

# Willesley Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119975
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	291588
<b>Inspection date</b>	2 May 2007
<b>Reporting inspector</b>	Peter Callow

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Ford
<b>Headteacher</b>	Haydn Wheeler
<b>Date of previous school inspection</b>	7 May 2002
<b>School address</b>	Packington Nook Lane Ashby-de-la-Zouch LE65 2QG
<b>Telephone number</b>	01530 413654
<b>Fax number</b>	01530 560412

---

<b>Age group</b>	4–11
<b>Inspection date</b>	2 May 2007
<b>Inspection number</b>	291588

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a larger than average sized primary school in a rural area on the edge of Ashby-de-la-Zouch. Most of the pupils are from White British background. A quarter of the pupils come from outside the catchment area of the school. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and disabilities is also below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The continued improvement of Ashby Willesley Primary School since it was last inspected is the result of good leadership at all levels. Its overall effectiveness is good and it has some outstanding features. The strong leadership of the headteacher enables the school to focus on raising standards even further in a well resourced and stimulating learning environment. His concern too, for pupils to be confident, polite and well motivated is very much in evidence throughout the school. As one parent commented, 'I am very happy with the all-round education my children are receiving.'

The consistently good, and sometimes outstanding, teaching is the main reason why the achievement of pupils of different abilities is good throughout the school. As a consequence, they reach standards that are above average at the end of the Reception Year, Year 2 and Year 6. By the end of Year 2, however, there are a small number of more able pupils who are not making as much progress as might be expected in reading, mathematics and in writing. In general, standards in writing of pupils of all ages have improved since the last inspection, as a result of this subject having high priority. There are some good examples of teachers' marking and pupils' targets being used well to help pupils reach higher standards, particularly in their written work. However, these are not yet consistently effective in all year groups to enable all pupils to understand how to improve their work.

Excellent induction procedures enable the youngest pupils to quickly settle into school. The good care, guidance and support that they are given from the outset ensure pupils feel happy and safe. They also make a major contribution to pupils' good personal development and well-being. One outstanding aspect is pupils' understanding of how to lead a healthy lifestyle, which has recently been recognised by the Healthy Schools Award. This is underpinned by an emphasis on physical activity, including the use of a good range of facilities at break times, and on healthy eating. Another outstanding aspect is the contribution made by pupils to the community. This is not only evident in the considerable responsibilities that they have in school, but also in the impressive work they do in reaching out to help the wider community. This includes regularly having grandparents to dinner, entertaining at the local residential home for the elderly, as well as a very strong tradition of fund-raising for charity.

Attendance at the school is above average and pupils are keen to say how much they enjoy going. They are particularly appreciative of the outstanding range of extra-curricular activities, including computers for girls (C4G) and French, and the large number of residential visits. These are significant aspects of the good curriculum which help pupils to learn through a wide variety of practical work. The good provision in the Reception Year is making increasingly effective use of the outdoor environment to develop learning across all areas of the early years curriculum, including writing. This sort of initiative demonstrates the result of leaders' good self-evaluation and the secure capacity of the school to improve even further.

### What the school should do to improve further

- Ensure, through careful checking, that all more able pupils are challenged to make the progress of which they are capable by the end of Year 2.
- Through consistently good marking and target setting help all pupils to have a good understanding of how to improve their work.

## **Achievement and standards**

### **Grade: 2**

The majority of children start school with standards that are similar to those expected for their age. Sometimes a small proportion of these children have a weakness in one or more areas of the curriculum. Any such weaknesses are quickly identified and a good range of strategies are put in place to enable pupils to catch up. Standards overall are consistently above average at the end of the Reception Year, Year 2 and Year 6.

The achievement of pupils is good. Those with learning difficulties and disabilities make good progress because work is carefully matched to their needs and they are well supported. Although more able pupils make particularly good progress through Years 3 to 6, a small number have not been sufficiently challenged by the end of Year 2 to enable them to reach the standards of which they are capable.

There has been a strong and successful focus recently on raising standards in writing and in information and communication technology (ICT). Standards in both subjects are good and are continuing to improve as the result of good subject leadership, the purchase of appropriate resources and a strong emphasis on the professional development of staff.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of issues such as bullying and they talk confidently about the importance of friendship. Pupils feel happy and safe at school. As one said, 'Our friends and helpers make us feel safe.' Some imaginative approaches, such as the use of the Life Education Bus, which deals with issues such as drug and substance abuse, enable pupils to have a good understanding of keeping safe outside of school.

