



# Loughborough Church of England Primary School

## Inspection Report

**Unique Reference Number** 120233  
**Local Authority** Leicestershire  
**Inspection number** 291677  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Rajinder Harrison

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

<b>Type of school</b>	Primary	<b>School address</b>	William Street
<b>School category</b>	Voluntary aided		Loughborough
<b>Age range of pupils</b>	4–11		LE11 3BY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01509 263430
<b>Number on roll (school)</b>	218	<b>Fax number</b>	01509 236337
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ian Philips
		<b>Headteacher</b>	Carole Jefferson
<b>Date of previous school inspection</b>	1 October 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is of average size. Because of its denominational status, it serves the whole of Loughborough and the surrounding area. Although the majority of the pupils are from White British backgrounds, 20% are from other ethnic heritages, the largest of which is Indian. About half of the pupils from the different ethnic backgrounds speak English as a new language. The proportion of pupils entitled to receive free school meals is slightly below average, as is the proportion with learning difficulties and disabilities.

An interim headteacher is in place for this term and a number of senior management changes took effect from September 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 that gives good value for money. Good teaching results in pupils achieving well and reaching standards that are above the national average in Year 6. Children in the Reception classes make good progress and most reach expected levels by the end of the Reception Year.

The school is a harmonious community that respects the contributions of all its members. Parents are pleased with what the school provides and are particularly appreciative of the warm, welcoming atmosphere in which their children grow and thrive. That every child matters, is borne out in the everyday experiences of the pupils, all of whom try hard with their work and receive good individual attention. Pupils with learning difficulties are particularly well supported. The pupils are well behaved, feel secure and happy at school and trust their teachers. Relationships throughout are very good. Pupils understand how to keep themselves fit, healthy and safe. They leave in Year 6 as mature young people who take on responsibilities willingly and are well prepared for the future.

Many of the procedures to care for the pupils are effective, particularly the strong pastoral care the school provides. While teachers have a clear picture of each child's progress, the procedures for guiding pupils about how well they are doing and how they might improve their work could be better. Through a rich variety of experiences, a good curriculum helps pupils develop their knowledge and skills successfully. Learning is good but occasionally teachers do not challenge the most able pupils enough in order to raise standards further.

Through good leadership and management by staff and governors, the school has improved well since the last inspection. Good procedures for self-evaluation include regular monitoring of teaching and consultation with pupils and parents. The school has successfully improved provision for mathematics, resulting in a significant rise in standards in 2006. It is now improving assessment procedures further to ensure all pupils achieve as well as they can. Although whole-school self-evaluation is diligently carried out, some of the school's judgements about its performance are more conservative than the inspectors found.

Well considered changes in leadership and management and efficient staff deployment have placed the school in a good position to improve further.

### **What the school should do to improve further**

- Improve the guidance given to pupils to help them understand how they can improve their work.
- Ensure that individual lessons always have a level of challenge that extends the more able pupils fully.

## **Achievement and standards**

### **Grade: 2**

Children start in the Foundation Stage with attainment that is slightly below average, particularly in language and literacy and their personal development. They settle quickly into school routines and become more confident and independent as time goes by. Through good provision, children achieve well and most reach the expected levels by the end of the Reception Year.

In Years 1 and 2, pupils' progress is good in reading, writing and mathematics, a marked improvement since the last inspection when achievement was unsatisfactory. In 2006, standards were above average in Year 2 and have been raised through improved teaching. Pupils with learning difficulties and disabilities and those whose home language is not English achieve well because they are identified early and supported very effectively.

Good progress is sustained in Years 3 to 6. Intervention strategies to boost learning and maximise staff expertise have helped to raise standards to above average in mathematics and science this year, matching those in English in 2005. Increased emphasis on investigations in science and mathematics also contributed to the improved standards. The school sets itself very challenging targets. In 2006, it exceeded most of these, falling short only in writing at the higher level, an aspect that is being addressed.

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

### **Grade: 2**

Pupils' personal development is good. Their good attendance and achievement show they like school and work hard. Behaviour is mostly good with only occasional lapses from a few pupils. Pupils show kindness by looking out for those who are upset or need help and willingly take on responsibilities. For example, the school council approached a local business for help in purchasing water bottles as part of their healthy lifestyle project. They understand what constitutes healthy eating and enjoy many opportunities to keep fit. Pupils know how to keep themselves safe in school and who to turn to if they need help.

