



Willoughby Primary School

Inspection Report

Unique Reference Number 122681
Local Authority NOTTINGHAMSHIRE
Inspection number 292476
Inspection date 5 December 2006
Reporting inspector Gill Broadbent

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

Type of school	Primary	School address	Church Lane
School category	Community		Willoughby-on-the-Wolds, Willoughby-on-the-Wolds
Age range of pupils	4-11		Loughborough, Leicestershire LE12 6SS
Gender of pupils	Mixed	Telephone number	01509 880620
Number on roll (school)	44	Fax number	01509 881834
Appropriate authority	The governing body	Chair	Dr Basil Haynes
		Headteacher	Mr Alan Guilder
Date of previous school inspection	5 February 2001		

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Introduction

The inspection was carried out by an Additional Inspector

Description of the school

This small school serves a rural community. The majority of pupils are of White British heritage and all speak English as their first language. No pupils are entitled to receive free school meals. A smaller proportion of pupils than average have learning difficulties and none have statements of special educational needs. Children start school in September or January before their fifth birthday with skills above those expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Parents and their children are right to be proud of this outstanding school. The headteacher, staff and governors fully achieve their aim of providing pupils with learning for life. They do this extremely well by ensuring that pupils enjoy learning and achieve as well as they can. Pupils contribute to their success through their excellent attitudes, attendance, punctuality and behaviour. Parents say that their children can't wait to get to school, which is not surprising. Teaching is always at least good and often outstanding throughout the school. Activities always challenge different groups of pupils at the right level and are very well matched to what pupils need to learn next. Teachers constantly check pupils' progress and intervene if necessary with additional support. As a result, pupils achieve high standards in English, mathematics and science at the end of Years 2 and 6 which prepares them well for their future economic well-being. This success is not at the expense of other subjects that are equally well taught through an exceptionally rich range of activities. Pupils learn to speak Japanese and French in Years 3 to 6 and have experienced an exchange visit hosting Japanese children. They support a family in Kenya and also learn about other cultures and religions. These activities make a significant contribution to their outstanding spiritual, moral and social development whilst preparing them effectively for their future lives as citizens of the world.

The school council plays a high profile role, contributing much to the life and work of the school and pupils' excellent personal development and well being. Pupils are actively encouraged to help improve the provision for their education, health and safety. The school acted upon their suggestion to use different signals for playtime and fire alarms to ensure that there was no doubt about what they should do. Pupils organise themselves well to raise funds for charities. They willingly take turns and record their use of equipment such as the rowing machine to make sure their skills are improving. A high number of pupils attend sporting activities and after school clubs that make outstanding contributions to enable pupils to lead healthy lifestyles.

Leadership and management are outstanding. The headteacher, governors and staff work exceptionally well together and know the school's strengths and areas to improve further. Governors are highly skilled and provide constructive support and help. The numbers of part-time staff are high, but they all influence and contribute to school improvement and high quality provision very effectively. School development and improvement plans are based on an accurate assessment of the impact of its work and lead to sustained improvement, for example, in higher standards in writing. Information and communication technology (ICT) has improved dramatically since the last inspection however this now needs to be used widely across all subjects. The range of activities for Foundation Stage children is good. The school rightly plans to enhance the outdoor learning and creative environment for these children. The school has an outstanding capacity to improve and provides excellent value for money.

What the school should do to improve further

- Improve the quality of the outdoor learning and creative environment for Foundation Stage pupils.
- Develop the use of ICT across all subjects.

Achievement and standards

Grade: 1

Pupils consistently build upon their above average skills each year, to reach exceptionally high standards at the end of Year 6 and their achievement is excellent. Results in teacher assessments and national tests when compared to other schools can be distorted because there are 10 or less pupils in each year group. The pupils' work and the school's efficient system for checking their progress shows that all pupils, including those with learning difficulties, consistently make good or outstanding progress to meet or exceed challenging targets at the end of Years 2 and 6. Almost every pupil reaches exceptionally high standards in English, mathematics and science. In the Foundation Stage children make good progress and exceed the skills expected for their age by the time they start Year 1.

Personal development and well-being

Grade: 1

This is outstanding. Pupils contribute much to the school and wider community. They develop responsible attitudes towards others through assemblies, being members of the school council and taking on increasing levels of responsibilities around the school. Their spiritual, moral, social and cultural development is excellent and developed through strong links with the nearby church, regular assemblies and charity events. Pupils show great concern for the world and empathy for those less fortunate than themselves.

Pupils love learning because they are challenged and helped to do as well as they can by teachers who make learning interesting and fun. They find their target setting booklets help them to focus on what they need to learn next in English and mathematics and in their personal development. They try hard to improve and recognise how well they are achieving their own challenging targets.