Pupils behave well both in and out of the classroom. They show good attitudes to one another and older pupils are developing a real awareness of the needs of younger pupils. This has been encouraged by giving older pupils a range of responsibilities such as Play Coaches and Dinner Mentors. The school recognises that there is scope for further development, for example, by introducing a buddy system for pupils starting school. Good social skills, combined with skills that are developing well in literacy, numeracy and ICT, mean that pupils are well prepared for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers provide a clear focus at the start of lessons and questioning is used very effectively throughout to find out what pupils know. The very positive relationships in all classes help pupils to be fully engaged in their learning. This is most evident in practical tasks, such as data collection, when pupils in Years 1 and 2 were seen to be highly motivated, cooperating well and thoroughly enjoying their work.

Lessons are carefully planned to ensure that activities build well on pupils' previous learning and that they make good progress. For a small number of more able pupils, though, the work over time is not always sufficiently challenging to enable them to reach the standards of which

they are fully capable by the end of Year 2. There are some good examples of teachers' marking providing helpful feedback to pupils about how well they have succeeded in their work and what they need to do to improve, particularly in their writing. However, this is not yet consistent across the school. Interactive whiteboards are increasingly being used well to support teaching and learning across the curriculum.

## **Curriculum and other activities**

### **Grade: 2**

Pupils' personal development is well supported through the good provision for their spiritual, moral, social and cultural development. An assembly, for example, was used particularly well, not only to help pupils reflect on the beauty and simplicity of the natural world, but also to give those in Year 6 the confidence to talk in front of a large audience. Well planned practical tasks which ensure pupils achieve well and enjoy their work, are a very positive feature of the curriculum. For example, Foundation Stage pupils were observed in an outdoor physical education lesson happily making good progress not only in their physical skills, but also in their numeracy and social skills. The school is aware of the need to continue to develop the effective use of ICT to support teaching and learning across the curriculum by further staff training.

## **Care, guidance and support**

### **Grade: 2**

The school has a well developed partnership with a range of outside agencies, in addition to parents, which ensures the good care and support for all pupils, and particularly those with learning difficulties and disabilities. Learning support assistants too, make a significant impact on helping these pupils to achieve well. Systems are in place for setting targets in literacy and mathematics. However, not all pupils are sufficiently aware of what their targets are and this limits their ability to understand what they need to do to improve their work. Child protection and health and safety procedures, including risk assessments for visits, are rigorous and contribute to pupils' well-being. Pupils overwhelmingly say that they feel safe and cared for in school.

## **Leadership and management**

### **Grade: 2**

The headteacher is very well supported in the good leadership and management of the school by a capable senior management team and committed, effective subject coordinators. The skills and experience of individual members of staff are extremely well used to provide a good quality of teaching across the curriculum.

The school has some good systems in place for monitoring pupils' performance. However, these are not always as rigorous as they could be, for example, by making better use of the scrutiny of pupils' work to identify any groups of pupils who are not making the progress of which they are capable. The vast majority of parents have a very positive view of the school and are particularly appreciative of how much better the school is in communicating with them since the last inspection. They have welcomed curriculum evenings on writing and mathematics, which enable them to support their children's learning at home. The governing body is well led, works diligently to support the school and makes an important contribution to the good quality of the school's self-evaluation.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Inspection of Ashby Willesley Primary School, Ashby-de-la-Zouch, Leicestershire, LE65 2QG

Thank you for being so friendly and welcoming when I visited Ashby Willesley recently. You were very helpful in answering all my questions about your school and the work that you do.

Many of you told me how much you enjoy going to school, particularly because you feel safe and know that you are supported and well cared for. You also told me that you like all the clubs, activities and residential visits. Break times are also important to you, because of the good facilities for getting exercise. Your understanding of how to lead a healthy lifestyle is just one of several outstanding features of your good school and you really deserve your Healthy Schools Award.

The good teaching and curriculum enable you to make good progress and achieve well, although a small number of younger, more able pupils could do a bit better. I have asked your school to check carefully to see that these pupils are all reaching the high standards of which they are capable. Lots of you were keen to tell me about all the practical work which makes learning exciting, such as making bread and doing experiments in science. When I asked you about what you need to do to improve your work some of you were a little unsure. I have therefore asked that all the marking and target setting, which helps you know what to do, is of the same good quality that I saw in Year 6. You can help too, by making sure that you know your targets and work hard to achieve them.

As well as helping you to reach high standards in your work your school makes sure that your personal development is good. For example, you behave well, you are kind and helpful and you are growing up to be very responsible. I was especially impressed by what you do to help the elderly people in your community. I think having them to lunch every month is a brilliant idea. Your headteacher leads your school extremely well, with the help of other teachers and governors. He wants your school to move from good to great. The many improvements that are going on at the moment will enable this to happen, especially if you continue to have the same good attitudes to your work and to each other that I saw when I visited.

Yours faithfully

Peter Callow Lead inspector