to their needs and abilities.
- Teachers have high expectations for pupils' behaviour in lessons. They encourage pupils to develop positive attitudes and to make the most of their time for learning. The impact of this can be seen in pupils' quick, calm responses to instructions and in their positive interactions with each other and with adults. As a result, lessons flow smoothly.
- Evidence from pupils' workbooks shows that teachers give feedback which is consistently in line with the school's policy. They encourage pupils to learn from their mistakes. This means that pupils know how to improve their work and make good progress throughout the year.
- The teaching of mathematics was an area of focus for the school during the past year. As a result of strong leadership and improved teaching, attainment and progress in mathematics improved in 2018. This improvement is reflected in pupils' books and in their enthusiasm for mathematics, which came across clearly in discussion.
- Pupils in most year groups produce written work of good quality. By Year 6, many are able to write at length, using a range of ambitious vocabulary. Their workbooks show that pupils can apply their imagination, alongside their knowledge of grammar, spelling and punctuation, to good effect across a range of subjects.
- Teaching assistants provide effective support for pupils. They work skilfully alongside teachers to offer both challenge and support where they are needed.
- Older pupils, and the most able younger ones, are keen and thoughtful readers. They are confident to tackle challenging texts with clear enjoyment. Pupils are well supported in their reading, both at school and at home.
- The teaching of phonics is not consistently good across key stage 1. When adults do not model accurately the sounds that letters make, pupils become confused and are not able to use their phonics knowledge accurately in their reading and writing. This was observed both in lessons and when the younger, less able readers attempted unfamiliar words in their reading books.
- Sometimes, when teachers do not set high expectations for the quality of handwriting and presentation they wish to see, pupils do not present the work in their books with as much care as they might.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. In discussion, they described their learning as fun, saying, 'Every day is a surprise.'

- Pupils throughout the school display good attitudes to learning. This is having an increasingly positive impact on their progress. In their responses to Ofsted’s online survey, Parent View, many parents expressed supportive views about the school. For example, typical comments were, ‘My child is happy and thriving at Wymeswold Primary School’ and ‘The staff are always on hand to help with any concerns I may have.’ A small number of parents expressed concerns regarding the provision for pupils with SEND. Following the previous inspection, the school has taken effective action to improve this part of its provision, which is now good.
- The curriculum includes a range of lessons, visitors and assemblies that help pupils to stay safe. There is a sharp focus on the different forms of bullying and how pupils should respond if they encounter bullying. Pupils also expressed a thoughtful awareness of equalities and of British values. They have regular opportunities to put their learning into practice through the wide range of roles and responsibilities that they fulfil. For example, pupils in Years 5 and 6 relish their roles as ‘buddies’ for the younger children in the early years and in Year 1.
- Occasionally, when teachers’ expectations are not high enough, some pupils do not show enough pride in the presentation of their work.

Behaviour

- The behaviour of pupils is good. Their conduct in lessons and around school was consistently calm and orderly throughout the inspection. Parents and staff also concur that behaviour in the school is good.
- Pupils in all classes show respect and courtesy towards others. They typically cooperate well in lessons, following routines promptly and without fuss.
- Lunchtimes are happy, social occasions. Pupils behave well in the dining hall and use the outside spaces to play, with good cooperation, whether they are using the tyre park, ‘trim trail’, playing energetically or chatting quietly with friends. The midday staff provide good supervision and provide first aid when needed for minor accidents.
- Attendance is typically high, and rates of persistent absence are consistently below the national average. Leaders keep detailed records of attendance, behaviour and also the rare incidents of bullying. Records show that any concerns are handled thoroughly, involving liaison with parents where appropriate.

Outcomes for pupils

Good

- Progress by the end of key stage 2 has been in line with the national average in reading and writing for the past two years. Historically, pupils progressed less well in mathematics than in reading and writing. However, progress in mathematics improved in 2018 so that it is now also in line with the national average.
- The school’s latest assessments show that current pupils in most year groups are making good progress in reading, writing and mathematics. This was confirmed during the inspection by checking learning in lessons across the school and the work in pupils’ books.

