



# Somerby Primary School

## Inspection Report

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**Unique Reference Number** 119951  
**LEA** Leicestershire  
**Inspection number** 280694  
**Inspection dates** 10 May 2006 to 10 May 2006  
**Reporting inspector** Paul Edwards AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Community		Somerby
<b>Age range of pupils</b>	4 to 11		Melton Mowbray, Leicestershire LE14 2PZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01664 454334
<b>Number on roll</b>	39	<b>Fax number</b>	01664 454334
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Vurley
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Mrs Mary Holbert

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Somerby is a very small primary school serving a rural area, with average socio-economic circumstances. Numbers in some year groups are very small so classes consist of pupils from a wide range of ages and abilities. The percentage of pupils with learning difficulties is above average. No pupils come from minority ethnic groups.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education. Pupils generally enter the school with skills that are slightly below those expected for their age and leave with standards that are broadly average. They make satisfactory progress overall. However, pupils in Years 3 to 6, particularly the middle attainers, do not do as well as they should in writing and mathematics. Whilst teaching is satisfactory overall, teachers do not always make sufficient use of assessment information when planning lessons. There is also an overuse of mundane worksheets which inhibits the pupils' writing development. The good provision for children in the Reception class ensures they have a good start to their education. Their personal development, which is well developed on entry to Year 1, is promoted well throughout the school. Pupils are well behaved, polite and thoroughly enjoy coming to school and taking part in the good range of activities that are available. They are respectful of one another's feelings and have a good understanding of other cultures. Staff know the pupils very well and deal promptly with any issues or concerns that arise. As a result, they are well cared for and looked after. Leadership and management are satisfactory. The school has made an accurate assessment of its provision and effectiveness. Managers have demonstrated satisfactory capacity to improve through the way they addressed the issues from the previous inspection. However, they also acknowledge that they need to do more to ensure all pupils achieve the standards of which they are capable. The school provides satisfactory value for money.

### What the school should do to improve further

- Improve the pupils' achievements in Years 3 to 6 in writing and mathematics, particularly those of the middle attainers, by ensuring work is sufficiently challenging.
- Ensure teachers make better use of assessment information when planning lessons.
- Reduce the use of mundane worksheets to encourage pupils to write at length.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress overall. Children usually enter the school with skills that are slightly below those expected for their age and leave with broadly average standards. However, this varies considerably from year to year because numbers are so small. For example, in 2005, pupils entered the school with below-average skills and left having attained standards that were below those seen nationally. Whilst reaching the challenging targets set for them in English, they failed to reach them in mathematics. Children in the Foundation Stage make at least satisfactory progress in all areas of learning and most achieve the goals expected of them by the time they enter Year 1. Their skills in personal and social development progress particularly well because of the good opportunities provided. In Years 3 to 6 the pupils could do better. Although some make the progress expected of them, others, particularly the middle-

attaining pupils, are not given work that is sufficiently challenging. This is most evident in their mathematics and writing. A change to classroom organisation, splitting the Year 3 to 6 class into two teaching groups for literacy and numeracy for an extra morning, should help to improve the pupils' achievements. Throughout the school, standards of speaking, listening and reading skills are good.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. The pupils thoroughly enjoy all aspects of school life and talk enthusiastically about their favourite subjects. They are very polite and well-mannered, behaving very well. Pupils are very keen to take responsibility and those arriving early in the morning, without prompting, set about organising the milk and fruit for other pupils. Pupils are good at working independently, but also co-operate very well with their classmates when the need arises. They talk confidently about the importance of a healthy diet and stress the importance of 'plenty of exercise,' and would like even more physical education and games lessons to help them in their goal of 'getting fitter.' Attendance is satisfactory and the school does all it can to ensure pupils attend regularly and punctually.

