

# Little Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	120093
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	291626
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Pat Walsh HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	343
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Len Turner
<b>Headteacher</b>	Lesley Turner
<b>Date of previous school inspection</b>	1 October 2002
<b>School address</b>	Launceston Road Wigston LE18 2GZ
<b>Telephone number</b>	0116 2811963
<b>Fax number</b>	0116 2811963

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## Introduction

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

## Description of the school

This is a larger than average school. Most pupils come from White British backgrounds and speak English as their first language. A minority of pupils come from other ethnic groups, predominantly Asian British Indian heritage. The proportion of pupils who are entitled to free school meals is below average as is the percentage with learning difficulties or disabilities. Pupils transfer to the local high school at the end of Year 5. The school gained the National Healthy Schools Standard, the Basic Skills Standard and the Investors in People Award in 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which is exceptionally well led and managed. Parents are overwhelmingly pleased with what the school provides. One parent's comment, 'This school is amazing. My children are cared for and are doing really well', sums up the views of many others. There is a strong ethos of teamwork, and a culture of high aspirations is shared by all. High expectations of all staff contribute to pupils' outstanding personal development and well-being. This promotes their exemplary behaviour and impressive social skills. The school has an accurate insight into its strengths and weaknesses and, as a result, is constantly improving and adapting its provision to ensure that all pupils achieve as well as they can. There has been a steady trend of improvement since the last inspection. In the Foundation Stage, the children achieve very well in all areas of learning and reach, or exceed, age-appropriate goals. This very good progress continues and accelerates through Key Stage 1 so that by the time the pupils are seven years old, the standards they reach are exceptional. Excellent teaching and a rich and varied curriculum ensure that pupils' achievement and standards continue to be outstanding at their transfer to the local high school at the end of Year 5.

The quality of teaching is outstanding and is directly responsible for the excellent progress pupils make in lessons. Throughout the school, teachers place great emphasis on promoting pupils' personal development and creating a learning environment in which all pupils feel secure and confident and become enthusiastic and successful learners. Teachers regularly check, with great rigour, how well pupils are doing and give outstanding practical care, guidance and support. This means that all pupils, including those with learning difficulties or disabilities, are appropriately challenged. Pupils value the help they are given through individual targets and teachers' marking that shows them how to improve their work. The curriculum is excellent, with many additional opportunities for pupils to take part in clubs, visits and concerts. The school has, quite rightly, planned to develop the curriculum further to provide even more links between subjects.

Leadership and management are outstanding. The headteacher provides excellent leadership with clear direction that sets the very positive climate for learning. She has built up a strong staff team, and the drive and sense of purpose of the senior staff have brought about significant improvements to pupils' achievement. The governors are actively involved in the life of the school and have an excellent understanding of what is going well and what needs to improve.

### What the school should do to improve further

- There are no significant areas for improvement.

## Achievement and standards

### Grade: 1

Achievement and standards are outstanding because of the excellent teaching, a rich curriculum and high quality care and guidance for all learners. Pupils' progress is tracked and monitored rigorously to ensure that any identified weaknesses are quickly remedied through appropriate action, which leads to rapid improvement. Pupils with learning difficulties or disabilities make better than expected progress and children from all ethnic groups achieve very well. Most children enter school with skills that are about average overall although their skills in communication, language and literacy are below the levels expected for their age. Throughout the Foundation Stage, children make very good progress because teaching is very well matched

to their individual needs. These gains in learning are built on very effectively in Key Stages 1 and 2 so that pupils' achievement is outstanding by the time they leave at the age of ten.

