



St Hardulph's Breedon on the Hill Church of England Primary School

Inspection Report

Unique Reference Number 120119
Local Authority Leicestershire
Inspection number 291636
Inspection date 6 March 2007
Reporting inspector Pat Walsh HMI

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

Type of school	Primary	School address	Main Street, Breedon-on-the-Hill Melbourne Derby DE73 8AN
School category	Community	Telephone number	01332 862572
Age range of pupils	4-10	Fax number	01332 862572
Gender of pupils	Mixed	Chair	Sandra Linkison-Cole
Number on roll (school)	56	Headteacher	Caroline Wenham
Appropriate authority	The governing body		
Date of previous school inspection	13 January 2003		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

This is a small village school. Most pupils come from White British backgrounds and all speak English as their first language. The proportion of pupils who are entitled to free school meals is below average, as is the percentage with learning difficulties and/or disabilities. Pupils transfer to the local high school at the end of Year 5; in 2006 there were no pupils in this year group. The headteacher had been in post for two weeks when the inspection took place. There have also been comparatively recent changes in other teaching posts. The school gained the Healthy Schools Award in 2006.

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 pupils achieve very well both academically and personally. One parent, who represents the views of many, wrote that the school provides 'a fantastic education and social experience for my children'. Data shows that pupils achieve exceptionally high standards and make excellent progress throughout the school, particularly in English and mathematics. Most children come into school with broadly average skills. They get off to a good start in the Reception class because the teaching is good and well matched to their needs. Last year, most pupils in the Reception class had standards above what is expected by the time they started Year 1. By the time pupils reach the end of Key Stage 1, standards are well above average in reading, writing and mathematics. Key Stage 2 pupils attain very high standards in English and mathematics and all groups achieve very well. These standards demonstrate that teaching has had an excellent impact on pupils' progress.

The school is now going through a period of change of staffing. Teaching and learning are good throughout the school. Despite the changes, all adults have consistently high expectations of how pupils should behave and what they can achieve. The school has very effective systems for tracking pupils' progress and ensuring that those pupils who need extra help receive it. The curriculum is good. Pupils' learning is enhanced by a good range of extra-curricular activities and visits. Planning provides a good match of work to the interests and capabilities of individual pupils, and this is a key factor leading to high standards in English and mathematics. As yet, while there are plans in place, this personalised learning is not extended to other subjects in the curriculum.

A key factor in pupils' excellent achievement is their outstanding personal development and well-being. There is a real family atmosphere and a strong Christian ethos that underpins the work of the school. Relationships are very good and pupils respond by behaving exceptionally well in lessons, in the playground and around school. They are keen to come to school and really enjoy their learning. Care, guidance and support are good and a high priority is placed on ensuring that all pupils feel safe, well cared for and valued. Strong academic guidance supports pupils' learning very effectively and helps them to reach challenging targets.

Leadership and management are good. In the very short time that the headteacher has been in post she has established clear and appropriate priorities for further improvement. She is providing clear direction for staff and has begun to establish effective teamwork. Governors are actively involved in the life of the school and provide good challenge and support.

What the school should do to improve further

- Extend the opportunities for pupils to have personalised learning in a wider range of subjects.

Achievement and standards

Grade: 1

Achievement is excellent and by the time pupils transfer at the end of Year 5 standards are exceptionally high. Although small groups make comparisons unreliable, the children have skills that are broadly average when they join the Reception class. They have very good attitudes and are eager to learn. They make very good progress and, by the time they enter Year 1, almost all achieve the early learning goals expected for their age. Many are working at levels which are in advance of age-related expectations. Since the last inspection, standards in Key Stage 1 have risen, especially in writing, so by the end of Year 2, standards are significantly higher than average in reading, writing and mathematics. Good intervention and support programmes ensure that all pupils make outstanding progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Right from Reception pupils enjoy coming to school. They are confident learners who participate with enthusiasm in the many exciting activities and good lessons. Attendance is above average. Pupils are eager to learn, capable of working independently and are confident in conversation. Pupils knowledgeably discuss their learning at the end of some lessons, record what they have learned and tell the teachers if they are experiencing difficulties. Combined with the high standards they achieve, these skills prepare the pupils very well for future learning. The welcoming and very caring ethos generated by the school means that pupils feel safe and secure. Pupils understand how to eat healthily; they enjoy their fruit from the tuck shop and know the benefits of exercise. Some attend the early morning keep-fit club because they enjoy it and know that it will help to keep them strong and healthy.

