

Gaddesby Primary School

Inspection report

Unique Reference Number	119924
Local Authority	Leicestershire
Inspection number	313448
Inspection date	23 May 2007
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	80
Appropriate authority	The governing body
Chair	Heidi Seary
Headteacher	Patricia Newbold
Date of previous school inspection	29 September 2003
School address	Ashby Road Gaddesby Leicester LE7 4WF
Telephone number	01664 840253
Fax number	01664 840253

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Attainment on entry to the school varies and has been above average in the last two years. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and disabilities is below average but these pupils are not spread evenly across the school. A number of pupils leave the school before the end of Year 6 to attend independent schools. The school has before and after school clubs and a pre-school on site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This small and friendly school provides a satisfactory education for its pupils and has several strong features. Members of staff provide good care, guidance and support and as a result pupils' personal development and well-being are good. Pupils show their enjoyment of school by attending regularly and behaving well.

Satisfactory teaching and learning help pupils to make sound progress throughout their time at school and consequently their achievement is satisfactory. Children make a satisfactory start to their education in the Reception Year and most are working at or beyond the levels expected for their age when they start in Year 1. Standards by the end of Year 6 are broadly average, with pupils' spelling and punctuation being a weakness because they do not always take enough care when writing. Standards in mathematics have risen significantly this year because focused training and sensitive support have improved teaching in the subject.

Throughout the school, teachers' good relationships with the pupils and their positive management of behaviour successfully help pupils to develop confidence and to feel safe. A good number of well trained teaching assistants provide valuable support to small groups of pupils in many lessons. There continue to be some occasions when teachers do not use assessment information well enough to ensure that work is matched closely to pupils' differing needs. This sometimes slows the progress of more able pupils and at other times confuses the less able or those with learning difficulties.

The good curriculum and effective links with outside agencies provide a wealth of exciting additional activities including visits, visitors, clubs and competitions. These contribute especially well to pupils' excellent understanding of healthy living. An interesting range of creative activities and good opportunities for pupils to discuss their work with each other have a positive impact on their good speaking and listening skills.

Leadership and management are satisfactory. Members of staff and governors are hard-working and want the best for the pupils. Subject leaders are developing their roles so that they can have more impact on improving pupils' progress and standards. In response to disappointing standards and progress in 2006, the school has started to use information on how well pupils are doing to identify and rectify weaknesses. There is an understanding that this process is not yet rigorous enough. Most parents are pleased that their children come to this school. Typically they say, 'My daughter is very happy at school' and 'The school is happy and safe.'

What the school should do to improve further

- Improve pupils' writing, by ensuring that pupils take more care with their spelling and punctuation.
- Ensure that teachers consistently pitch work at the right level so that all groups of pupils learn quickly.
- Evaluate information on how well groups of pupils are doing so that any underachievement can be identified and rectified swiftly. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children make a sound start to their education in the Reception Year and most are working at or beyond the levels expected for their age by the time they start in Year 1. They are particularly good at counting.

Pupils continue to make satisfactory progress in Years 1 to 6. Not all pupils have made enough progress in the past, especially in mathematics, where standards were exceptionally low at the end of Year 6 in 2006. The school has benefited from focused external advice this year and has put into place successful strategies to improve progress in this subject. For example, there has been greater support for pupils in topics that they find difficult such as division and problem solving. By the end of Year 2 and Year 6, standards are broadly average in English, mathematics and science. Pupils are very articulate and listen well in most lessons. Standards in writing are lower than in reading, because pupils make several spelling mistakes and do not always use punctuation well enough.

Pupils with learning difficulties and disabilities make satisfactory progress, although occasionally their progress slows when they are given work that is too difficult. The school sets suitably challenging targets, although these were not met in 2006 because the school did not monitor pupils' progress well enough.

Personal development and well-being

Grade: 2

An outstanding feature of pupils' good personal development is the way they adopt healthy lifestyles enthusiastically. Pupils have a very good understanding of why they need to eat healthy foods; as one said, 'It helps us concentrate in lessons'. They feel that it was right to ban unhealthy snacks at playtime and they participate fully in the wide range of sports offered by the school. Pupils develop a good understanding of how to stay safe. They show concern for each other and play and work together safely.

Pupils work hard and behave very sensibly in lessons and around school. They are confident, articulate and sociable, although they do not always take enough care with their spelling and punctuation. Relationships between pupils are very strong, with even the youngest children in the Reception Year helping each other when they are working.

