

Sileby Redlands Community Primary School

Inspection report

Unique Reference Number	120055
Local Authority	Leicestershire
Inspection number	313494
Inspection dates	13–14 November 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	187
Appropriate authority	The governing body
Chair	Jill Moir
Headteacher	Matthew Peet
Date of previous school inspection	24 January 2005
School address	King Street Sileby Loughborough LE12 7LZ
Telephone number	01509 812376
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The pupils come to the school from the village of Sileby and the surrounding area. Most children are working below the levels expected for their age when they start in the Reception Year, especially in communication, language and literacy and mathematical development. The proportion of pupils with learning difficulties and/or disabilities is broadly average overall, although these pupils are not distributed evenly through the school. Most pupils are from a White British background and the proportion entitled to free school meals is broadly average. Most pupils are taught in single age classes, although those in Years 4 and 5 are taught in one large class. The headteacher was appointed in January 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Pupils enjoy attending this satisfactory school because friendly members of staff make them feel valued. Children make a sound start to their education in the Reception Year and develop good attitudes towards learning. Satisfactory teaching in Years 1 to 6 ensures that pupils' progress continues at a steady rate and achievement is satisfactory. By the end of Year 6, standards are below average overall, although English standards are broadly average. Pupils make good progress in English because teachers are good at showing them how they can improve their work. In mathematics, pupils do not always make enough progress because teachers do not always match work well enough to the differing needs of pupils of average and above average ability. Teachers and teaching assistants support less able pupils and those with learning difficulties and/or disabilities well, enabling them to make good progress towards their individual targets.

The school provides well for pupils' pastoral needs, enabling them to become considerate and well behaved. Teachers develop good relationships with their pupils and make good use of praise to encourage them to take an active part in school life. Pupils respond well by taking responsibility sensibly and by making a good contribution to the community by raising funds for charity. The curriculum meets the needs of pupils satisfactorily and is successful in helping them to learn how to stay safe and healthy. Teachers are developing themes that cover several subjects so that the curriculum can be more interesting and purposeful. They are aware that pupils need more opportunities to use and improve their numeracy skills. A good variety of interesting clubs and visits contributes particularly well to the pupils' enjoyment of school.

Members of staff and governors are enthusiastic and want to do their best for the pupils. There is a shared understanding of the school's priorities for improvement. Leaders are aware that they need to analyse the information on teaching and learning and pupils' progress more rigorously so that they can measure effectiveness more accurately and ensure that all pupils learn quickly.

Most parents are pleased that their children come to this school and find it to be welcoming and supportive. One parent spoke for many by saying, 'My child is happy at school and is making steady progress. I feel that members of staff are caring towards all children.'

Effectiveness of the Foundation Stage

Grade: 3

Sound teaching enables children to make satisfactory progress in the Reception Year, although children remain below the nationally expected levels for their age when they start in Year 1. Good transfer arrangements help children to settle into school routines quickly. Sensitive and caring support from all members of staff helps children to make good progress in developing personal skills, including good behaviour. Children improve their speaking and listening quickly because there are many good opportunities for them to practise these skills when acting out stories such as 'Little Red Riding Hood' and when playing in the interesting role-play 'space station'. Progress is less secure in learning letter sounds and writing. The school has identified correctly that these aspects are priorities for improvement, and members of staff are gaining confidence in following programmes to boost attainment. Whilst these are new, there are some early signs of success. Activities provided indoors are interesting and inviting, but the use of the outdoor area is limited because it is rather small and not situated conveniently. Members

of staff try hard to provide opportunities for children to work outside. For example, children explore the school grounds in wellington boots on 'Filthy Fridays'. However, children are not able to choose when to work outside and this unnecessarily limits their independence.

What the school should do to improve further

- Increase progress in mathematics by ensuring that work consistently matches pupils' differing needs and by providing more opportunities for pupils to use numeracy skills.
- Improve the accuracy of school self-evaluation by analysing and evaluating information from monitoring teaching and pupils' progress more rigorously.
- Ensure that children in the Reception Year have suitable opportunities to choose to work outside.

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. Standards by the end of Year 6 are below average overall, with English standards being broadly average. Children make satisfactory progress in the Reception Year, although standards remain below expected levels when children start in Year 1. Sensitive support from all members of staff enables children in this year group to make good progress in personal development and speaking and listening. Satisfactory progress continues in Years 1 to 6. Pupils make good progress in English because this has been an area of whole-school focus, and national intervention programmes support groups of pupils well. In mathematics, pupils of average and above average ability do not always make enough progress because teachers do not consistently match work closely to their differing needs. The school is correct in identifying the need for pupils to improve their ability in handling numbers. Teachers and teaching assistants support pupils with learning difficulties and/or disabilities well, enabling them to make good progress. The school sets realistically challenging targets for the end of Year 6. Pupils met these targets in English in 2007 but missed them in mathematics at the higher Level 5.

Personal development and well-being

Grade: 2

Pupils are polite and friendly and most follow their 'Redlands Rules' well. Members of staff support pupils with behavioural difficulties sensitively, enabling them to behave well most of the time. Good attendance demonstrates the pupils' thorough enjoyment of school. As one pupil said, 'I hate it when I'm sick because I can't come to school'. Pupils especially like the way teachers make learning fun and the good provision for clubs. They are pleased with the 'buddy' system and most say that they feel free from bullying.