Spiritual, moral, social and cultural development is outstanding. Pupils form excellent relationships, show a high level of kindness and consideration towards each other and behave exceptionally well. They gain a good understanding of different cultures and the importance of living in harmony with everyone. Pupils take their responsibilities seriously and are keen to help raise funds for charities. They help younger pupils at lunchtime, organise hymns and music for assemblies and read out the names of those who have achieved especially well.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and occasionally outstanding. There is a high level of challenge that results in pupils striving to do their best. As one pupil in a mathematics lesson commented, 'This is hard but I am getting better at it!' They enjoy their work and

respond very well when teachers make learning fun. In a French lesson pupils made excellent progress because they were fully involved in asking each other questions in French and miming clues. At its very best, teaching is well tailored to meet the individual needs of all the pupils and they make rapid progress. However, where this is not the case, the pace of learning slows because the pupils begin to lose interest in what they are doing. Teachers provide effective help for pupils to improve their work by very good quality marking that links to the areas they need to improve. Opportunities at the end of the lesson for pupils to talk about what they have done, and how well they have done it, support their achievement very well in English and mathematics. Support for pupils with learning difficulties and disabilities is good.

Curriculum and other activities

Grade: 2

The curriculum is good. It offers a high level of challenge and a rich and wide range of experiences for all pupils. Good opportunities for learning help pupils enjoy their work, achieve very well and become confident independent learners. Recent changes to the curriculum have enabled pupils of all ages to experience and discuss together the topics they have studied and to develop their literacy skills very well through subjects such as history and geography. For example, Year 3 pupils wrote exceptionally well about time travelling back into Tudor times. Curriculum planning is highly effective in English and mathematics, but not so well targeted to individual needs in other subjects. The rich and varied range of clubs and the use of visits and visitors add to pupils' enjoyment and support learning very well. Pupils speak enthusiastically about how the 'healthy cookery club' worked in partnership with Calke Abbey to cook a meal for parents using seasonal ingredients. Strong links with the church add to pupils' understanding of the Christian faith.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. The academic guidance given to pupils is exemplary and helps pupils achieve very well. Detailed records of pupils' progress are kept to help ensure that pupils do not fall behind with their work. At the end of each lesson pupils check their own learning very well. They identify where they need additional help and what to do next to continue their progress. This is monitored very well by the teachers and helps pupils achieve their very challenging targets. Although this strategy is developing well in literacy and numeracy, it is not yet fully developed or embedded in all areas of the curriculum. Very effective links with local schools help the higher-attaining pupils reach exceptionally high standards. Parents praise the care given to their children. Although risk assessments and child protection arrangements are adequate, records are not kept up to date and are not documented well enough.

Leadership and management

Grade: 2

Leadership and management are good. The newly appointed headteacher provides strong and effective leadership. She is well supported by an enthusiastic and committed staff team. The school's leadership has a firm commitment to maintaining high achievement for all pupils. Subject leaders have a clear understanding of their role and, following recent changes to staffing, are reviewing how they will continue to monitor the range of subjects. School leaders at all levels work as an effective team and this demonstrates good capacity to secure further improvement. The school knows itself well and has accurately identified where further improvements can be made. The governing body is well informed and holds the school to account very effectively.

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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	2
The effectiveness of the school's self-evaluation	1
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?	1
The standards ¹ 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

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

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	1
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

Thank you for your help on our recent visit to your school. We enjoyed meeting you and you told us lots of good and interesting things about your school and the work you were doing. We agree with you and your parents that your school is a good school.

We know that you really enjoy school, work hard and have fun. Your teachers are trying hard to make sure you are learning things that are interesting and useful. They expect you to do very well both in your learning and your behaviour and you rise to the challenge. I was very impressed by how well the older children are learning to speak French!

Even though your school is good, your headteacher and other school leaders are determined to make it even better. We have asked them to keep working on making lessons and topic work interesting and challenging for each one of you, so that you learn as much as you can. I am sure you will continue to do your best and make your teachers and parents proud of you. I wish you well in the future.