

# John Wycliffe Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119974
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313465
<b>Inspection dates</b>	18–19 June 2008
<b>Reporting inspector</b>	Frances Gillam

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Roper
<b>Headteacher</b>	Trudi Smith
<b>Date of previous school inspection</b>	17 November 2003
<b>School address</b>	Moorbarns Lane Lutterworth LE17 4QJ
<b>Telephone number</b>	01455 553135
<b>Fax number</b>	01455 550470

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	18–19 June 2008
<b>Inspection number</b>	313465

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 three Additional Inspectors.

## Description of the school

Most pupils who attend this larger than average-sized primary school come from a White British background. A higher percentage of pupils than the national average come from a Traveller background. The proportion of pupils entitled to a free school meal is below the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

John Wycliffe is a good school. Pupils say that since the appointment of the headteacher the school is a great place to be and parents echo this view. Within the school's warm and caring environment and because of the good level of care, guidance and support they receive, pupils of all abilities thrive and grow in confidence. This enables them to make good progress in their personal development and to establish strong and constructive relationships with each other. These are key reasons why pupils say they enjoy coming to school.

From their below average starting point in the Reception Year, pupils, including those who require extra help with their work, make good progress. This enables the pupils to reach above average standards by Year 6. Pupils from Traveller families also do well during their time in school because of the good support they receive. Pupils' well developed skills, particularly in literacy and information and communication technology (ICT), provide them with a firm foundation for the future.

School self-evaluation processes are robust. These enable senior managers, governors and staff to have a clear understanding of the school's effectiveness and to identify the right action to raise standards further. Literacy has been a priority area for the school and staff have successfully introduced new ways of working. 'Talking partners', for example, is a particular success because it enables pupils to share ideas, discuss their work and it helps pupils to clarify their thinking. Features such as this, and the strong focus on improving the achievement of the more able pupils, are raising standards and show that the school has a good capacity to improve further. Developments in mathematics are also securing a better rate of progress for the more able and those who sometimes struggle with their work. Average attaining pupils, however, do not make the same good progress because some activities do not always match their needs well enough. In addition, the school acknowledges that opportunities for pupils to practise and develop their mathematical skills across the curriculum are not yet as good as they are in literacy.

Pupils recognise that teaching is good and say their lessons are exciting. They especially enjoy the opportunities they have to discover things for themselves. Although pupils are making good progress in their writing, difficulties with letter formation impede some pupils' ability to record their ideas and opinions quickly. This is particularly the case for lower attaining boys. It stems from a lack of careful assessment in the early years to deal with these weaknesses and the lack of a systematic approach to teaching handwriting throughout the school.

Pupils have a good understanding of how to stay healthy. They take full advantage of the sporting clubs on offer because they understand the importance of exercise in keeping fit. Pupils are confident to voice their opinions but also respectful of the views and beliefs of others. Their strong moral understanding underpins their good behaviour. Pupils have a good understanding of how to stay safe and free from harm and they make a good contribution to the wider community.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Reception Year is good. Children have a bright and attractive environment to work in. Staff provide good opportunities for children to explore and discover things for themselves and this sparks the children's interest in learning. Tasks match carefully the differing ability needs of the children and this ensures that they make good progress in their work. Staff

are responding well to the priority to improve children's social skills. They encourage children to express their ideas and to value the opinions of others. These features help the children to work together constructively and to build positive relationships. It also shows in the children's good behaviour and the way they share resources sensibly. Writing is also a priority area and staff provide many good opportunities for children to record their thoughts and ideas. This gives children the confidence to 'have a go'. Although staff provide many opportunities for children to practise letter shapes, they do not check carefully or frequently enough if children are forming letters accurately. This leads to some children developing errors that prove difficult to remedy later on.

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

- Ensure that teachers provide activities that better match the needs of the average attaining pupils in mathematics.
- Provide better opportunities for pupils to practise and develop their mathematical skills in other subjects.
- Ensure that teachers in the younger classes assess more effectively children's accuracy in letter formation and ensure that the programme for teaching handwriting throughout the school is robust and systematic.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good because of the good teaching and exciting curriculum on offer. Children do well in the Foundation Stage because of the attention staff devote to meeting children's individual needs. This challenges children to work hard and, by the time they enter Year 1, most are working securely within the goals expected for their age. Teachers in Years 1 and 2 build successfully on this positive start. Pupils continue to do well and they reach average standards by the end of Year 2. Standards are above average by Year 6 and the results in the national tests in 2007 were the highest the school has achieved. The school sets challenging targets and this is increasing the rate of pupils' progress. In English and science, all groups of pupils do well. In mathematics, however, average attaining pupils make satisfactory rather than good progress because sometimes tasks do not challenge them enough.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils have a strong sense of empathy and respect for other people's religious and cultural beliefs. They are keen to contribute to their school and wider community. The school council, for example, has been involved in improvements to the school grounds and all pupils are eager to raise charitable funds because they recognise that there are people less fortunate than they are. Pupils know how to keep safe and usually look out for each other, although some younger pupils say they are concerned about the sometimes-boisterous play of older pupils at break-times. Pupils have a good awareness of healthy lifestyles and exercise regularly but not all of them make sensible choices about what they eat. Pupils like school, they are eager to learn and many are involved in after-school clubs. Pupils act sensibly and their good behaviour means they build positive relationships with adults and each other. Pupils use their skills, particularly in ICT and literacy, in a wide range of activities including, for example, video presentations and research work.