Pupils, including those in the Reception Year, have good relationships with each other and with adults and there is clear mutual respect shown. Pupils support a variety of charities and take responsibility well. For example, Year 6 pupils help to sell smoothies on 'Fruity Friday'. The school council promotes pupils' views well and is involved in raising funds for worthwhile projects such as playground markings. Pupils have a good understanding of how to stay safe and healthy. Most eat sensibly and take part in various sporting activities. Pupils understand

why certain areas of the playground are out of bounds and older ones are knowledgeable about first aid. These activities, as well as sound progress in developing basic skills, prepare them satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with the pupils and use praise well to manage pupils' behaviour successfully and give encouragement. As one parent said, 'The teachers are fair but firm and always have the children's interests at heart'. Teachers prepare work for different ability groups, although the work is not always challenging enough for the average and more able pupils in mathematics. As a result, these pupils do not consistently make enough progress. In English, pupils' good progress is monitored more rigorously, and informative marking and clear target-setting help pupils know how to improve. Attractive displays and well-organised classrooms help to create a calm and welcoming atmosphere in school. Teaching assistants provide good support for small groups of pupils in many lessons, including Reception children and those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

Pupils experience a satisfactory curriculum, enriched by a good variety of additional activities such as purposeful visits, visitors and clubs. These increase pupils' enjoyment of learning. For example, the use of specialist teachers to help pupils in Year 3 sample various musical instruments is raising interest in music well. The curriculum builds steadily on what pupils have already learnt, although planning does not always take enough account of the needs of all pupils, especially in mathematics. The school provides additional support for the large mixed age class so that it is easier to manage the pupils' wide spread of needs. The school is working on developing opportunities for pupils to use the skills they have learnt in literacy and numeracy lessons in their new cross-curricular themes. The school promotes personal development well, giving pupils clear information about how to keep safe and healthy.

Care, guidance and support

Grade: 2

The school has good links with parents and outside agencies right from the time children first start school in the Reception Year and these help to safeguard pupils' well-being. Parents are pleased that their children are 'listened to' and are 'well cared for' in school. Members of staff apply clear policies to ensure pupils' good well-being and support individual needs well. For example, pupils who find it difficult to behave sensibly attend specific groups to help them discuss the right way to respond to different situations.

Improved assessment arrangements support learning well; good support for pupils with learning difficulties and/or disabilities help them to make good progress in most lessons. The school is beginning to involve pupils in their own assessment by encouraging them to check their own targets. Although teachers collect much useful information on pupils' progress, it is not analysed fully to ensure that all are making enough progress, particularly in mathematics.

Leadership and management

Grade: 3

The enthusiastic new headteacher and his newly formed senior management team are working together well to improve the school. There is a strong commitment towards raising standards and achievement, although new developments have not been in place long enough to have had a clear impact. The friendly atmosphere supports the pupils' personal development well and ensures that the school is calm and friendly. Members of staff and governors are keen to expand their roles so that they monitor and evaluate provision more rigorously. Governance is satisfactory. Governors are knowledgeable and supportive and are aware that the new system for tracking pupils' progress will enable them to hold the school to account more effectively.

The school's systems for self-evaluation are satisfactory and there are clear and appropriate priorities for development. However, information from monitoring teaching and pupils' progress is not fully analysed and evaluated, consequently senior staff have a slightly over-generous view of school effectiveness. Recent strategies to increase the rate of pupils' progress are beginning to have a positive effect in writing, although it is too soon to see sustained improvement. The school has shown, in the way it has tackled weaknesses in writing and in the improved assessment arrangements since the last inspection that it has a sound capacity to improve further.

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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
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	3
The capacity to make any necessary improvements	3

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	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	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?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

15 November 2007

Dear Pupils

Inspection of Sileby Redlands Community Primary School, Loughborough, LE12 7LZ

Thank you for welcoming us to your school and for sharing your work with us. Your school is providing you with a sound education.

Here are some things that the inspection showed us about your school:

- you make satisfactory progress but some of you could do better in mathematics
- you are polite and friendly and take responsibility well
- teaching is satisfactory and members of staff do a good job of helping you to behave sensibly
- you study all the right subjects in lessons
- there are plenty of interesting things to do outside lessons, including clubs to attend
- you learn how to stay safe and healthy, especially on 'Fruity Fridays'
- all adults in school are kind and caring and they look after you well
- your headteacher, other teachers and governors are working hard to make your school better
- your parents and carers are pleased that you enjoy coming to this school.

What we have asked your school to do now:

- help you to learn more quickly in mathematics by giving you work that is neither too hard nor too easy, and by giving you more opportunities to use your numeracy skills
- improve the way leaders judge how well the school is doing by checking information from monitoring teaching and your progress more thoroughly.
- ensure that children in the Reception Year have suitable opportunities to choose to work outside.

We thoroughly enjoyed talking to you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector

Annex B



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Lead inspector