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

### **Grade: 1**

The personal development and well-being of the pupils are a notable strength of the school and lead to outstanding academic and personal achievement. This is a happy school where pupils' behaviour is excellent and, from the youngest age, there is real enthusiasm for learning. As one older pupil said, 'It's fun here and no-one is mean'. Everyone displays positive attitudes and all pupils, whatever their background, ability or needs, are fully included in all activities. They know that fruit and vegetables are good for their bodies and understand that exercise is important in helping them to keep fit. Pupils' spiritual, moral, social and cultural development is outstanding. The school council takes its responsibilities seriously and has a positive effect on the life of the school. For example, the council met the provider of school meals to investigate how the food could be more healthy and appetising. Pupils are developing an excellent range of independent learning skills and personal attributes that will put them well on the road to becoming successful adults. They regularly organise and contribute enthusiastically to community projects. Recently, they worked hard to raise money for Comic Relief on Red Nose Day. Pupils' attendance is broadly average and the school makes every effort to discourage parents from taking holidays in term time.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding in the Foundation Stage and Key Stages 1 and 2. Achievement is excellent because teachers have consistently high expectations of pupils' work and behaviour. The level of challenge for all groups is very high and the work is well matched to a wide range of needs. Teaching assistants make a significant contribution to lessons and support pupils of all abilities very well. Teachers use questions very effectively to probe understanding and to assess what pupils know and can do. In lessons, the focus for learning is clearly identified and shared with pupils so that they know what is expected of them. Teachers give consistently helpful feedback during the lesson and when they mark pupils' work. This is helping all pupils to improve and meet the challenging targets that are set for them in all year groups.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides an outstanding curriculum that is enriched very well by outside activities and interesting additional lessons. A parent wrote, 'Our children are happy here and are given a wide range of interesting and exciting experiences'. Pupils are enthusiastic about the musical opportunities that are available to them, such as the chance to perform as part of a school orchestra. There is an excellent range of sporting and art activities, including an after-school kite-flying club! The attendance at these clubs is very high and pupils take part enthusiastically. The recent Indian dancing in school has led to a group of girls joining additional classes at the weekend. Visits to places of interest locally and further afield are popular and support pupils'

learning. Recently, the older pupils went to a local resource centre to investigate the process of decay and decomposition as part of their topic work.

## **Care, guidance and support**

### **Grade: 1**

One of the main reasons why pupils achieve so well is the school's outstanding level of care, guidance and support. Pupils say they feel safe in school because of positive relationships that are built on confidence and trust. Parents agree that their children are looked after extremely well. A parent wrote, 'I am secure in the fact that my child is well looked after and cared for, she looks forward to going to school every day'. Child protection procedures are robust, and risk assessments are carried out and recorded efficiently. The strong commitment of staff and the partnership between teachers and teaching assistants play an important part in the high quality of care and support given to all pupils.

Academic guidance is excellent. Individual targets for literacy and numeracy provide pupils with clear and well understood ways to improve. Pupils with learning difficulties or disabilities are very well supported, allowing them to make progress similar to that of other pupils.

## **Leadership and management**

### **Grade: 1**

The headteacher shows outstanding leadership qualities. Her personal drive and vision are strong factors in the improvement made by the school and the pupils' outstanding achievement. She is supported very well by a committed senior team. Curriculum leaders take a leading role in monitoring the effectiveness of their subjects and planning the next stages of development. All staff work very effectively together to make things better for the pupils, which shows in their outstanding personal development.

Monitoring and evaluation of the school's work are exemplary and take account of the views of staff, parents, children and governors. Senior managers thoroughly analyse a wide range of data and take swift and appropriate action. There is a sharply focused plan for improvement that addresses the areas that will make a difference. Governance is excellent and governors discharge their responsibilities very well. As a result, the school has successfully raised achievement and improved provision and it demonstrates an outstanding capacity for further improvement.

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## 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>
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### 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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Thank you for making me so welcome when I visited your school. I really enjoyed looking around and meeting you and your teachers and teaching assistants and seeing what you achieve in school. I found talking to you in your lessons and at lunchtime very interesting and helpful and these discussions helped me to come to decisions about how good your school is.

I know you are all very proud of your school, and rightly so. Your school is outstanding and an excellent place to learn. Your teachers are really helping you to learn in exciting ways and go to great lengths to help you to do your best at all times. It is very clear that you enjoy school and this shines through in your excellent behaviour and in the way you help one another around school.

The school is in excellent hands under the leadership of your headteacher. The way all the teachers and governors work together will help the school to get even better in years to come.

I hope you will carry on working hard and continue to make your school a great place to learn. I wish you well for the future.