



Bottesford Church of England Primary School

Inspection Report

Unique Reference Number 120118
Local Authority Leicestershire
Inspection number 291635
Inspection dates 6–7 December 2006
Reporting inspector Rajinder Harrison

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

Type of school	Primary	School address	Silverwood Road
School category	Voluntary controlled		Bottesford
Age range of pupils	4–10		Nottingham NG13 0BS
Gender of pupils	Mixed	Telephone number	01949 842224
Number on roll (school)	194	Fax number	01949 842224
Appropriate authority	The governing body	Chair	Ian Seymour
		Headteacher	Louise Mcgrory
Date of previous school inspection	21 May 2001		

Age group 4–10	Inspection dates 6–7 December 2006	Inspection number 291635
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school, which serves the local village and surrounding area, is smaller than average. Although the school has a small number of pupils from other ethnic heritages, most are from White British backgrounds. The proportion of pupils entitled to receive free school meals is very low. The proportion of pupils with learning difficulties and/or disabilities is 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

This is a good school. Good teaching results in pupils achieving well and reaching standards that are above average. Pupils with learning difficulties and/or disabilities are well supported and also achieve well. Children in the Reception class make good progress and many exceed the expected levels by the time they start Year 1.

High commitment to do the best for every child underpins the effective partnership between home and school. Parents are very positive about the school and say it is easy to approach all staff. They appreciate the caring atmosphere in which their children grow and thrive. Pupils know that school is important and most do their best, enjoying the many interesting activities that teachers provide. A good curriculum that is well supported through a wide variety of additional experiences fosters in pupils a keenness to learn. They trust their teachers and feel secure and happy at school. Pupils are generally very well behaved and willingly help each other in lessons. Relationships throughout are very good and pupils extend kindness and care towards others by helping around the school. Older pupils help younger ones, for example, to play safely and look after each other when problems arise. Opportunities, such as being members of the school council, successfully encourage pupils to voice their views and take part in decision making. Their work on environmental projects and involvement in community activities help pupils to appreciate their role in the wider world. They know how to keep themselves fit, healthy and safe. Pupils' personal development is promoted well and they leave in Year 5 as sensible young people who are well prepared for the future.

Care arrangements are good, particularly with regard to pupils' safety and personal development. Teachers have a clear picture of each child's day-to-day progress and support and guidance for individuals are good. However, because the school's assessment information is not always analysed accurately, the targets that some pupils work towards are not always challenging enough to really stretch them to do even better, particularly in Years 3 to 5, where teaching is not as consistently good in all classes.

Good leadership and management by the headteacher, staff and governors have resulted in appropriate action being taken to make improvements since the last inspection. Teachers now know how well pupils are doing in all subjects and library provision is good. However pupils' written work is still not always as tidy as it might be. The school monitors its performance well and strategies to improve pupils' writing and mathematical skills have had a positive impact on raising standards. The school has an accurate view of its performance and is in a good position to improve further.

What the school should do to improve further

- Ensure that the assessment information is analysed more effectively to set pupils even more challenging targets particularly in Years 3, 4 and 5.
- Ensure that teaching in Years 3 to 5 is consistently good.
- Improve the quality of presentation in pupils' written work.

Achievement and standards

Grade: 2

Overall achievement is good. Children start in the Reception class with broadly expected skills. Good teaching and effective support from home result in children achieving well and many exceed the expected levels by the end of the Reception Year.

In Years 1 and 2 all pupils, including those with learning difficulties and disabilities, progress well. Progress occasionally slows in lessons in Years 3 to 5 because assessment information is not used carefully enough to ensure that all the teaching is consistently demanding of all pupils. Despite this however, the above average standards are maintained up to the time pupils leave. In the 2006 national assessments, Year 2 pupils attained above average standards in reading, writing and mathematics. More able pupils did particularly well and the school improved on its results in 2005. Strategies to improve pupils' writing and calculation and problem solving skills have had a positive impact on raising standards. Current Year 2 pupils are working at above average standards.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their good attendance reflects their positive attitudes and enjoyment of school. They form secure relationships and their behaviour is generally very good. They are polite, show consideration for one another and relate easily to the adults. Pupils work with each other sensibly, sharing resources and working independently where necessary.

Pupils happily consider others through their charity work. Links with children from Belarus make a positive contribution to their cultural development but their insight into the multicultural world in which they are growing up is limited. Many join the weekly exercise clubs and select healthy options at lunchtime, with monitors rewarding those who finish everything. Pupils take on responsibilities enthusiastically, for example as team captains, 'playground pals', club leaders and eco and school council members. 'We all have a say in how we can improve the school,' said one councillor. They talk enthusiastically about their environmental projects such as recycling, as they consider their role as young citizens. Pupils contribute well to the local community through church events and other village functions such as the 'Scarecrow Festival'.

