



Sherrier Church of England Primary School

Inspection Report

Unique Reference Number 120188
LEA Leicestershire
Inspection number 280755
Inspection dates 21 March 2006 to 22 March 2006
Reporting inspector Peter Callow AI

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

Type of school	Primary	School address	Bitteswell Road
School category	Voluntary controlled		Lutterworth
Age range of pupils	4 to 11		Leicestershire LE17 4EX
Gender of pupils	Mixed	Telephone number	01455 552791
Number on roll	402	Fax number	01455 557549
Appropriate authority	The governing body	Chair of governors	Mr Vic Tuffen
Date of previous inspection	26 June 2000	Headteacher	Mr Simon Flint

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves a mixed area of housing on the edge of Lutterworth. The majority of pupils are White British and the percentage with learning difficulties and disabilities is average. A number of pupils enter the school with poor communication skills and a separate class has been set up to support their development of language through small group interactions. There have been a significant number of staff changes in recent years including the headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Sherrier Primary is an improving school. Its effectiveness is satisfactory and there is an increasing focus on improving pupils' progress. The school's evaluation of its own effectiveness is accurate and it provides satisfactory value for money. Satisfactory progress has been made overall since the last inspection and good progress in improving the quality of learning for the youngest pupils.

The achievement of pupils in the Foundation Stage is now good, as the result of good teaching and a curriculum that meets the needs of young learners. They are on course to leave with standards that are broadly average at the end of the year. Pupils in Years 1 to 6 make satisfactory progress, but in writing and particularly in mathematics some pupils are capable of doing better, especially the more able. This is because planned work is not always challenging enough, and nor are pupils' targets. Good links are made between different subjects of the curriculum, but the different specific subject skills are not always systematically developed as pupils move up through the school.

Philosophy lessons and good pastoral support have contributed to pupils' personal development and well-being. Behaviour is good. Pupils are enthusiastic about coming to school and usually find lessons interesting. The senior management team have improved the quality of teaching so that it is now consistently satisfactory, but their monitoring and evaluation are not effective enough yet to ensure that all teaching becomes good. The headteacher has demonstrated his ability to bring about successful change and together with the good support of staff, governors and parents the school has a secure capacity to improve further.

What the school should do to improve further

- Raise standards in writing, and particularly mathematics, by ensuring that planned activities provide sufficient challenge for all pupils, especially the more able.
- Ensure that the most important specific subject skills are systematically developed as pupils move up through the school.
- Improve the effectiveness of monitoring and evaluation in order to raise satisfactory teaching to a good level.

Achievement and standards

Grade: 3

The achievement of pupils is satisfactory and standards are average at the end of Year 2 and Year 6.

When pupils start school they have the knowledge and skills expected for their age, but there are some weaknesses in communication, language and literacy. They make good progress in the Foundation Stage, particularly in speaking and listening and writing. As a result of better progress, standards this year are on course to show an improvement on last year at the end of the Foundation Stage and to be broadly average.

Some pupils, particularly the more able, are not making the progress they are capable of in mathematics and to a lesser extent in writing. This is because work and targets that are set for these pupils to achieve are not sufficiently challenging, based on the standards they currently reach. The problem is most significant in mathematics in Years 3 to 6. Standards in writing are below average in Year 2 but progress is improving in writing across the whole school as the result of some good teaching and higher expectations of all pupils.

Pupils with learning difficulties make satisfactory progress overall, but those who have provision in the separate class make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Parents say that their children enjoy coming to school and their children agree enthusiastically. Clear evidence for this is provided by the above average attendance and punctuality.

A strong moral code is implicit within the school's ethos and this is reflected in pupils' consistently good behaviour and attitudes. Pupils are polite and respectful and they take on responsibilities willingly. Good social development is promoted by a wide range of activities. Cultural development is sound, appropriately promoted through the arts and religious education, although provision for multicultural awareness is underdeveloped. Spiritual development is good. Assemblies successfully develop a strong sense of self-worth and encourage feelings of spirituality.

Pupils have a good understanding of the consequences of lack of exercise and an unhealthy diet and know the importance of keeping themselves safe. They are responsive to the needs of others and willingly set about raising funds for charities such as the recent project to send a cow to Africa.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. It is good in the Foundation Stage and as a result pupils are now making better progress across all areas of learning.

