



Old Mill Primary School

Inspection Report - Amended

Unique Reference Number 120058
Local Authority Leicestershire
Inspection number 291615
Inspection date 1 November 2006
Reporting inspector Andrew Cook HMI

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

Type of school	Primary	School address	Station Road
School category	Community		Broughton Astley
Age range of pupils	4-11		Leicester LE9 6PT
Gender of pupils	Mixed	Telephone number	01455 284191
Number on roll (school)	385	Fax number	01455 286874
Appropriate authority	The governing body	Chair	Mike Lewis
		Headteacher	Patricia Beeson
Date of previous school inspection	11 October 2001		

Age group 4-11	Inspection date 1 November 2006	Inspection number 291615
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

The school is a larger than average primary school and shares a site with the local community college. The proportion of children who are eligible for free school meals is well below average. The percentage of children with learning difficulties and disabilities is just below average. Most of the children are of White British origin with a small number from minority ethnic 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 where children's personal development and well-being are outstanding. When the headteacher was asked what made her feel most proud about the school, she replied 'the children'. This is understandable as children work hard, are polite and helpful, and their behaviour is excellent. Through the many good opportunities they receive to take on responsibility and learn about themselves and others, they grow in maturity and ability.

This good personal development forms a firm foundation for children to achieve well overall in their learning. From the beginning in the Foundation Stage (Reception classes) teaching gives children a sound start to school. However, in this important year more could be done to improve the rate of progress children make, especially for the more able. By the time children reach the end of Year 6 the overall progress they have made is good. Many attain standards that are considerably higher than average especially in mathematics and science. In writing, standards are not as high as in other areas but the work the school is doing to improve this is beginning to have a positive impact.

Teaching is good overall because there is much more good teaching than satisfactory. Across the school teaching successfully makes learning fun. Positive relationships and good use of targets and rewards all help to ensure that children are focused on learning and make progress. A good curriculum is enriched by clubs and sporting activities, adding to the children's enjoyment of school, whilst the choir and orchestra stand out as special achievements.

Leadership and management of the school are good. The headteacher knows her school well and she is carefully taking decisions that continue to make improvements. The senior management team and the governors all play their part in providing clear leadership. The ongoing work and improvements made illustrate that the school has good capacity to improve even further.

What the school should do to improve further

- Raise standards in writing by ensuring children make consistently good or better progress across the school.
- Improve on the sound start made in the Foundation Stage classes by accelerating the progress children make, especially the more able.

Achievement and standards

Grade: 2

From an above average start most children make good progress and by the end of Year 6, they reach standards that are considerably higher than average. Children with learning difficulties and disabilities also make good progress from their starting points. This is the 'big picture' of progress and standards but across the school there are times when children's progress is satisfactory and then times when it is better than good.

For example progress in the Foundation Stage does not match some of the very good progress made later on in the school. Standards in mathematics and science are very high. Test results in Year 2 and Year 6 for these subjects prove that many children attain standards that are well above average. Standards across the school in writing are not as good as those in other areas. The school has been right to focus on this but appreciates more work needs to be done. Early signs suggest that things are going in the right direction with some evidence in children's work that standards are getting better.

Personal development and well-being

Grade: 1

Children's spiritual, moral and social development is a real strength of the school. The 'feel good' factor in the school fosters positive relationships and this helps children to thrive. There are some excellent opportunities for children to take on responsibilities throughout the school. The school council is taken seriously and a very important part of its work has been involvement in the school's evaluation of its work. An excellent activity involved them in conducting children's questionnaires on different subject areas. During the inspection the Health and Safety Officer from Year 6 was interviewed and demonstrated how effectively safety checks are made by children each week. The inspector was also tracked down and expertly interviewed by the Old Mill newshounds who regularly report on school events and other news. These are just some examples of how well the school encourages children to contribute to the school community and have a strong grasp of their rights and responsibilities.

