



Saint Winefride's Catholic Primary School, Shepshed

Inspection Report

Unique Reference Number 120213
LEA Leicestershire
Inspection number 280767
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Alison Cartlidge RISP

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

Type of school	Primary	School address	Britannia Street
School category	Voluntary aided		Shepshed
Age range of pupils	4 to 11		Loughborough, Leicestershire LE12 9AE
Gender of pupils	Mixed	Telephone number	01509 503353
Number on roll	206	Fax number	01509 821118
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	28 February 2000	Headteacher	Mr Dennis Shiels

Age group 4 to 11	Inspection dates 11 October 2005 - 12 October 2005	Inspection number 280767
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school. Most pupils are of White British heritage with a very small number coming from other ethnic backgrounds. No pupils are at an early stage of speaking English as an additional language and the proportion of pupils identified as having language and learning difficulties is broadly average. Attainment on entry to the school is average. Pupils start in the reception class earlier than in most schools, in the term after they have turned four years old. This term, three new teachers have joined the school and two other teachers have changed year groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Senior managers have an accurate understanding of how well the school is doing and how it can be improved. Test results at the end of Year 6 have risen since the last inspection and the school is in a good position to continue to improve. Pupils achieve well and, by the end of Year 6, their attainment is above average. Standards and the quality of provision in the Foundation Stage are good. Pupils make a good start in the reception class and settle quickly into school routines. Pupils' progress slows in Years 1 and 2 because expectations for the more able pupils are not always high enough, their progress is not monitored carefully and their achievement has been affected by a high turnover of teachers. There are new teachers in Years 1 and 2, and the school is well placed to bring about the necessary improvements in these year groups. Pupils' personal development is a strength of the school. Teachers are friendly and welcoming, enabling pupils to like school and to behave well.

Grade: 2

What the school should do to improve further

- Set and achieve more challenging targets for pupils at the end of Year 2.
- Monitor pupils' progress more rigorously so that all pupils are enabled to reach their full potential.

Achievement and standards

Grade: 2

Pupils in the reception year make good progress, especially in personal, social and emotional development and most meet nationally expected levels by the end of the year.

In Years 1 and 2, whilst most pupils make satisfactory gains in their learning, and standards are broadly average, more able pupils do not always make enough progress and the school does not set sufficiently challenging targets for these pupils.

Pupils' attainment is above average by the end of Year 6. National test results at the end of this year group are consistently high and have continued to improve in 2005. The school sets and achieves challenging targets in Years 3 to 6 and, by the end of Year 6, pupils' achievement is good from their average starting point.

Throughout the school, pupils with learning difficulties and disabilities make good progress and most achieve the expected levels for their age by the end of Year 6. There are no significant differences between the attainment and achievement of pupils from different backgrounds.

Grade: 2

Personal development and well-being

Grade: 2

Pupils work hard and support each other well. They are confident and enjoy school. Rates of attendance have improved since the last inspection and are now good. Pupils cope well with the confined space in some classrooms and behaviour is good at all times of the school day.

Pupils' spiritual, moral, social and cultural development is good. They take responsibility willingly, for example helping younger pupils at lunchtime. There is an active school council that has helped to improve school life in a variety of ways. Councillors are particularly pleased with the way that their contributions have helped to improve toilets and to extend the range of activities in the playgrounds. The school's strong Christian ethos is reflected in the day-to-day responses of pupils. They happily celebrate each other's successes and they participate enthusiastically in acts of worship. They raise funds for many charities and show a good concern for the welfare and well-being of others.

Pupils know why they need to eat healthy foods and they understand the importance of exercise. They take an active part in the local community, competing in sporting competitions and visiting local work places, such as a water treatment plant. These activities, together with pupils' well-developed basic skills, prepare them well for the world of work.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Senior managers have a realistic picture of the quality of teaching. In the reception class, all members of staff work together effectively to meet pupils' differing needs. They have particularly high expectations of pupils' personal, social and emotional development and this has a good impact on learning.

In Years 1 to 6, teachers plan interesting work that motivates and engages pupils. There is generally a good pace to learning and pupils are expected to try hard at all times. Teachers ask challenging questions and encourage pupils to reflect on their learning, for example asking them to assess whether they have fully understood what is being taught. In most lessons, teachers provide work that meets the pupils' differing needs, though on the few occasions when teaching is less than good, work is too easy or too hard for some pupils. This slows the pace of learning.

