



Long Whatton Church of England Primary School

Inspection Report

Unique Reference Number 120142
Local Authority Leicestershire
Inspection number 291645
Inspection date 5 December 2006
Reporting inspector David Cox

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

Type of school	Primary	School address	The Green
School category	Voluntary controlled		Long Whatton
Age range of pupils	4-10		Loughborough LE12 5DB
Gender of pupils	Mixed	Telephone number	01509 842239
Number on roll (school)	59	Fax number	01509 842239
Appropriate authority	The governing body	Chair	Graeme Matravers
		Headteacher	Susan Landon
Date of previous school inspection	1 February 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Long Whatton Church of England Primary School is a smaller than average sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is below the national average. The percentage of pupils who have learning difficulties is broadly average. Children's attainment on entry to Reception is generally above average and above average in most year groups. The number of boys compared to girls in each year group varies significantly year on year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education. Pupils achieve well and reach exceptionally high standards because the teaching and the curriculum are good. Parents and pupils are very happy with the school. They appreciate the good care, guidance and support which underpin pupils' good personal development and well-being. 'I would recommend the school' was one parent's comment and, 'a very supportive, encouraging staff who work very hard' was another. Children make a good start in Reception. Good teaching enables them to make good progress in all aspects of their learning. Attainment on entry to Year 1 is above average. This good progress continues in Years 1 and 2. Hence by the end of Year 2, standards are well above average overall. Pupils do particularly well in writing and mathematics, where standards are exceptionally high. Boys' reading skills are not quite so high because they have not always found the available materials interesting and their progress still lags behind that of the girls. By the time pupils leave Year 5, standards are exceptionally high in English, mathematics and science. Pupils feel safe and speak enthusiastically about how they enjoy their time at school. They appreciate the support they get from adults in the school. Pupils behave well because adults actively promote the school's caring ethos and encourage pupils to be courteous and polite. Pupils are encouraged to express their opinions through the school council. Pupils adopt healthy lifestyles. Their concern for others is demonstrated through their participation in the many fundraising events organised by the school. Pupils support their community well. They have a good knowledge of environmental issues through their extensive visits to the local and wider community. Pupils develop good basic skills which prepare them well for later life. This is a well-led and well-managed school. The headteacher provides good leadership and is particularly successful in promoting pupils' personal development and maintaining high standards. Governors support the school very well. Leaders have shown that they can move the school forward and also maintain its strengths. The monitoring and evaluation of the curriculum, to ensure that it meets the needs of the difference in the number of boys and girls from year to year, is not sufficiently rigorous.

What the school should do to improve further

- Raise standards of boys' reading skills by ensuring that teachers make full and effective use of the new resources and recently introduced strategies for improvement.
- Rigorously monitor and evaluate the curriculum in order to take greater account of the difference in the number of boys and girls each year.

Achievement and standards

Grade: 2

During their time in Reception, children make good progress, with most achieving beyond what is expected nationally by the time they start in Year 1. They respond well to exciting activities which extend children's development in all areas of learning. From

their entry to the school, pupils make good progress so that by the end of Year 5, standards are exceptionally high. Results from optional tests for pupils in Year 5 in 2006 and pupils' current work show that standards are being maintained. In 2005, standards by the end of Year 2 were well above average in writing and mathematics but not quite so high in reading. The school has correctly identified that the standard of boys' reading skills needs to be raised even further throughout the school. A range of strategies are now being used to help these pupils to improve, for example the introduction of a wider range of reading materials to capture boys' interest. These measures have not been in place long enough yet to have a full impact. Targets for improvement are challenging and these are helping almost all pupils to achieve well.

Personal development and well-being

Grade: 2

Pupil's spiritual, moral, social and cultural development is good. Pupils have a good awareness of the diverse cultural society in which they live because the school has forged strong links with inner city multi-ethnic schools. Pupils' social skills are good and are enhanced by residential visits in Years 3 to 5 and through team-building activities. Pupils take responsibility to look after one another. The school is a harmonious community where pupils share a mutual respect for each other and behave well in and around the school. There are very good relationships between all adults and pupils. Pupils' attitudes to learning are very good and their attendance is well above the national average. They all say how much they enjoy lessons, particularly when teachers make them interesting – 'teachers provide good activities and opportunities to express ourselves'. Members of the school council are proud of their role and talk enthusiastically about how they are helping to shape their school, for example making posters to show pupils how to care for the additional playtime equipment which they asked for. Pupils are well prepared for growing up, and talk confidently about the need for a healthy lifestyle, being aware of the dangers of drugs, smoking and strangers.

