

Queniborough Church of England Primary School

Inspection report

Unique Reference Number	120152
Local Authority	Leicestershire
Inspection number	313533
Inspection dates	29–30 April 2008
Reporting inspector	Timothy Bristow HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	142
School	
Appropriate authority	The governing body
Chair	Ian Welch
Headteacher	Joy Hardy
Date of previous school inspection	15 September 2003
School address	Coppice Lane Queniborough Leicester LE7 3DR
Telephone number	01162 606700
Fax number	01162 606500

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Queniborough Church of England Primary School is below average in size. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are below average. The proportion of pupils eligible for free school meals 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

This is a satisfactory school with many good features. Pupils' good personal development and well-being are nurtured by good care, guidance and support and an enriching curriculum. The strong leadership of the headteacher, who has been in post for a year, has led to many improvements to the provision received by pupils. One parent sums up the views of many when stating, 'I am so happy I chose to send my daughter to Queniborough.'

The achievement of pupils is satisfactory. In the past, progress through the school has been inconsistent. Children have made a good start in Reception, but there has been a particular weakness in Years 1 and 2. In 2007, by the end of Year 6 standards were average, and this represented satisfactory overall progress for pupils whose standards on entering Reception were broadly as expected nationally. Standards in Year 2 have been rising in recent years, and acceleration in the progress made by pupils this year means that the school is now well placed for future improvements in achievement.

The school has a happy atmosphere in which pupils are kind and caring to each other. Behaviour is good. Pupils are polite and friendly when talking to adults, demonstrating good levels of self-confidence. Pupils feel safe and secure in school. Healthy lifestyles are being adopted as pupils take regular exercise. Most pupils are able to swim by the age of seven because of regular lessons in the school swimming pool. Pupils have developed strong relationships and an insight into the plight of children around the world. For example, close links are established with Chernobyl, and the school hosts a group of children from there for a month each year. Pupils have a satisfactory preparation for education in secondary school and later life because of their average standards and good social skills.

Teaching and learning are satisfactory. There are some notable strengths, such as particularly strong teaching in mathematics in Years 5 and 6, but in some lessons the work does not provide sufficient challenge for some groups of pupils, particularly the more able. The curriculum offers many activities that make lessons exciting. Pupils thoroughly enjoy the regular opportunities they have to go on educational visits that enrich their learning in lessons, for example, the trip to Warwick Castle undertaken by the whole school. The majority of pupils take part in a good range of extra-curricular activities that they thoroughly enjoy. Pupils do not have sufficient opportunities to develop their investigative skills in many mathematics and science lessons. Pupils are well looked after. The school has effective procedures to ensure pupils' safety and security. Recent improvements, for example, to the marking in English and mathematics, have strengthened academic care, guidance and support.

The headteacher has successfully managed a number of staff changes recently and has now created an enthusiastic and dedicated team of teachers, who are improving the quality of teaching and learning and accelerating the rate of progress made by pupils. The school's leaders have a good awareness of its strengths and areas for improvement, and consequently its capacity for improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

The provision and leadership in the Reception class are good. Strong home–school links and liaison with local pre-school providers ensure that children make a smooth transition to school. The curriculum is innovative and well planned to ensure children have a good balance of activities

to improve their academic skills and develop their independence. Opportunities for children to learn outside the classroom are limited by insufficient facilities. Adults work very well as a team to provide good care, support and guidance to ensure children's safety and well-being. Consequently, children make good progress that is confirmed by a parent who reports that, 'My daughter has learnt so much in her first year at school, I am amazed.'

What the school should do to improve further

- Raise standards further by ensuring that work is pitched at the correct level for all groups of pupils and particularly the more able.
- Improve mathematics and science lessons by providing more opportunities for pupils to develop their skills of investigation.
- Improve the outside facilities for children in the Reception class.

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

Children enter school with skills that are typical for their age. They make good progress and many children enter Year 1 having exceeded the expected goals for learning at the end of Reception. This has been the trend for a number of years. Standards have risen since the previous inspection in Key Stage 1 so that by the end of Year 2, national test results for 2007 show that in reading, writing and mathematics they were average. School information and pupils' work show that progress in Key Stage 1 this year is accelerating, particularly in writing, because of recent improvements in teaching.