Pupils are equally confident in working on their own or as part of a group; this prepares them well for their next stage of learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers ensure that lessons have a good balance between pupils listening, sharing their ideas with others and finding things out for themselves. These features allow pupils to be involved in their learning and, when required, to work confidently on their own. Teachers have good knowledge of their pupils and they tailor activities to meet the differing needs within their classes. Learning support assistants play an important part in helping pupils who need extra support with their learning. Their careful explanations enable these pupils to play an active part in lessons and to have success in meeting their targets. Teachers respond well to whole-school initiatives and the implementation of extended and sustained writing opportunities, for example, has led to a good rate of progress for most pupils in English. For some lower attaining boys, however, difficulties they have with letter formation restrict their ability to record quickly. This means that their learning across subjects is not as rapid as it could be. These problems start early because teachers do not identify or deal soon enough with children's difficulties in developing a legible and accurate handwriting style. In addition, the remedial action taken in later year groups is not always rigorous enough.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum developments are proving successful. Pupils say the things they are learning about now are more exciting than they were previously. The curriculum is rich and vibrant and an extensive range of activities outside normal lessons enhances it further. The curriculum builds well on pupils' prior experiences; it captures their interest and contributes successfully to their enjoyment of school and their personal development and well-being. Curriculum planning caters well for the promotion of literacy and ICT skills across subjects but it is not yet secure in mathematics. Although pupils often use mathematical skills such as measuring and graph work in science, this is not a strong feature in other subjects. This restricts pupils' ability to use their mathematical skills and understanding, for example, to interrogate data in geography or to solve problems in design and technology.

### **Care, guidance and support**

#### **Grade: 2**

Staff routinely remind pupils of how to keep safe and healthy. Arrangements for safeguarding pupils are robust, carefully managed and regularly reviewed. As a result, pupils work and play in a safe and supportive environment. The school works well with parents, outside agencies and local schools. This ensures, for example, that pupils from Traveller families receive good support, which enables them to be fully involved in the life of the school and to do well in their personal development and learning. All pupils have targets to help them improve their work. Older pupils clearly understand what these targets mean and how they should use them. This has had a significant impact on their achievement and progress. Younger pupils also receive this type of guidance but not all of them find the targets helpful because sometimes they find the wording too difficult to understand.

## Leadership and management

### Grade: 2

Leaders at all levels focus successfully on raising standards and achievement and on promoting pupils' personal development and well-being. The good self-evaluation procedures enable the governors and staff to have a clear understanding of the school's strengths and any weaknesses. Tracking arrangements provide teachers with very clear information about how many levels of progress pupils in their class should make in the year. Senior managers check how well teachers are achieving this as well as pinpointing any areas of underachievement. This has proved effective and the action taken has led to an improved rate of progress, particularly for the more able pupils. However, senior managers acknowledge that in mathematics the average attaining pupils are not progressing quite as quickly. This is one of the main reasons why mathematics is proving slower to improve than English and science.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

20 June 2008

Dear Children

Inspection of John Wycliffe Primary School, Lutterworth, Leicestershire, LE17 4QJ

Thank you for making the inspection team so welcome when we recently visited your good school. We really enjoyed meeting you, talking with you about your work and seeing all the exciting things you do.

The people in charge of your school and your teachers do a good job. This helps you to do well in your work and to reach above-average standards by Year 6.

Here are some of the things we thought were particularly good about your school.

- All of you do well, from children in the Reception Year right through to Year 6.
- You are good at keeping yourselves healthy and safe from harm.
- You enjoy school because you find your lessons exciting.
- You get on well together and you have respect for other people's views and beliefs.
- You are kind and considerate and like to help others less fortunate than you are.
- You are well cared for and you say you feel safe and happy in school.

We have asked the people in charge and your teachers to work together on three things.

- To make sure that all of you do as well as you can in mathematics.
- To make sure you have better opportunities to practise and develop your mathematical skills across the curriculum.
- To make sure you get better help in developing a neat and accurate handwriting style.

Yours faithfully

Fran Gillam Lead inspector