



Edith Weston Primary School

Inspection Report

Unique Reference Number 120042
LEA RUTLAND LEA
Inspection number 280717
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Mr. Martin Newell LI

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

Type of school	Primary	School address	Weston Road
School category	Community		LE15 8HQ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01780 720025
Number on roll	121	Fax number	01780 720307
Appropriate authority	The governing body	Chair of governors	Major.Jim Beach
Date of previous inspection	24 January 2000	Headteacher	Mr. Tony Hitchman

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average and serves the village of Edith Weston and other surrounding villages. Almost two thirds of pupils are from service families from a nearby army barracks. Pupil mobility is exceptionally high and there are constant fluctuations in the numbers of pupils attending the school because of movements of army personnel. The proportion of pupils who are entitled to free school meals is below the national average. The school's population includes an average proportion of pupils with learning difficulties although the proportion of pupils who have statements of special educational need is a little above the national average. Almost all pupils are White British and very few are at an early stage of acquiring English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's judgement that this is a good school. The headteacher provides good leadership and management and has played an important role in moving the school forward well since the last inspection. The school's successes indicate that it has a good capacity for continued improvement. Pupils are a major strength with their infectious enthusiasm, positive attitudes, good behaviour and enjoyment of school which is reflected in the good attendance rates. Parents are overwhelmingly supportive and are very appreciative of all that the school provides for their children and the community. The school provides good value for money. Children's standards currently are close to the expected level in the Foundation Stage and the quality of provision is good. Standards are average in Years 2 and 6 and show good improvement over the last two years. Most importantly, pupils across the school, including those with learning difficulties, achieve well. This owes much to the good quality of teaching which is well planned, often challenging and captures the interest of the pupils. The school recognises the need to ensure that pupils' problem solving skills in mathematics and more advanced reading skills are taught in a systematic manner. Pupils' learning is enhanced by a curriculum that includes foreign languages, a wide array of exciting visits and visitors, a plethora of after school clubs and a drive for keeping pupils fit and healthy. The school goes the extra mile to ensure pupils are cared for well and they receive high levels of personal and social support. However, procedures for supporting and tracking pupils' academic progress are not as sharp as they could be.

What the school should do to improve further

- Ensure that problem solving and investigative skills in mathematics and more advanced reading skills are taught in a systematic manner.
- Gather assessment information in a manageable form to allow easier and more regular checks on pupils' progress.

Achievement and standards

Grade: 2

The exceptionally high levels of pupils joining and leaving the school affect attainment levels, which fluctuate from year to year. However, inspection evidence and assessment data clearly indicate that pupils of all abilities, including those with learning difficulties, achieve well because of good teaching and provision which meets their needs effectively. When children start at the school their skills are below average. Children get a good start to their education in the Foundation Stage, achieve well and although the majority reach the expected standards a sizeable minority do not. Pupils in Years 1 to 6 make good progress and the pupils that spend a greater amount of time at the school achieve particularly well. Standards in Year 2 are broadly average in reading, writing and mathematics and test data indicates that standards have been rising since 2003. In Year 6 standards are currently average in English, mathematics and science overall although few pupils have acquired the more advanced reading skills that would

enable them to deduce and infer from texts with confidence. The overall picture however indicates good improvement from 2004 and 2005 when standards were significantly below the national average. Across the school the weaker aspect of mathematics is pupils' ability to put their number skills to effective use in solving more demanding problems or in mathematical investigations. The school sets challenging targets which pupils meet but has identified the need to sharpen further its procedures for checking on how well pupils are progressing.

Personal development and well-being

Grade: 2

Pupils' personal development is good because they successfully learn to live, play and work together, despite their circle of friends changing very frequently, whether they are from the services or the local villages. 'We're all children together,' said one. A good sense of moral, social and cultural awareness is learned from the example set by staff, from 'circle time' discussions and from many lessons, such as art, history, citizenship, personal and religious education. Pupils' spirituality is helped satisfactorily in assemblies, where there is always a time for reflection. Pupils behave well in lessons, at lunch, at play and when on visits away from the school. Their attendance is good, and they enjoy their lessons, special activities and performances. Through regular lessons, and events such as the 'Stranger Danger' assembly run by a police officer during the inspection, pupils learn well how to be safe. They gain a good understanding of how to be healthy from many diet, exercise and hygiene related activities. Pupils contribute positively to community affairs through a wide variety of fund raising activities, such as for the British Legion and the Royal National Lifeboat Institute, as well as being involved in performances for a residential home. The standards pupils attain appropriately equip them for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and contributes much to how well pupils achieve. Teaching is good in the Foundation Stage because it is well planned and provides lots of learning opportunities that readily capture children's interest and imagination. Teaching in Years 1 to 6 is equally good. Teachers use their subject knowledge well in literacy and numeracy to enthuse the pupils and work is often challenging and demanding. Good use is made of the individual skills of teachers to teach French, German and Latin. Across the school the very good relationships and the good management of pupils helps to create an effective learning environment where pupils thrive. Teaching assistants contribute significantly to how well pupils learn and achieve. The teaching and development of problem solving and investigative skills in mathematics and more advanced reading skills are not systematic enough to help pupils reach higher standards. The school is beginning to address this issue. Assessment is satisfactory. The school has a good deal of assessment information but