Test results in 2007 show that by Year 6 standards attained by pupils were broadly average in English, mathematics and science. Pupils made exceptional progress in mathematics, and good progress in English, particularly in Years 5 and 6, in order to achieve this. This enabled them to overcome the drop in standards they experienced at the end of Key Stage 1. Progress made by pupils in science is satisfactory. The proportion of pupils achieving the higher level in science is below average. Recent improvements in provision have led to acceleration in the progress of pupils with learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and this is reflected in their attendance, which is above average. Pupils demonstrate good spiritual, moral, social and cultural development. They are respectful and considerate, showing great compassion for disadvantaged children in other parts of the world. For example, pupils report on how important it is for them to offer practical help to children in a school in Ethiopia. The behaviour and attitude of pupils are good. They cooperate well with each other in lessons and can be trusted to work independently in groups. They demonstrate a good understanding of why they should eat healthy snacks at break and lunchtime. They have a good understanding of safe practices. They feel bullying is rare, but are clear about what they would do if they felt unhappy or anxious about any aspects of school life. Pupils make a good contribution to the school and the wider community. They demonstrate

an extremely responsible attitude when caring for other pupils through the Friendship Groups system.

Quality of provision

Teaching and learning

Grade: 3

Although teaching overall is satisfactory, there are some good and outstanding features. Mathematics teaching in Years 5 and 6 is outstanding, explaining the exceptional progress made by pupils. In most lessons, classroom management is good, relationships are strong and pupils generally enjoy their learning and respond well to teachers. Skilled teaching assistants give groups of pupils good support in lessons. Some agreements to improve teaching are not yet being applied consistently in all lessons. For example, insufficient use is made of assessment information to enable teachers to pitch the work at the correct level for all pupils. In consequence, some groups of pupils, particularly the more able, do not make the progress that they could. Some report that they find the work too easy.

Curriculum and other activities

Grade: 2

The school offers an impressive variety of enriching and stimulating activities, adding enjoyment and insight to lessons. For example, close links with an inner city school in Leicester led to a joint celebration of Diwali, enabling pupils to appreciate the rich diversity of their wider community. Recent changes to the curriculum have had a very positive impact on pupils' attitudes and engagement in lessons. Pupils appreciate being consulted about their learning when teachers are planning topics to study. As one pupil reports, 'We have a lot of personalised learning.' The introduction of daily phonics lessons is successfully improving the literacy skills of pupils in Key Stage 1 and the Reception class. Pupils are not challenged sufficiently in many mathematics and science lessons because of the limited opportunities they have to develop skills of investigation.

Care, guidance and support

Grade: 2

There are good, secure systems to ensure pupils are well cared for and safe. Procedures for safeguarding pupils are rigorous. Good relationships are established with pupils, giving them the confidence that they can seek help and support when they need it. Staff are committed to pupils' well-being and provide good support for all and particularly for pupils with learning difficulties and/or disabilities, where a range of activities ensures that most make similar progress to other pupils in school.

Satisfactory use is made of measures for tracking the progress of pupils so that teachers are now well placed to ensure that all pupils can make the progress they should be making.

Leadership and management

Grade: 2

The headteacher offers strong leadership and has a clear vision for the school's future success. She has the overwhelming support of parents, who appreciate the improvements she is making

to the school. Very good financial management has established solid foundations for future improvement by removing a deficit budget. The school takes great care to ensure that there is equality of opportunity for all pupils. For example, some groups of pupils have been consulted about the mobility difficulties they experience in school in order to make better provision for them. Subject leaders are regularly checking the work of the school and have made a number of recommendations for improvements that are strengthening the quality of teaching and learning. However, they have not yet ensured that some of these improvements are being applied consistently in all lessons. Governance is good. Governors are well informed and knowledgeable about the work of the school. This means that, as well as offering support, they are well equipped to challenge when necessary.

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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	2
The capacity to make any necessary improvements	2

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 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?	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?	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	3
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

1 May 2008

Dear Pupils

Inspection of Queniborough Church of England Primary School, LE7 3DR

Thank you for the help you gave me when I visited your school. You made me feel very welcome. If you remember, I came to look at the work that you were doing and to talk to you and your teachers. You behave well and are kind and considerate to each other. I was very impressed by your friendship groups. The work you do to raise money for charities demonstrates that you show great concern for those who are less fortunate than yourselves. You take part in many exciting activities and school clubs, which you told me that you thoroughly enjoy. You work hard in lessons and are eager to learn.

You get a good start to school when you are in the Reception class. Your headteacher and all of the staff are successfully working hard to look after you and improve your education.

Considering everything, I decided that yours is a satisfactory school, but with many things to be proud of.

To make things even better, we have asked the school to do the following:

- make sure that no lessons are too hard or too easy
- make science and mathematics lessons better by giving you more chances to carry out investigations
- improve the playground for the children in Reception class.

You can help your teachers by continuing to work hard and acting on the advice they give you to improve your work.

Yours sincerely

Tim Bristow Her Majesty's Inspector



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Her Majesty's Inspector