- Standards of attainment in reading, writing and mathematics at the end of key stages 1 and 2 have been above the national average for the past two years.
- The proportion of disadvantaged pupils is too small to draw any meaningful conclusions about their progress as a group within the school. Nevertheless, leaders and teachers use the additional funding effectively to provide support for individual pupils' learning and welfare needs.
- As a result of the effective provision in place to support their needs, the majority of pupils with SEND are currently making good progress from their starting points.
- The proportion of pupils who achieved the expected standard in the phonics screening check at the end of Year 1 declined in 2018 to below the national average.

Early years provision

Good

- Children enter the early years with skills and experiences that are at least in line with those which are typical for their age, and often above. As a result of strong leadership and effective teaching, children make good progress through the Reception Year. The proportion of children who achieve a good level of development by the end of the early years is consistently above that found nationally.
- Staff assess children's starting points thoroughly and continue to check on their progress on a regular basis. Staff use their findings to adapt the curriculum carefully in order to cater for children's needs and stages of development.
- Children are especially well supported to develop good skills in reading and writing. The teaching of phonics in the early years is effective. Focused, one-to-one or small-group support enables children to develop good habits and begin to form letters and numbers accurately. The work in their books shows that some children are beginning to attempt to write words and short phrases independently.
- The outdoor area is designed to promote children's development effectively across all of the areas of learning. Children access the area freely, and staff move between the indoor and outdoor areas to ensure that children make good use of the activities on offer.
- Safeguarding in the early years is effective, as it is in the rest of the school. Training is up to date. The area is secure and staff are knowledgeable about the procedures for raising concerns.
- Home and school communications are good. Parents speak warmly about the teaching and care that their children receive in the Reception class. Staff have an 'open door' approach and liaise regularly with parents and carers, including by means of the termly 'stay and play' sessions.

School details

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| Unique reference number | 120174 |
| Local authority | Leicestershire |
| Inspection number | 10055209 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 115 |
| Appropriate authority | The governing body |
| Co-Chairs | Peter Blount and Sue Fossey |
| Headteacher | Jan Scallon |
| Telephone number | 01509 880 561 |
| Website | www.wymeswold.leics.sch.uk |
| Email address | admin@wymeswold.leics.sch.uk |
| Date of previous inspection | 11 April 2018 |

Information about this school

- Wymeswold Church of England Primary School is smaller than the average-sized primary school.
- There are six classes in the school. Pupils in Years 3, 4 and 5 are taught in mixed-age classes.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils who are of White British heritage is above the national average.

- The school has an informal partnership with the 'Foxes' collaboration of six local schools.
- The school receives support from the STEP Teaching School Alliance.

Information about this inspection

- The inspector observed learning in 12 lessons or part lessons, some jointly with the headteacher.
- The inspector looked at work across an extensive range of pupils' books and considered the school's assessment information on the progress and standards achieved by current pupils.
- The inspector listened to pupils read and talked with them about their reading.
- The inspector met with a group of pupils from key stage 2 and spoke with pupils informally in lessons and around school.
- The inspector observed a whole-school assembly and a singing practice.
- The inspector met with the headteacher, the assistant headteacher and leaders with responsibility for mathematics, the early years and pupils with SEND. The inspector met with those responsible for safeguarding, attendance, behaviour, bullying and exclusions, disadvantaged pupils and the sport premium. The inspector also spoke with a range of other teachers and support staff.
- The inspector met with the co-chairs and two other members of the governing body.
- The inspector met with a representative of the local authority.
- The inspector met with parents at the start of the school day. The inspector considered the 49 responses to Ofsted's online survey, Parent View, and the responses to the online staff and pupils' surveys.
- The inspector considered a wide range of documentation, including the school's improvement plan and self-evaluation summary, minutes of meetings of the governing body, the school's current information on pupils' attainment and progress, attendance records, behaviour and bullying logs, external reports on the work of the school, monitoring and evaluation records and a range of documents relating to safeguarding.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

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