



Wilbarston Church of England Primary School

Inspection Report

Unique Reference Number 122004
Local Authority Northamptonshire
Inspection number 292289
Inspection date 11 October 2006
Reporting inspector Marion Wallace

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

Type of school	Primary	School address	School Lane
School category	Community		Wilbarston
Age range of pupils	4-11		Market Harborough LE16 8QN
Gender of pupils	Mixed	Telephone number	01536 771252
Number on roll (school)	106	Fax number	01536 771252
Appropriate authority	The governing body	Chair	Lawrence Dale
		Headteacher	Lee Hurling
Date of previous school inspection	30 April 2001		

Age group 4-11	Inspection date 11 October 2006	Inspection number 292289
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Wilbarston Church of England Primary School is smaller than most primary schools and serves the village of Wilbarston and the surrounding area. The majority of pupils are from White British backgrounds. Children enter in Reception and all have attended nursery or pre-school education. The proportion of pupils with learning difficulties and 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: 3

The overall effectiveness of Wilbarston Church of England Primary School is satisfactory. Adults help to create a warm, caring learning environment. Pupils are happy to be in school and parents are positive. 'I like coming to school and wish we had longer lessons,' said a Year 2 pupil.

Attainment on entry to Reception is broadly above average. Children in Reception have a good curriculum and are well taught, and consequently make good progress, developing self-reliance in their learning and relationships with others. They enter Year 1 with securely above average standards, and make satisfactory gains in their learning. Standards in Year 2 have been above average for the last three years in reading, writing and mathematics.

The school's view of its effectiveness is too positive in light of the unexceptional achievement in writing and mathematics for more able pupils in Years 3 to 6. Over the last three years, pupils have not been making as much progress as they could, and standards, although broadly above average, have not been as high as they might be by the time pupils leave the school. Inspection evidence and the most recent results indicate that standards are rising and that progress is satisfactory with some good features.

The headteacher has dealt skilfully with the long-term staff absence by sharing a teaching role and teaching is now good. Since the last inspection the school has made good progress in developing systems to check on pupils' progress and set targets. Teachers have started to use this information to plan lessons but the school recognises that this is a priority area for development. There are effective systems in the Foundation Stage to track progress.

Pupils' personal development is a strength with some excellent features. Pupils are happy, safe and healthy. They understand the responsibility of working together in a school community. Personal support and guidance are very good. Academic guidance and the curriculum are satisfactory. The school makes excellent use of the local community and amenities to support learning. There is an excellent range of well attended extra-curricular activities.

Leadership and management are satisfactory. The headteacher knows the strengths and weaknesses of the school well and has accurately identified areas for further development. There has been significant improvement in science and clear signs that the school is poised to reverse the downward trend of recent years. The headteacher, ably supported by the deputy headteacher, leads by example and creates a positive mood. This means that the school is more ambitious and ready to accept change. Adults are starting to identify weaknesses more quickly and this is having a good effect on overall standards. Governors are willing partners. The progress since the last inspection is satisfactory and there is clear capacity to improve further.

Improve the challenge and progress of more able pupils in mathematics and writing.

Make better use of assessment and monitoring information to identify and remedy weaknesses.

What the school should do to improve further

- Improve the challenge and progress of more able pupils in mathematics and writing.
- Make better use of assessment and monitoring information to identify and remedy weaknesses.

Achievement and standards

Grade: 3

Following a good start in Reception children enter Year 1 with above average standards. Throughout the rest of the school, progress is satisfactory overall although there is some underachievement in writing and mathematics, particularly for the more able pupils in Years 3 to 6. Pupils' reading is better than their writing because opportunities for writing are limited. Progress has been hindered because of disruption to teaching by long-term staff absence.

National tests in 2006 are likely to show that standards in Year 2 are above average in reading, writing and mathematics and have been maintained since 2005. This represents satisfactory progress. Boys do well but girls under-achieve. Not as many pupils reach the higher Level 3 in writing as they do in reading and mathematics.

Year 6 tests showed a gradual deterioration between 2003 and 2005 with particular weaknesses in mathematics and science. The 2006 results are likely to show an improvement, particularly in science at the expected and higher levels. However, not enough pupils reach the higher Level 5 in writing and mathematics. Pupils with learning difficulties progress satisfactorily.