Their growing confidence and independence together with their good basic skills prepare pupils well for the future.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy lessons because 'teachers make work interesting'. Pupils with learning difficulties and/or disabilities are fully involved in all lessons and achieve as well as other pupils. In most lessons teachers build on pupils' previous learning by planning work that matches their needs well. Pupils enjoy practical activities where they often work independently. Good use of the interactive whiteboards helps pupils see more clearly what they have to do. However, their written work is not always tidy enough to help them spot their mistakes. Lessons generally challenge pupils well, run at a lively pace, hold pupils' attention and engage them in sensible discussions with their friends. Occasionally, particularly in Years 3 to 5 where challenge and pace are sometimes missing, pupils become restless and achieve less well. This is more so where teachers talk for too long and pupils find it hard to sustain interest and concentration.

Pupils' progress is reviewed regularly. However, because the school's assessment information is not always accurate, pupils, particularly in Years 3 to 5, do not always achieve quite as well as they could.

Curriculum and other activities

Grade: 2

The good curriculum prepares pupils well for the future with good provision for their reading, number, science and information and communication technology skills. Effective deployment of support staff ensures good provision for pupils with learning difficulties and/or disabilities. Appropriate strategies to address the relative weaknesses in writing and mathematical skills have successfully raised standards this year in Years 1 and 2 but have not been in place long enough to have had the same impact further up the school. A well planned personal, social, health and citizenship programme, including first aid training, underpins pupils' good understanding of the need to adopt healthy lifestyles and stay safe. Many attend the many fitness activities that happen during the week. Very many visits to places of interest and regular visitors such as the 'Bird Man' and sports coaches enrich pupils' experiences of the world of work and leisure. Many exciting activities before and after school extend the curriculum, promote pupils' team skills and enable those with particular talents to progress further.

Care, guidance and support

Grade: 2

The good care, guidance and support pupils receive contribute effectively to their personal development. All pupils feel safe and well cared for and trust the adults they work with, confident that any instances of bullying will be dealt with promptly. 'I like this school because all the grown-ups are kind and helpful,' said one pupil. Systems to promote pupils' health and well-being are robust and requirements to safeguard pupils are fully met. Where appropriate, pupils receive good individual attention.

Guidance for pupils' academic development is good and any pupils not making the expected rate of progress are quickly identified and given additional support. Pupils with learning difficulties and/or disabilities are supported well and external agencies consulted when necessary. Teachers' marking is often good in highlighting what pupils have done well but advice on how to improve their work is occasionally limited. All pupils have individual targets to help them improve their work, although targets for the older pupils are not sufficiently high. Most pupils understand their targets and know how to assess and improve their own learning. Older pupils could be challenged more.

Leadership and management

Grade: 2

The headteacher, well supported by a new senior management team, is very committed to the school and to ensuring pupils' good personal development. Through good self-evaluation procedures, the school has brought about improvements, for example, teaching is monitored well to help teachers improve their practice. A review of pupils' attainment in writing and calculation skills in mathematics led to the effective implementation of strategies that have improved standards in Year 2 this year. Procedures to track pupils' progress have been improved so that those who need additional help are identified early. However, senior managers do not always analyse assessment information accurately enough to ensure that the targets the teachers set, particularly in Years 3 to 5, challenge all pupils fully. Consequently these pupils do not always achieve as well as they might.

Governance is good. Through regular monitoring, visits and review of pupils' performance, governors are very actively involved in the life of the school. Money is spent wisely to provide valuable resources such as interactive whiteboards to support teaching and learning. Parents are very supportive and their views are often sought and acted upon, for example in improving curriculum information, children's reports and newsletters. Good partnerships with other schools and agencies help pupils experience life beyond the school.

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	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

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?	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	2
The extent to which learners make a positive contribution to the community	2
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	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

I am writing to tell you what we found out when we came to your school recently and looked at the work you do and talked to your teachers. It was lovely meeting you. Thank you for making us feel so welcome and for being so friendly and polite. Please thank your parents for filling in a form that gave us their views about the school and we are delighted that everyone likes the school so much. We particularly liked the way you all get on with each other and I really enjoyed having lunch with you and seeing you choose healthy food.

Here are some of the things that make your school good:

- You enjoy being there, work hard and get good results.
- Your teachers work hard to plan interesting activities for you.
- The school takes good care of you and you have many friends to help you.
- You behave well and know so much about staying fit and healthy.
- The school organises so many activities and visits, and you meet lots of interesting people who help you learn new things.

Your school is good but there are a few things that could be better. We have asked your teachers to:

- Use all the information they have about how well you are doing and make sure that those of you in Years 3, 4 and 5 have even higher targets.
- Make sure all the lessons that you have in these year groups are even better.
- Improve the way that your written work is presented.

You could help to improve things, especially by trying harder to make your written work neat and tidy.

It is great that you enjoy school so much and we hope that you continue to do well.