The school sets targets for individual pupils based on their starting points but these are not always challenging enough to ensure more than satisfactory progress. This is most evident in the targets set for pupils by the end of Year 2, and is a key factor in the comparatively slower progress in Years 1 and 2.

Teaching assistants work effectively with groups of pupils. This helps to ensure that pupils with learning difficulties and disabilities make good progress over time.

Grade: 2

Curriculum and other activities

Grade: 2

The curriculum mainly meets the needs and interests of pupils well. There is a good focus on developing pupils' basic skills in literacy, numeracy and information and communication technology (ICT), though there are occasions when more able pupils should be challenged more. The creative arts are promoted successfully.

The curriculum is extended well, with good additional opportunities for pupils to learn by taking part in a wide range of visits and clubs. There are many out-of-school activities for older pupils that help to increase learning and make school fun. A high number of pupils take part in these activities. The school places great importance on helping pupils to learn about healthy lifestyles. It offers a wide range of sporting activities and pupils are encouraged to eat healthily. Teachers make good use of the local area to support learning and to help pupils to contribute to the community.

Grade: 2

Care, guidance and support

Grade: 3

Pupils' academic needs are supported satisfactorily. The school does not make enough use of the information it has about how well pupils are doing to set challenging targets. Nevertheless, pupils say that they enjoy school because the teachers are kind and help them with their work when they are having a problem. They feel that this helps them to do well in school. This view is supported by inspection evidence, with pupils' personal development being especially well supported. Members of staff know the pupils well and work hard to ensure that pupils learn to stay safe and healthy. Child protection procedures ensure that those at risk are quickly identified and supported. The procedures for introducing new pupils into the reception class are good and help to ensure that they settle quickly.

Grade: 3

Leadership and management

Grade: 2

The headteacher, other members of staff and governors have a shared understanding of the school's strengths and weaknesses by evaluating the effectiveness of the school. This information is used well to plan school development and to raise standards. Test results at the end of Year 6 have improved since the last inspection and the role of subject co-ordinators has developed well, giving them a more active role in raising attainment. For example, the new mathematics co-ordinator has quickly established

a good understanding of what needs improving. She has worked closely with a local education authority adviser analysing strengths and weaknesses in attainment, interviewing pupils, setting targets for each class and refining the curriculum. This increased sharing of responsibility has strengthened leadership and management and equips members of staff to contribute towards school development effectively.

Despite a high turnover of teachers, the headteacher has been successful in maintaining the school's calm and caring ethos. Members of staff are very supportive of one another and there is a culture of reflection and willingness to improve further. The headteacher has an accurate understanding of where teaching can be improved and has established a thorough programme for professional development.

Challenging targets are set and achieved by the end of Year 6. However, expectations for pupils by the end of Year 2 are not high enough and the progress of these pupils is not monitored sufficiently rigorously to ensure that more able pupils reach their full potential.

The school carries out annual surveys of the views of parents and makes appropriate changes in the light of concerns. Most parents are positive about all aspects of the work of the school, though several have expressed concerns about the recent high turnover of teachers. The school acknowledges that it has encountered some difficulties in recruiting and retaining teachers and this has affected achievement by the end of Year 2.

Close links with the secondary school are of particular benefit to the pupils' development in ICT, science and art. For example, an ICT teacher visits the school most weeks and teaches pupils in Years 4 and 6. The school has very close links with the Catholic Church. These links support the school's Christian ethos well and enrich the pupils' spiritual development.

Grade: 2

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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?	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	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

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	2	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?	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?	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

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	No
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

St. Winefride's Catholic Primary School, Britannia Street, Shepshed, Loughborough,
Leicestershire, LE12 9AE

13 October 2005

Dear Pupils,

Thank you for welcoming us to your school and for being so friendly and helpful. We enjoyed talking to the school council and seeing you at work.

What we liked most about your school

By the end of Year 6, your work is good in English, mathematics and science

You like school, behave well and play together sensibly

Your teachers are kind, look after you well and help you to learn

The headteacher, other teachers and governors know how to make your school even better

Your parents are pleased that you come to this school

We like the way you are keen to take responsibility around the school

We like the attractive pottery you make.

What we have asked your school to do now:

Help you to learn more quickly in Years 1 and 2.

Help teachers to check that you are making enough progress.

We hope you enjoy the rest of the school year and wish you well for the future.

Yours sincerely,

A. Cartlidge and M. Capper Inspection Team