



# Rothley Church of England Primary School

Inspection Report

**Unique Reference Number** 120155  
**LEA** Leicestershire  
**Inspection number** 280748  
**Inspection dates** 22 May 2006 to 23 May 2006  
**Reporting inspector** David Biltcliffe AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Mountsorrel Lane
<b>School category</b>	Voluntary controlled		Rothley
<b>Age range of pupils</b>	4 to 11		Leicester, Leicestershire LE7 7PS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0116 2302106
<b>Number on roll</b>	313	<b>Fax number</b>	0116 2302106
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mrs Fiona Parr

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 May 2006 - 23 May 2006	<b>Inspection number</b> 280748
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is larger than the average primary school. Pupils' attainment on entry is broadly average. The proportion of pupils with learning difficulties is well below the national average. The vast majority of pupils are of White British origin; the school has no pupils at an early stage of learning English. Pupils tend to come from socially advantaged backgrounds. The headteacher has been in post for just over two terms.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good standard of education for its pupils. It is a calm, purposeful and happy place. Both pupils and parents greatly value the education that the school offers.

The school has many strengths, is getting better and has just a few weaknesses. The overall standard of pupils' work is above average. The majority of pupils make good progress as a result of well-organised, committed teaching and thoughtful, well-focused management. In the Foundation Stage (Reception), standards are average and most pupils achieve satisfactorily. By the end of Year 6, pupils reach above average standards. Standards rise as pupils move up through the school. Pupils with learning difficulties do well. Those of high ability could sometimes achieve more, particularly in mathematics.

Teaching and learning are good overall. They are satisfactory, with good features, for younger pupils, and largely good in Years 3 to 6. A lack of intellectual challenge sometimes hinders achievement, especially for pupils of high ability.

Pupils are keen to learn, work hard and enjoy what the school offers. They behave very well, are polite and friendly, and are well looked after. The curriculum is satisfactory: it has many good features, but the wide spread in mixed-age classes sometimes makes it difficult for teachers to meet all pupils' needs sufficiently. The school has good links with its community.

Leadership and management are good. The new headteacher is very successfully focusing her efforts on raising pupils' academic achievement and personal development further. Although information about pupils' attainment and achievement needs pulling closer together across the school, the school's leaders have an accurate view of the school's strengths and weaknesses that coincides with that of inspectors. Staff feel valued. The school runs smoothly and gives good value for money. It has made good progress since the last inspection. This is a good school where management has the capacity to make it still better.

### What the school should do to improve further

- Bring all teaching up to a good standard by ensuring that pupils, especially those of high ability, are always adequately extended, particularly in mathematics.
- Ensure that the curriculum and teaching meet the needs of all pupils within mixed-age classes.
- Track and evaluate pupils' academic performance precisely across all year groups.

## Achievement and standards

### Grade: 2

Pupils' standards and achievement are good overall. The majority of pupils achieve well. By the time pupils leave school, their standard of work is above average, a rise

from average standards on entry. Both standards and progress are at their best within Years 3 to 6.

Pupils in the Foundation Stage make satisfactory progress. By the end of their first year, most reach the nationally expected levels of development. In Years 1 and 2, pupils make satisfactory, and sometimes good, progress. By the end of Year 2, standards are slightly above average in English and broadly average in mathematics. Not all lessons match work precisely enough to pupils' needs, with the result that higher ability pupils in particular are not always adequately stretched.

By the end of Year 6, pupils' standards in all of English, mathematics and science are above average. Most pupils, including those with learning difficulties, make good progress in all three subjects in their later years in school. The highest standards are in English. High ability pupils achieve well in this subject and science, but there is scope for them to make greater progress in mathematics. In 2005, the school exceeded the rather modest targets it had set itself in the national tests. Current targets are higher.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy school, as is shown, for example, by their very good level of attendance. They arrive punctually, behave very well, take an active part in lessons and contribute ideas with confidence. The vast majority of parents and children rightly feel that the school encourages safe practices. Most pupils eat healthily and take advantage of the good opportunities to engage in physical activities. They are confident and enterprising, contributing imaginatively to the development of their school and community. Pupils' views are sought informally and suitably acted upon, so enhancing their maturity and self-esteem.

Pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is fostered through strong links with the local church, extensive opportunities for reflection and the value placed upon tolerance and an appreciation of others. Pupils have a good understanding of right and wrong. Their social development is enhanced through visits, community links and opportunities to work together on projects. Children are well prepared for secondary education, their wider role as young citizens and for life in a culturally diverse society through, for instance, their sporting involvement with a range of schools, visitors from a range of cultures, and drama. Many take an active part in school clubs and community events, participating in a wide range of fund-raising activities.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall, helping to ensure that most pupils achieve well. Teaching is satisfactory, with good features, up to the end of Year 2. It is at its best within Years 3 to 6.