Pupils' spiritual, moral, social and cultural development is good. A thoughtful display about friendship demonstrates the way that pupils show good concern for the welfare and well-being of others. They celebrate each other's successes and take responsibility willingly. There is an active school council that helps pupils to make a good contribution to the community. Pupils learn to look after the environment by recycling waste and raising funds for charities. Activities such as these, as well as their sound progress in developing basic skills, prepare pupils satisfactorily for the next stage of their education and eventually for later life.

Quality of provision

Teaching and learning

Grade: 3

In the Reception Year, members of staff work together very closely. They make good use of songs and rhymes to develop basic number skills and have good expectations for children's personal development.

Throughout the school, teachers manage pupils' behaviour well. They make learning purposeful by explaining what pupils are to learn clearly and by planning different activities to make lessons interesting. Strong relationships help to ensure that pupils are happy in their work and want to do their best. There are occasions when work is not set at the right level, being either too hard or too easy for some pupils. This slows the pace of learning. Time is usually managed well, although pupils sometimes need to wait for further instructions when they have finished a piece of work.

Teachers are very conscientious about marking work and they frequently give verbal feedback or write useful comments that help pupils understand how they can improve their work.

Curriculum and other activities

Grade: 2

The school provides pupils with a very wide range of experiences both in and out of lessons. The school places great importance on helping pupils to learn about staying safe and healthy. There is a very wide range of sporting activities and pupils are encouraged to eat healthily. Creativity is fostered very successfully, and pupils produce high quality work in art and music. These activities add greatly to pupils' enjoyment of school.

There is a good curriculum for children in the Reception Year that meets their needs well. It successfully encourages children to become independent and responsible. In Years 1 to 6, the curriculum is broad and balanced and helps pupils to build steadily on what they have already learnt, although planning does not always take enough account of the differing needs in each class. There is a good focus on developing basic skills and teachers are beginning to develop links between different subjects to give pupils more opportunities to practise their literacy and numeracy skills and raise standards further. The school knows that this good practice could be extended further.

Care, guidance and support

Grade: 2

Parents are right to be pleased with this aspect of the school's work; as one parent said, 'The children are well cared for and nurtured.' All pupils are treated as part of the 'school family'; members of staff know the pupils well, and they work closely with parents and outside agencies to safeguard pupils' well-being. Good links with pre-school providers mean that children settle quickly when they first start school. Pupils in Year 6 are suitably prepared for their transfer to secondary education.

Academic support is satisfactory. Assessments procedures are well established but this information is not always used well enough to ensure that work builds on pupils' previous learning. A helpful recent improvement has been the setting of individual targets. Pupils have found this helpful in showing them how they can improve their work.

Leadership and management

Grade: 3

The headteacher is well respected and leads by example by providing sensitive pastoral support for the school community. All members of staff are very hard-working and diligent, and satisfactory procedures for school self-evaluation have enabled them to gain a realistic view of how well the school is doing. The monitoring of teaching and learning has been used to identify strengths and weaknesses in provision. This has led to recent improvements in the way mathematics is being taught and has raised standards in the subject. These improvements have been well managed by the subject leader and demonstrate the school's sound capacity to improve further. The school has suitable plans to extend leadership in English in a similar way. The school has a vast amount of data to track pupils' progress, but this information is not well organised or analysed in such a way that underachievement of any groups of pupils can be identified and rectified swiftly.

Governance is satisfactory. Governors are enthusiastic and support the school well. They are increasing their role in finding out for themselves how well the school is doing so that they can hold the school to account more fully.

Annex A

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?	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	3
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	3
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	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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.

Annex A

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	3
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	3
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

24 May 2007

Dear Children,

Inspection of Gaddesby Primary School, Gaddesby, LE7 4WF

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a satisfactory education. We found some good things but also some things that need improving.

Here are some other things about you and your school:

- Most of you make sound progress, although you could do better in writing.
- You are polite and friendly and enjoy school.
- Your teachers work hard to make lessons interesting although they do not always make sure that you are given work that is right for you all.
- You are given a good range of interesting things to do. We especially liked the way you had the chance to see some small wild animals in class.
- All adults in school are kind and caring and they look after your personal needs well.
- Your headteacher, teachers and governors know what they need to do to improve the school but do not always use information about how well you are doing to check that you are always learning quickly enough.
- Your parents and carers are pleased that you come to this school.

What we have asked your school to do now:

- Give you more help in improving your spelling and punctuation.
- Help teachers to always give you work that is right for you.
- Use information on how well you are doing to check that you are all learning quickly enough.

We thoroughly enjoyed talking with you about your work and watching you learn. We wish you all well for the future and hope your trip to Scarborough is fun. We hope you continue to help your teachers by listening carefully and trying your best.

Yours sincerely,

Alison Cartlidge Lead inspector