Relationships are very good in classes throughout the school and pupils have positive attitudes to their learning. Pupils with learning difficulties and disabilities are suitably supported in class and make satisfactory progress. Marking is not used consistently through the school to show pupils how they might improve their work and teachers are uncertain as to how to develop skills in a progressive manner in subjects such as art and PE.

Teachers provide a clear focus at the start of lessons with good explanations. Questioning is used well to find out what pupils know and to develop their skills in speaking. However, there is too much teacher direction and insufficient challenge for

pupils, particularly the more able, in a number of lessons, including mathematics. The teaching of writing is improving because teachers have better subject knowledge and higher expectations of all pupils. Teaching is often good in the lessons where there is a brisker pace and pupils are encouraged to show initiative. For example, in a fast-moving Year 6 science lesson pupils were asked to problem solve and used their maths skills well to support their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and fully meets statutory requirements. Provision in the Foundation Stage has been improved so that children now have access to a stimulating curriculum which meets the needs of young learners. For Years 1 to 6 the provision of philosophy lessons is successfully promoting pupils' thinking and decision making skills and good personal and social development. There is a well planned programme for pupils' personal development, including sex and drugs education and how to keep healthy and safe.

Curriculum planning has been modified well so there are closer links between subjects. However, there are too few planned opportunities for pupils to use their information and communication technology (ICT) skills to support learning across the curriculum. In addition, planning for the individual subjects does not yet ensure the systematic development of pupils' subject skills, particularly those of the more able.

There is good enrichment from a variety of educational visits and visitors to the school and through extra-curricular activities and clubs that pupils enjoy.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. The good pastoral support given to pupils contributes significantly to their enjoyment of school, their eagerness to learn and good personal and social development. Pupils say they feel safe in school, free from bullying and able to talk with staff if they have a problem. Child protection arrangements are securely in place and parents are confident that their children are safe and well cared for. Good support is provided for pupils with learning difficulties in the separate class.

Systems for tracking individual pupils' academic progress have been developed well under the school's present leadership. Pupils now have targets for improvement in writing and in personal skills but not yet in mathematics. Although academic progress is soundly monitored, not enough use is yet made of the information gained to help pupils, particularly the more able, to make good progress, and the targets pupils have are not all challenging enough.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has successfully changed the culture of the school and staff work well as a team. His promotion of pupils' personal development and learning skills has transformed pupils' behaviour and attitudes and these are now consistently good. There are good links with parents and the school responds well to their views, for example in setting up the separate class for some pupils who need extra support.

Senior managers have successfully ensured that the quality of teaching has been raised to a consistently satisfactory level, but its monitoring and evaluation are not rigorous enough to bring about consistently good teaching. The role of subject committees is satisfactory and improving as they become more involved in taking responsibility across the curriculum. However, they are not yet ensuring that pupils' skills and understanding of individual subjects are progressively developed as they get older.

As a consequence of the school making increasing use of pupils' assessments, its self-evaluation is improving. Leaders are becoming more focused on raising standards and pupils making better progress. For example, as the result of an analysis of pupils' performance and the introduction of some good improvement strategies, progress in writing is starting to improve across the school. There has not yet been the same impact in mathematics. . Governors have helped the school to focus on school improvement and they play an important part in the school's self-evaluation. The leadership and management provide the school with the secure 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>	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?	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

How well do learners achieve?	3	NA
The standards ¹ 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

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	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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

Dear Children

Thank you for making us feel so welcome to your school when we visited it recently. You were very helpful, polite and friendly.

What we liked most about your school

- The youngest pupils are now learning in interesting ways and they are making better progress than they used to
- You all behave very well and you want to learn
- Your teachers are trying to help you with your understanding by giving you exciting opportunities such as Philosophy for Children (P4C)
- The headteacher and leaders of your school have already improved it; they are working hard with other staff and governors to make it even better so that you can make good progress.

What we have asked your school to do now

- Give you work that helps you make as much progress as you can in all subjects, but particularly in writing and mathematics
- Make sure that all the teaching you have is good and expects the best from you.

Yours sincerely

Mr P Callow Lead Inspector