Pupils contribute good quality notices displayed around school to remind themselves about lessons they have learnt about healthy living, how to keep themselves safe and how to learn. They take up every opportunity to lead healthy lifestyles by walking to school. They take part in the vast range of sporting activities on offer through the school's strong links with other schools and groups. Pupils become mature, responsible young people who articulate their ideas and views with clarity. Through the school council and in lessons they learn how democracy works, to negotiate in groups and how to work as a team by supporting each other, which has the potential to help them in their future working lives.

Quality of provision

Teaching and learning

Grade: 1

This is excellent. The quality of teaching and learning is always at least good and often outstanding so that pupils do as well as they can. Teachers and staff who share classes work extremely well together and know their pupils' needs accurately. They are highly skilled professionals who know how pupils learn and what they need to learn next. All classes have mixed ages and teachers assess their pupils' learning needs effectively. They provide work that is challenging at the right level for each group which makes sure that all pupils make good and often outstanding progress. They constantly use new interactive white boards, games and practical activities to make learning highly engaging, effective and fun. Pupils and parents are right to appreciate how well the teachers cater for pupils' different needs across classes and year groups. Parents say that most other schools would welcome just one teacher with these skills but they have them in all their teachers and teaching assistants.

Curriculum and other activities

Grade: 1

This is outstanding. The curriculum is very well planned so that no work is repeated and pupils constantly build upon their skills, knowledge and understanding. The headteacher and staff have effective methods for checking that all aspects of work are covered and that the pupils experience a broad and well balanced curriculum. Visitors to school and visits out are often used to provide hands-on experience that brings learning to life whether at a science discovery park or the railway. The school makes very effective use of specialist staff to raise standards in music and art. Its links with other schools and colleges also enrich the curriculum. For example, specialist language teaching in French and Japanese is interesting and challenging. Pupils know this gives them a head start and increases their choices when they move to their next school. Sporting activities, board games, and other clubs are offered so that all interests and ages are catered for at some time during the year.

Care, guidance and support

Grade: 1

This is outstanding. Each child and every family are known personally to every member of staff so that pupils' individual needs are consistently well catered for by everyone. Parents are confident that they can approach any member of staff at any time if they have concerns and know that their child is well cared for. Governors fulfil their responsibilities and ensure that there are good systems for ensuring child protection which meet the latest guidelines. Pupils are taught how to keep themselves healthy and safe which includes anti-bullying and anti-drugs strategies. Teachers check pupils' progress regularly and intervene swiftly to provide the right support at any sign that they are not making good enough progress. Probing questions during lessons that

encourage pupils to think about their learning, discussions in class, marking and target setting books all provide guidance that enables pupils to achieve as well as they can in their personal and academic development.

Leadership and management

Grade: 1

This is outstanding and is the driving force behind the school's excellent provision. The headteacher sets a clear direction for the school's development which is shared by all staff. Governors provide constructive support and practical help. All staff share their enthusiasm, high quality skills and expertise which enrich and contribute to school improvement and its high quality provision. The headteacher has established efficient, effective strategies to identify accurately the school's strengths and areas to improve through monitoring the quality of all aspects of its work with the support of all staff. The views of parents and pupils are regularly sought and their help is welcomed in supporting developments. Initiatives taken are prioritised and meticulously planned with attention to fine detail so that improvements are successful and sustained, for example in pupils' excellent behaviour. The school has very successfully completed the outstanding issue of ICT from the last inspection. It is not complacent and knows it can improve this further. Recent building work has provided additional space. The school rightly plans to use this to improve the outdoor and creative learning environment for Foundation Stage children so that their needs can be met even more effectively. Based on sustained improvements, the strong leadership from all staff and the highly effective governing body, the school has an outstanding capacity to improve and provides excellent value for money.

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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
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	1
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	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

6 December 2006

Dear Pupils

Willoughby Primary School, Church Lane, Willoughby-on-the-Wolds, Loughborough, Leicestershire, LE12 6SS

Thank you very much for making me so welcome when I visited your school recently. This letter is to tell you about some of the important things I found.

You told me how great your school is and how much you enjoy learning. You were right, it is an outstanding school that makes sure you learn extremely well and reach high standards. I agree with you that learning Japanese and French will give you more options in your next school. I noticed in lessons that teachers make sure you all have different hard work that is just at the right level for each group. They often give you games or practical activities that make learning fun. This makes sure that you all make really good and at times outstanding progress. The target setting books are helping you to concentrate on your English, mathematics and personal targets so that you know how well you are doing. You help too by behaving exceptionally well, attending school regularly and punctually. You all get on well together and develop into mature, responsible young people who are thoughtful and caring.

The school leaders are outstanding and all the adults do everything they can to make sure you have a high quality education and are very well cared for. Even though the school is excellent, they want to do even better. The school has already planned to improve the way it uses your new computers and whiteboards and to improve the outdoor and creative learning for the youngest children.

I hope that you continue to work hard, enjoy your learning and all the fantastic range of after school activities.

Yours sincerely

Mrs Gill Broadbent

Lead Inspector.