Throughout the school, teachers have good subject knowledge. Lessons are well organised, and both pupils and activities are effectively and calmly managed. Teachers' explanations and instructions are clear, so that pupils know what is expected of them. A particular strength of the teaching is the very good, encouraging relationships that exist between adults and pupils. A weakness is that not all teachers sufficiently encourage all pupils to offer answers to the questions they ask or pose sufficiently searching questions. This limits some pupils' progress and teachers' own knowledge of how much pupils understand.

Good support is given to pupils with learning difficulties. Work is adapted to suit their needs and they receive well-directed help from both teachers and learning assistants. As a result, these pupils make good progress towards their targets. The work for higher ability pupils throughout the school, however, sometimes lacks sufficient challenge, so holding back their achievement a little.

The school has a wide range of assessment procedures and practices. In Years 3 to 6, the information from assessment is generally used well to provide pupils with suitably challenging tasks. In Years 1 and 2, pupils are sometimes presented with work that is insufficiently adapted to their needs. The school's management is beginning, with good impact, to remedy these weaknesses in teaching and to reinforce its strengths.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory, enabling pupils to study a suitably broad range of subjects. A strength is the appropriate extensive use made of information and communication technology (ICT). A weakness, identified at the previous inspection and not yet adequately addressed, is that the work provided in the mixed-age classes does not always meet the different needs and ages of the pupils present. The school has firm plans for remedying this issue.

There is a high emphasis throughout the school on developing pupils' personal and social skills. The curriculum makes a good contribution to developing pupils' awareness of safe and healthy lifestyles. The many educational outings and extra-curricular activities provided are supported by pupils, with enthusiasm and appreciation. In the Foundation Stage, there is a thoughtful balance between work that the children choose themselves and tasks that are taught by adults.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good. They make a significant contribution to pupils' well-being, academic progress and enjoyment of learning. Pupils are valued for their individuality. They feel safe and know whom to approach if they have a problem. Good induction procedures help new pupils to settle happily into new routines. Transfer arrangements to secondary schools are carried out sensitively.

Risk assessment procedures and health and safety routines are fully in place. The arrangements for child protection are secure. The school provides a good level of personal guidance and support, particularly through class teachers. A good level of additional support is provided for those with learning difficulties. In contrast, the school requires a clearer system of checking on pupils' academic progress throughout their time in school. There are effective links with a range of external agencies that support pupils' health, safety and welfare.

## Leadership and management

### Grade: 2

Good leadership and management ensure that pupils receive a good education and that most achieve well. The school is on an upward path. The new headteacher leads with enthusiasm, clarity, example and skill, and is very effectively supported by the deputy headteacher. They have a clear shared focus on improvement. Other managers are increasingly providing effective leadership by, for example, taking fuller responsibility for the quality of specific subjects.

The school has in place many appropriate means of self-evaluation and improvement. Much management documentation is well constructed. The management data to assess academic performance, however, is not sufficiently comprehensive or precise. The need to modify the current system of mixed-age classes and to improve the minority of teaching that falls below a good standard has already been clearly identified. Senior staff are already working effectively to remedy these weaknesses.

Governors are well informed about the school's work. They are regular visitors to the school and contribute well to plans for improvement. They actively monitor the curriculum and finance. They are very supportive of the school, but also readily exercise their role of 'critical friends'.

School leaders have built strong links with a range of outside organisations that provide positive experiences for pupils and are valued by parents. The school regularly obtains the views of pupils and governors, and has firm plans to enhance significantly its partnership with parents. All weaknesses identified at the last inspection have either been well resolved or are being currently dealt with. The school has the clear capacity to improve further.

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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>	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	NA	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	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

<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	1	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	2	NA

### The quality of provision

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

<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**

We enjoyed very much meeting you and seeing your work during our recent visit to your school. Thank you for your welcome and help. Both you and your parents told us how much you like being at school.

You go to a good school. Here are some of the things we especially like about your school. We hope that you enjoy reading them:

Most of you make good progress in your work. You get down to work quickly and want to do well.

You are polite and behave very well. The school is a calm, friendly place.

Your attendance at school is very good.

Teachers care about you very much and encourage you strongly.

You like coming to school and are glad to be pupils here.

There are also a few things that need to be better:

You all need to have work that makes you think hard and some of you could still do better in mathematics.

Your progress is sometimes slowed down a little when teachers find it hard to teach two year-groups together in one class.

Teachers need to have more information about how well you are doing.

We hope you continue to work hard and enjoy your time in school.