Quality of provision

Teaching and learning

Grade: 2

In Reception, teachers place a strong emphasis upon enhancing children's personal, social and emotional development and as a consequence, very good progress is made in this area of learning. Teachers ensure that opportunities to develop children's language skills are included in most activities. Throughout the school, teachers know the pupils well and understand their strengths and weaknesses. Teachers have high expectations of what the pupils can achieve and this contributes to the high standards of work and the pupils' good personal development. Teachers focus on what pupils are learning, which enables them to assess their attainment and to plan for them to make progress. Teachers' questions, clear explanations and good use of appropriate

vocabulary help to improve the pupils' listening skills and extend their spoken language. Pupils with learning difficulties make good progress because there is effective support from teaching assistants. Occasionally, opportunities for pupils to read are missed. New resources and a range of strategies are now being used to help improve boys' reading skills

Curriculum and other activities

Grade: 2

The curriculum in Reception is good and caters well for all areas of learning. Children settle quickly and enjoy a wide range of interesting and well-planned activities. The two-year planning cycle in Years 1 and 2 and a three-year cycle in Years 3, 4 and 5 are effective and good account is taken of the mixed ages in the different classes. However, the planned curriculum does not always make sure that all pupils of all genders make equal progress. The curriculum is very well enriched by a range of visits, including a residential stay where team-building activities help pupils develop their social skills. A wide variety of extra-curricular activities is enjoyed by all pupils. In addition to a strong focus on developing pupils' literacy, numeracy and computer skills, good provision is made to broaden their experiences through physical and creative study. Life skills are taught through carefully planned personal and social education, helping pupils to learn how to adopt healthy lifestyles. There are good links with local high schools. Staff meet regularly with heads of departments of curriculum areas to ensure continuity in learning for those pupils who leave the school at the end of Year 5.

Care, guidance and support

Grade: 2

The good quality of care is evident as the staff know their pupils well and have a high level of commitment, ensuring the school site is a stimulating, safe, secure and well-maintained environment. Teaching assistants provide valuable support for pupils with learning difficulties to ensure they make good progress. Children in Reception make a good start, due to effective settling arrangements. The school is a happy, friendly place where pupils feel safe and are confident to ask an adult for help and advice whenever necessary. Child protection procedures are securely in place. Risk assessments take place regularly both within the school and for all visits. Assessment procedures and tracking are good and ensure all pupils make appropriate progress. Pupils' personal targets have been introduced to help them improve their work over time, but these are inconsistently used between classes.

Leadership and management

Grade: 2

The headteacher provides good leadership, promoting and sustaining a clear sense of direction for the work of the school. The ethos is such that pupils thrive and are happy to come to school. There is a strong focus on raising standards and promoting the personal development and well-being of pupils. The steps taken since the previous

inspection have been effective and standards continue to rise. The school's priorities are the right ones. Plans for improvement are based upon a review of the strengths and weaknesses in performance. However, systems for evaluating the impact of curriculum planning to meet the needs of gender differences evident in many year groups are not consistent. There are good partnerships with parents and outside agencies to support the school's work. Governors are highly committed to the school. They challenge the headteacher when necessary, give the school good support and make sure statutory requirements are met.

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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	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	1
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

As you know, we visited your school recently to find out how well Long Whatton is doing. We would like to thank you for looking after us so well. We enjoyed talking with so many of you, during playtime and lunchtime, about your school, the work you have done and how much you enjoy coming to school. We think that the school is providing you with a good education. What we found During your time in Reception, you make good progress because your teachers know you well and provide you with lots of exciting things to do. Those of you in Year 1 to 5 continue to make good progress and attain exceptionally high standards in Year 5 because your teachers help you to work hard and provide you with interesting activities most of the time. You like coming to school and say there is very little that you would change. You enjoy all the extra activities and visits that you take part in. The adults in your school look after you well. Your parents also value the good care that you receive. Most of you bring healthy food in your lunchboxes and the school also gives you lots of healthy food throughout the day. Your headteacher and all other staff know what works well in the school and what needs to be done to make it even better. We have asked the school to help some of you, especially the boys, to improve your reading. We have also asked the teachers to make sure that they change some of the activities they give you when there are more boys than girls in the class. Thank you once again for your help.