Pupils' spiritual, moral, social and cultural development is good. The pupils show respect towards others and respond in a very mature manner to friends who have learning difficulties. Many attend a variety of clubs and activities, learning to become team players, some proudly representing the school, for example, through cricket or the excellent choir. They develop independence and confidence through attending residential visits as early as Year 2. Pupils contribute well to their community and initiate charitable collections for many good causes. They develop a good awareness of the cultural richness of the wider world by meeting visitors and visiting interesting places, including temples and music festivals. Pupils learn about the world of work through connections with local businesses and so appreciate the importance of working hard at learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and so pupils achieve well. Stimulating displays that celebrate the pupils' efforts make the classrooms interesting to work in. The teachers plan experiences and activities that link with learning in different subjects so that pupils can see how new information fits in with what they already know. Most lessons are lively and move at brisk pace so that pupils are kept busy. Occasionally, tasks are not challenging enough to get the most out of the more able pupils, who are capable of being further extended.

Pupils form very good relationships with all staff and so become confident in seeking help and advice. Teachers and support staff are particularly effective in making sure pupils who need specific help are fully involved in lessons and are as successful as their friends. The teachers review pupils' progress regularly and evaluate the effectiveness of their lessons well. While teachers set class or group targets, they do not always refer to these in their teaching or marking. Consequently, the pupils are not as clear as they might be about how well they are doing or what they need to do to improve further.

### Curriculum and other activities

#### Grade: 2

The curriculum is mapped out as a journey from Foundation Stage to Year 6. Teachers explore themes that help pupils make connections with previous learning to good effect. Subjects are linked together productively, for example, writing history accounts in literacy time, so that pupils apply their skills, but opportunities for pupils to practise their ICT skills in classrooms are limited. Practical activities are particularly well considered to enable pupils with learning difficulties take an active role in lessons. Purposeful intervention programmes are used to boost support for specific groups of pupils and external guidance is sought for those with specific learning difficulties.

The many school clubs effectively enhance pupils' learning experiences. Visits, residential trips and visitors from diverse backgrounds promote pupils' cultural awareness, particularly in the arts. The 'Values Curriculum' is a key initiative that has had significant impact on promoting pupils' personal, social and health education and improving their behaviour. Links with the local colleges and schools help pupils understand what is on offer beyond their school and raise their aspirations.

### Care, guidance and support

#### Grade: 3

The care, guidance and support are satisfactory but with some notable strengths. Parents and pupils confirm that this is a very caring school. The good pastoral care, support and guidance pupils receive impacts very positively on their personal

development. Many parents speak very highly of the support their children with learning difficulties receive and how well their children achieve as a result.

Teachers monitor pupils' academic progress carefully and use the information gathered to set them realistic targets. However, teachers do not discuss this information with pupils to help them understand what their targets are or what they need to do to reach them. At present, pupils have little understanding of how well they are doing and whether they are on track to achieve well.

## **Leadership and management**

### **Grade: 2**

Good leadership and management have resulted in good teaching throughout the school and raised standards.

Currently, a very competent interim headteacher is leading a newly formed but well capable senior management team. The school's good ability to examine and evaluate its performance has resulted in teachers being moved into roles that best match their experience and expertise. This practice has already been successful in improving provision for mathematics and in Years 1 and 2. The leadership and management by the special educational needs coordinator are very good. Provision in this area is good and the school is regarded as a model of very good practice for pupils with autism by the authority.

Monitoring procedures are well established. Analysis of assessment data has enabled the school to determine where its strengths and weaknesses lie. For example, in mathematics, scrutiny of pupils' test results revealed a need to strengthen pupils' calculation skills and the subject leader has supported teachers in addressing this. While the monitoring of teaching is diligent, it is not always robust in identifying how the teacher's performance could be improved.

Governance is good. Governors have taken an active role in restructuring management and improving the accommodation. Plans are in hand to resolve the school's deficit budget. Governors monitor teaching, learning and standards and know the school's strengths and weaknesses. They use productively the information they gather to guide their decision making.





## 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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 visited your school recently. We came to look at the work that you do and to talk to you and your teachers. We really enjoyed meeting you, thought you were very friendly, polite and sensible. Thank you for talking to us. We would also like to thank your parents for filling in a form that gave us their views about the school. It was good to see that they are pleased with the school and feel that you are well looked after there. It was particularly inspiring listening to your brilliant choir – you all sang so beautifully.

There are so many good things that we remember about your school it is hard to know where to start other than to say your school is good and you are right to be proud of it.

- We can see you like school, always do your best and make good progress.
- Your teachers work hard to help you learn, as do all the people who work there.
- The teachers want you to do well and succeed, and they really care about you.
- We like how you are kind to each other, behave well and know how to keep fit and healthy, and you also raise lots of money for charity by organising events.
- You learn interesting things in lessons and in the clubs, and go on exciting visits and have 'sleep overs', even in Year 2 – that is so unusual but we are sure it is fun!

While there are so many good things about your school, we think there are a few improvements that could be made. For example:

- We would like your teachers to talk about your targets with you so that you know how well you are doing and how you can do even better in your work.
- We think that in some lessons some of you could do even harder work and we have asked the teachers to try to make this happen.

In such a good school, we are sure you will carry on being happy, making great friends and having fun learning. We wish you all the best possible in the future.