Personal development and well-being

Grade: 2

Pupils make good progress in their personal development, including the spiritual, moral, social and cultural aspects. They are proud of their school and enjoy it very much. Attendance is above average and support for out of school activities is strong. Pupils' positive attitudes in assemblies reflect well on the school's religious character. They sing hymns with enthusiasm and join reverently in prayers. Their fund-raising for charities shows an impressive commitment to helping others. They have a good understanding of their own culture and a sound understanding of others, although not all pupils appreciate the significant contribution made by Britain's minority groups to its diverse culture.

Behaviour in lessons and around the school is good. Pupils work hard, respond quickly to instructions and cooperate well with others. They have a good understanding of healthy eating, and play together energetically and responsibly. Their contribution to the life of the school and the local community is outstanding. They take pride in working and playing together. Pupils take on a wide range of duties around the school,

and older pupils act as buddies of the youngest. The school council plays a significant role in discussing issues of concern. Pupils join in a wide range of church and village events. Almost a quarter of all pupils play in the school orchestra, which performs in public and has won local awards.

Quality of provision

Teaching and learning

Grade: 2

Teaching is now good following deterioration due to long-term staff absence. Children in Reception learn well because teaching is good. Across the school, teaching assistants are well used and skilfully involve pupils fully in lessons. Teachers plan interesting lessons and make good use of inter-active whiteboards. Excellent attitudes were evident in an effective literacy lesson for pupils in Year 3 and 4 because the work was exciting. Whilst assessment systems are satisfactory, teachers do not use the information gained regularly enough to adjust their teaching or to share targets with pupils to help them improve. Pupils with learning difficulties are well supported and make the same progress as their peers.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum with good features. For instance, French is taught as an additional subject to all Key Stage 2 pupils. There is a good emphasis in all subjects on planning work around interesting topics and practical activities. Provision for ICT has improved and is now satisfactory. Pupils are making good progress in using ICT skills for learning in other subjects. Reading development is well promoted but planning does not focus enough on extended writing across all subjects or challenge for more able pupils in mathematics. Nevertheless, outstanding provision is made for one pupil with exceptional ability in mathematics. Work in lessons is carefully adjusted so that less able pupils succeed.

There is a good range of additional experiences, including visits and visitors. The range of clubs is outstanding for a school of this size, with particular strengths in music and sport.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory, but with significant strengths. Notably, staff know the pupils well, have good relationships with them and there is a strong community spirit. Child protection procedures are well understood. Outside agencies are properly involved in providing specialist support for those who need it. Pupils are very confident that they are safe and valued. Assessment procedures have improved and are now satisfactory overall. The school is developing a clearer picture of pupils' progress in English and mathematics, though more needs to be done in other subjects.

Targets are now set for pupils and the school has worked hard to involve parents. Pupils' progress is now checked at intervals and a tracking record is developing. This is done well for pupils with learning difficulties, but checking needs to be more frequent to guide provision for other pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall with several good features. The headteacher leads well on a day-to-day basis. He has accurately identified the school's most pressing priorities and is committed to raising standards and achievement. He has successfully managed improvements to the school site, which have improved learning. Following many staff changes the headteacher has worked hard to ensure that all staff are committed and purposeful. Measures to bring about improvement in pupils' standards and achievement, including monitoring, support and training, are beginning to bear fruit. Senior staff have not done enough to ensure that all teachers use assessment information to set work at the right level, particularly for higher attainers. Initiatives to raise standards in science have been effective. The governors are well organised and provide helpful support to the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

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?	3
How well are learners cared for, guided and supported?	3

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?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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 very much for all the help you gave us when we came to your school. We liked talking to you and your teachers and enjoyed coming to your assembly. We were very impressed with the lovely vegetables you grow in your school garden. We know that you will be interested in what we thought about your school.

These are the things we liked about your school:

- You are well behaved and enjoy coming to school.
- You enjoy taking part in an excellent range of clubs and activities.
- You do well in subjects such as music and physical education.
- You are taught to realise the importance of eating healthily.
- You told us you feel safe and well supported.

But to make things even better we have suggested these things that the school should do:

- Make sure that those of you who are good at writing and mathematics are given some challenging things to do.
- Make sure you are given plenty of opportunities to practise writing in subjects such as history, geography and science.
- Teachers should keep a very close check on how you are all getting on with your work so that anyone who needs help can be given it quickly.

We wish you every success with your learning. Keep working hard, and growing your own vegetables.