it could be organised in a more manageable way to enable staff to more easily and regularly check on how well pupils are progressing. The marking of pupils' work is satisfactory. The best marking makes clear what pupils need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good because it meets the challenging needs of an ever changing population of pupils well. The good provision made for developing pupils' personal, citizenship and social skills is very relevant to their needs. The school is ready to go the extra mile in broadening the curriculum through the teaching of French, German and Latin which is being trialled in one class, using an entertaining cartoon style text book to keep up pupils' interest. The Foundation Stage curriculum is good. Supporting the drive for healthy living, pupils have many opportunities for physical activities and sports, particularly swimming in the school's own pool in summer. Pupils with learning and behavioural difficulties are provided for well. The curriculum is very well supported by many enrichment activities, including sporting and computer clubs, and visits to theatres, galleries, historical buildings and centres for adventurous pursuits. The many extra learning sessions for families to take part in add much to the school's readiness to be a focal point of the community.

Care, guidance and support

Grade: 2

Support for pupils' care, security and welfare is good. Staff put much well directed effort into encouraging pupils to live healthily. The formal procedures for ensuring pupils' health and safety are rigorous. Staff are outstanding in the way they meet the emotional needs of pupils who frequently change schools. Good links are in place with outside agencies to help support pupils. Pupils feel that they have a genuine voice in school and say, 'We are always listened to and things get done.' Staff know individual pupils very well and provide good personal and social support for them. There are very good examples, such as the 'Pyramid Club' for pupils lacking in self confidence and the 'Community Learning Champion' initiative which is aimed at improving the learning of all the family. The school has rightly flagged up the need to sharpen its procedures for tracking pupils' academic progress to have an even bigger impact on how well pupils achieve.

Leadership and management

Grade: 2

Leadership and management of the school are good and contribute much to pupils' achievement. The headteacher leads the school in a modest but effective manner and plays his part to the full in providing a good quality of education for all pupils. He has played an influential role in the school's good improvement, under ever changing pupil numbers and financial restrictions, since the last inspection. The school's track record on tackling issues and the shared commitment of all staff indicate that it has a good

capacity for further improvement. The headteacher benefits from good support from the senior management team. Subjects such as literacy and numeracy are led well and subject leaders are given good opportunities to monitor standards and teaching. Plans are progressing well for this effective model to be utilised in other subjects. The school's self evaluation is accurate if a little too modest at times but provides a very clear picture of the school's strengths and weaknesses. Pupils, parents, staff and governors are regularly consulted in defining the school's areas for improvement and make an important contribution to decision making at the school. Governance of the school is good because governors, as well as being fully supportive, monitor and challenge the work of the school well and take a proactive role in initiatives, such as seeking extra funding for different groups of pupils and in seeking to maintain nursery provision at the school. The school makes good use of its resources and accommodation to ensure good value for money.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

You may remember that we inspected your school not too long ago and now I am writing to let you know what we found out. Firstly though I would like to say a big thank you to all of you for making us feel so welcome and for making our visit so enjoyable. We had a chance to talk to lots of you and you are super ambassadors for the school. It was great to hear how much you enjoy your lessons and all the other activities that the school offers. Importantly you told us that bullying is not a problem and if anything does worry you, you know that it will be dealt with quickly and sensitively. We found that there are many good things about your school. Teachers make learning fun and enjoyable and help you to achieve well. The school helps you to learn about the importance of keeping fit, healthy and safe and works hard at making sure you are looked after well. The visits and visitors to school, the after school clubs and even the chance to learn a foreign language all help to make learning more fun and exciting. I am sure you agree! Another strength is the way that the staff, led well by Mr. Hitchman, are always looking to make the school a better place. Another real strength of the school is YOU!! The way that you behave, your politeness, how you all get on so well together and your infectious enthusiasm are qualities that shine through and help make the school such a pleasant place in which to learn. I have talked to your teachers about how they can help make the school even better. Teachers are going to make learning even more fun and challenging by helping you to solve mathematical problems and puzzles more easily and to develop your reading skills even more. They are also going to check more closely that you always make the progress of which you are so clearly capable! Mr. Hitchman and all the staff want the school to continue to improve. Having met you, I am sure you will want to play your part as well. I wish you every success in your futures. It was a pleasure and privilege to meet you.