



Wymeswold Church of England Primary School

Inspection Report

Unique Reference Number 120174
LEA Leicestershire
Inspection number 280753
Inspection dates 13 September 2005 to 13 September 2005
Reporting inspector David Cox RISP

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

Type of school	Primary	School address	Brook Street
School category	Voluntary controlled		Wymeswold
Age range of pupils	4 to 11		Loughborough, Leicestershire LE12 6TU
Gender of pupils	Mixed	Telephone number	01509 880561
Number on roll	127	Fax number	01509 880561
Appropriate authority	The governing body	Chair of governors	Mrs Sandi Cowell
Date of previous inspection	27 March 2000	Headteacher	Ms Sharon Deackes

Age group 4 to 11	Inspection dates 13 September 2005 - 13 September 2005	Inspection number 280753
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average primary school and is set in a north Leicestershire village about five miles from Loughborough. Most pupils who attend are from the immediate area, although one in six pupils is from outside the catchment area. Almost all pupils are from a white British background. The proportion of pupils eligible for free school meals is below average, as is the proportion of pupils who have individual learning needs. Nearly one in eight pupils entered or left in the last academic year other than at the normal admission time.

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 sound education for its pupils, a view shared by the school. Good provision in the Foundation Stage ensures children's education gets off to a good start. Pupils make satisfactory progress in Years 1 to 6 and attain above average standards, although children's writing skills are a relative weakness. Teachers have a good knowledge of pupils' abilities but do not always inform pupils how to improve. The school also takes good care of pupils. Pupils enjoy their time at school, they develop good personal skills and very positive attitudes. The school underwent a change in leadership in Easter 2004 and many new initiatives for monitoring the work of the school have since been introduced but these are not yet bringing about the desired improvement in the progress made by pupils; the impact of these initiatives is not evaluated fully. The school provides satisfactory value for money and has addressed most of the issues identified in the previous report. The school has demonstrated a satisfactory capacity to improve.

What the school should do to improve further

- Leadership at all levels needs to ensure that systems for monitoring and evaluating the impact of initiatives are applied more rigorously so as to improve the quality of teaching and learning.
- Children's writing skills need to be improved.

Achievement and standards

Grade: 3

Children have above average standards in many areas of learning when they start school. During their time in the Foundation Stage, children make good progress and get off to a good start; they attain above average standards. By the time pupils reach the end of Year 2, standards are above average in reading, writing and mathematics. By the time they reach Year 6, listening skills are very good, and pupils are articulate and confident in expressing their views, particularly to visitors. The school has ensured pupils' information and communication technology (ICT) skills develop well.

The school's results are above average. However, children's writing is a relative weakness, particularly that of the middle ability boys. Pupils are not provided with enough opportunities to write at length. Pupils with learning difficulties make the same progress as other pupils. The school sets demanding targets but fell short of these in 2005; the higher than normal number of pupils who entered or left during the year had an adverse effect on these targets.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils is good. Children in the Foundation Stage are well settled, happy and independent even at this early stage of the term,

separating confidently from their carers. Pupils like coming to school, enjoy the curriculum, respect their teachers and work together well. Pupils move safely between lessons.

Pupils' spiritual, moral, social and cultural development is good. A range of extra-curricular activities, residential visits and community links foster good spiritual, moral, social and cultural education development. Promotion of the National Fruit Scheme and sporting opportunities gives pupils an awareness of the importance of good health. The needs of children with particular learning difficulties are well met. Basic skills are promoted which prepare children well for when they grow up. The school effectively promotes self-esteem through celebrating a range of pupils' achievements. Safety awareness, especially in cycling safely, is actively promoted. The elected school council enables pupils to make a positive contribution to their school community in initiatives such as the recycling scheme. The strengthened opportunities regarding the wider community have had a positive effect so pupils are much more aware of the needs of people from other cultures.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching and learning in the Foundation Stage are good because the teachers are very knowledgeable about the needs of young children. The quality of teaching and learning throughout the rest of the school is satisfactory. Marking uses praise but does not always identify the next steps in learning, therefore, pupils say they do not always know what they need to do to improve. In English, middle ability boys are not making as much progress as other pupils because work is not always sufficiently challenging or matches how they learn best. Teachers use time in lessons well and most deliver their lessons in a lively manner, managing pupils well. Pupils are generally attentive in lessons and listen to their teachers; as a result, they usually work hard and apply themselves to their tasks. Behaviour in lessons is good and this has a positive impact on how pupils learn.

Curriculum and other activities

Grade: 2

The curriculum meets the needs and interests of learners well because teachers plan appropriate coverage of all subjects. Planning for literacy and numeracy is appropriate and effectively includes those with individual learning needs. Provision in the Foundation Stage covers the six areas of learning well, including opportunities for outdoor play. The school has successfully addressed the issues about ICT identified in the previous inspection. The school curriculum includes learning about healthy lifestyles through its health education programmes and it now includes two hours of sport each week which pupils enjoy. 'Theme weeks' add to the pupils' enjoyment and are designed to provide opportunities for all pupils of all abilities to achieve success, for example,

learning how to plate spin or juggle in 'Circus week'. The school provides a good range of extra-curricular activities which effectively add to the taught curriculum. There are opportunities to learn French and German which promotes awareness of other countries.

Care, guidance and support

Grade: 2

Well publicised school aims ensure that all involved are working to a common purpose. Procedures for Child Protection are established well and understood by all staff. Pupils with individual learning difficulties are identified early and supported well. Classroom environments are well ordered. Pupils establish trusting relationships with adults within the school. From Foundation Stage onwards, pupils are expected to be independent and manage their own routines. Pupils are given opportunities to take responsibility, for example, running the buddy system and being representatives on the school council. The school looks after its children well by making appropriate arrangements for health and safety, child protection and the prevention of bullying. The policy for race equality is in its draft form.

Leadership and management

Grade: 3

The headteacher has a good grasp of the strengths and areas that need to be improved and is fully committed to bringing about these improvements; the self-evaluation is mostly accurate. She has identified the need to improve the progress that pupils make and has introduced strategies to bring this about, although these actions have not yet been in place long enough to be fully successful. New monitoring systems to identify strengths and weaknesses in teaching are in place but are not always applied rigorously enough or evaluated to bring about the required improvements in teaching and learning. The school improvement plan identifies what needs to be improved but lacks milestones to evaluate the impact of actions. Governors hold the school to account and provide good guidance but their monitoring role is not yet sufficiently developed. Parents speak highly of the school and communication with them is much improved; their opinions are sought on many issues and they feel part of the decision making process.

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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>	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?	3	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	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	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

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	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	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

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

Wymeswold Church of England Primary School Brook Street Wymeswold Loughborough
Leicestershire LE12 6TU

13 September 2005

Dear Children

As you know, we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how well you enjoy coming to school. Special thanks must go to the Years 4 and 5 pupils who told one of the inspectors how to program a robot; this was very impressive and the inspector learnt a lot!

What we liked about your school:

Your school is a healthy and safe place to be;

Many of you younger children do well and get off to a good start;

You reach better standards than in many other schools;

You come to school regularly and enjoy your lessons;

Teachers and other staff in the school look after you well;

Your lessons are interesting and you help each other when there are problems;

The headteacher is making sure that you have lots of extra activities to do outside of lessons;

The teachers who run your school know what it does well and what needs to get even better.

What we have asked your school to do now:

Help you to improve your writing;

Look at how well your teachers are doing and help them to improve even further.

David Cox and the inspection team