Pupils' spiritual, moral, social and cultural development is good. They develop a good understanding of other cultures through well-planned visits to places of worship and to larger town and cities. Their desire to raise funds for those less fortunate than themselves helps them to develop a good understanding of the needs of others. The school has identified the importance of getting the pupils more involved in the life of the school and the recently formed school council is beginning to provide them with good opportunities to put forward their views. The satisfactory progress they make in their literacy and numeracy and their good information and communication technology (ICT) skills prepare them adequately for when they leave the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. Pupils enjoy their lessons and make satisfactory progress. In the Reception class, the school makes good use of classroom assistants to help provide the pupils with a stimulating range of activities. A strong feature of teaching throughout the school is the high expectations of pupils' behaviour and their attitude towards work. This has a good impact on their moral development. In the best lessons, teaching is exciting and the teachers make very good use of carefully thought-out questioning to encourage the pupils to respond at length. This is a key factor in the good speaking skills shown by the pupils. Where teaching is good, it enthuses the pupils, challenging and encouraging them to do their best. The tasks are wellmatched to pupils' ability and practical activities keep them interested in their work. Where teaching is not as good, particularly in Years 3 to 6, work is not always

sufficiently challenging or exciting for the middle-attaining pupils and they do not do as well as they should. Too little attention is paid to assessment information when planning work for these pupils. There is also an over-use of worksheets, which limits the opportunities for pupils to write at length. The marking and assessment of pupils' work are satisfactory, although teachers do not systematically identify and comment on how pupils might improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum that generally meets the needs of the pupils well. The school makes good use of coaching expertise, for example, for tag rugby and cricket. Good use is made of the village hall and of the local playing field to enhance physical education, and the employment of a teacher for French is improving the curriculum further. There is a good range of additional activities through links with other schools, the community and through residential trips and other visits. All of these activities encourage the pupils to become enthusiastic and confident learners.

There is good provision for the pupils' personal, social and health education. This helps the pupils keep safe, stay healthy and understand the importance of being a responsible member of society. Literacy and numeracy skills are developed satisfactorily through other subjects, although older pupils are not given sufficient opportunities to develop their writing and recording skills.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good. The school is a safe and harmonious community where pupils feel comfortable and well cared for. Child protection procedures are rigorous and staff are quick to act if a pupil is upset or anxious. Health and safety checks are carried out regularly and careful attention is given to risk assessments for school visits. There are good procedures for the early identification of pupils with learning difficulties. These pupils benefit from the care they receive through the close partnership between school and home and the good links with support agencies. A good level of support enables these pupils to make the progress of which they are capable. Parents feel that the school works well with them to ensure their children are happy and well supported. The short-term guidance given to pupils to improve their work is satisfactory but the deficiencies in assessment, and lack of sufficient challenge and opportunities for pupils to do their best in some cases, inevitably hold back progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Issues arising from the previous inspection have been addressed effectively. However, the headteacher has correctly identified that some pupils do not make the progress of which they are capable in their writing

and mathematics by the time they leave the school. There is a strong sense of teamwork throughout the school. The headteacher and governors, with good support from the local authority, have adopted a more rigorous approach to self-evaluation and are now well placed to address the underachievement that has been identified. Although good use is made of teachers' individual strengths to provide the pupils with a good, balanced curriculum, the employment of additional staff should help to drive up standards in English and mathematics. Teaching assistants are well utilised, enabling pupils with learning difficulties to make the progress of which they are capable. Pupils, parents and staff take a full part in the planning process and, for example, the pupils' suggestion for providing 'game boxes' for break-times has been acted upon and well received by the pupils. Since the last inspection, standards have been maintained in the core subjects, and there has been an improvement in ICT. The school demonstrates that it has the capacity to sustain this improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you all very much for the warm welcome you gave me when I visited your school recently.

We particularly like these things

Your good behaviour and your enthusiasm for lessons and other activities.

The good relationships you have with one another and with your teachers and helpers.

The interesting and wide range of activities and visits that you all take part in.

The way you understand the importance of eating healthily and taking part in more exercise.

The good way in which adults in the school look after and give you advice.

These are the things we have suggested the school does now

Give you more opportunities to practise and improve your writing skills.

Make sure that the work you are given in mathematics always challenges you to do your best.

Ask your teachers when planning your next piece of work to check more carefully what each of you has done well and not so well in previous lessons.

I hope you continue to work hard and enjoy your time at school.