Children enjoy school, they are polite and helpful, and their behaviour is excellent. They show care for each other and feel safe in school. Attendance is good. All children understand the importance of adopting a healthy lifestyle and the school promotes healthy eating with great effect. The progress children make in English, mathematics, and information and communication technology (ICT), along with their personal development, stands them in good stead for the next stage of their education. The school has just one area where it knows improvement is needed which is children's understanding and experience of different cultures. This is the only area of personal development that is satisfactory.

Quality of provision

Teaching and learning

Grade: 2

One parent commented 'My son has progressed well and has benefited from a stable, consistent and enthusiastic teaching environment.' This comment is spot on. Teaching is often good and children get a good deal. Recently teaching has been further improved by supporting small groups of children who need extra challenge or support with their work. Having said this, teaching sometimes slips into being satisfactory, for example when there is insufficient challenge for the more able in the Foundation Stage.

Teachers make good use of a range of activities to engage children in their learning including discussions, group activities and 'hands on' tasks. This is an improvement from the last inspection. The school continues to focus on improving children's writing. This work is showing some signs of success but more needs to be done. For example, writing tasks are not sufficiently matched to children's different abilities so that they are all appropriately challenged.

Curriculum and other activities

Grade: 2

The school provides a good curriculum and its strength is in how well it helps children in their personal development. Although the curriculum is planned well, plans that inform teaching on a weekly basis do not always clearly identify how children with different abilities will be challenged. This is the case in the plans for teaching writing when too often the same activity is given to all children. To make learning more exciting the school provides a good variety of experiences for children. Two good examples of this were seen during the inspection when some children dressed up as Roman soldiers and a good number visited the Education Life Bus to find out about healthy lifestyles. The E Pals project, where a small number of children receive tasks via emails from teachers, is also effectively used to engage children in learning. Highlights of the school's achievements are the choir and orchestra, which along with the good range of clubs and sporting activities, add to the children's enjoyment of learning.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The school has in place all formal procedures for keeping children safe. Rigorous safety checks are made and any necessary action taken. Children have every confidence in the adults in school and know what to do if they have concerns.

Good use is made of children's targets in English, mathematics and science. The use of targets has begun to improve standards in writing but work needs to continue so that it ensures teaching is more effective in this area. Children know their targets and appreciate that their work keeps getting checked in order to decide whether they have reached them.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, along with the senior management team, has a clear view of how well the school is doing. Most evaluations of the effectiveness of the school's work were spot on. However, the school was too modest when judging the effectiveness of provision for children's personal development and a little unclear about the progress children make in the Foundation Stage. What

is very evident is the headteacher's ability to make well thought out decisions about staffing and teaching which have resulted in improvements.

Some aspects of leadership and management are outstanding. For example the school holds subject review days periodically when children, key staff, governors and advisory staff from the local authority work together to evaluate the work of the school. These days effectively probe the work of the school and identify areas of strength and areas for further improvement. The monitoring of teaching is also very effective where insightful analysis of lessons draws out clear areas for improvement which are then followed up.

Governors are supportive of the school but also, at the right times, challenge by holding the school to account. The determination of the headteacher and the work of the governors and the senior management team illustrate that the school has good capacity to improve further, and provides good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
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

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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

I am writing to say thank you for your warm welcome and helpfulness when I recently visited your school. It was a very busy day and I spent a long time talking with your headteacher and going around school finding out how well you are learning. At the end of the day I was convinced that your school is a good school! These are some of the reasons why

- I was very impressed with your excellent behaviour and the way in which you look after each other.
- Many of you take on responsibilities that show you can be very sensible and helpful.
- Some of your work is very good, for example the excellent achievements in maths at the end of Year 6.
- Your teachers do a good job, especially when they make learning fun.
- You have lots of extra activities to add to your normal lessons. For example you should be proud of your choir and orchestra.

Your school is a good school but it could be even better. Here are two things you can all work on

- Your writing needs to get better. You will need to listen very carefully to what your teachers tell you and keep on trying your hardest.
- If you are in the Reception classes I have asked your teachers to make sure you are given work that is not too easy or too difficult.