

St Botolph's Church of England Primary School

Inspection report

Unique Reference Number	120159
Local Authority	Leicestershire
Inspection number	313536
Inspection dates	29–30 January 2008
Reporting inspector	Pat Walsh 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	4–10
Gender of pupils	Mixed
Number on roll	195
School	
Appropriate authority	The governing body
Chair	Diane Stevenson
Headteacher	Christine Price / Emma Pepper
Date of previous school inspection	1 June 2003
School address	Loughborough Road Shepshed Loughborough LE12 9DN
Telephone number	01509 503387
Fax number	01509 651368

Age group	4–10
Inspection dates	29–30 January 2008
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Pupils in this average-sized school mostly come from the local area. The proportion eligible for free school meals is below the national average. Almost all pupils are from White British backgrounds and none are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. The pupils transfer to the local high school at the end of Year 5. Since September 2007, the role of headteacher is shared, with the deputy headteacher becoming acting headteacher for two days of the week. The school is working towards the Healthy School award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The school's motto, 'Progress through Partnership', accurately sums up the strong teamwork and the school's effective links with the community. The vast majority of parents are pleased with the education and care provided; as one parent wrote, 'Since my child has attended St Botolph's his confidence has grown and he is thriving in all aspects; he enjoys school enormously'. Pupils' personal development and well-being are good. Relationships are very good and there is a strong ethos of care for all pupils. The school encourages them to maintain a healthy lifestyle and does much to ensure their safety and well-being. Consequently, pupils feel valued, and their behaviour is exemplary. They clearly enjoy school, attend regularly and are polite and considerate. The school provides good value for money. Pupils' achievement is good overall. There is a wide range of ability within each year group and a high number of children with learning difficulties and/or disabilities. The school has identified mathematics as a weakness and has begun to tackle underachievement in this area. Early indications are that the measures introduced are having a positive impact on pupils' learning, and standards are now satisfactory overall and rising, particularly in Years 3 to 5. Although teaching is good overall, pupils' progress varies between classes because there are still, on occasions, some satisfactory lessons that do not fully engage the interest of all pupils. Changes in curriculum planning have resulted in stronger links between the subjects, but there are too few opportunities for pupils to use information and communication technology (ICT) regularly in lessons. Opportunities for pupils to develop their literacy and numeracy skills are planned well. The curriculum provides a good range of creative opportunities but too little attention is given to developing the pupils' understanding of other cultures and lifestyles. As a result, they are not as well prepared for the next stage of their education as they might be. Leadership and management are good. The school knows what needs to be done to improve pupils' learning and strategic planning is effective. The headteacher and deputy headteacher have worked well together to develop an enthusiastic team that is committed to providing the very best for all the pupils. The school tracks the pupils' progress systematically and with rigour, and teachers use this information well to plan work for the needs of a wide range of abilities. The school has set challenging targets for pupils, and this guidance is effective in involving them in their own learning so that their achievement has improved.

Effectiveness of the Foundation Stage

Grade: 2

Children in the Foundation Stage make good progress in all areas of learning and in their personal development. They are keen to come to school, settle quickly and happily, and develop good social skills. They concentrate well on their activities, share resources and sometimes play cooperatively. This was evident when a group of children were thoroughly enjoying acting out a well-loved story in the role-play area. The staff are led well and work effectively together to assess the children's progress and to provide a range of activities that meet individual learning needs. However, there are too few opportunities for the children to develop their independent play and learning in the outside classroom. The parents welcome the frequent formal and informal opportunities available to check on the progress their child is making, and to discuss any concerns they may have.

What the school should do to improve further

- Raise standards and improve achievement in mathematics, particularly in Years 3 to 5.

- Increase the range of independent learning opportunities in the outdoor environment for the children in the Foundation Stage.
- Provide more opportunities for pupils to develop their understanding of a culturally diverse community.

Achievement and standards

Grade: 2

Children enter the Foundation Stage with skills that are just below expectations for their age and they make good progress by the time they move into Year 1. Pupils' standards in the national tests and assessments for seven-year-olds have been variable and are, on the whole, broadly average in reading, writing and mathematics. By the time the pupils transfer to the high school at the end of Year 5, the standards they attain are just above average in English and science and their progress in these subjects is good. In 2007, the pupils did not do as well in mathematics as they should, and the school has quite rightly focused on improving achievement in this subject. The most recent assessment data indicate that the initiatives introduced, such as involving parents more actively in their children's learning and making learning more fun, are beginning to bear fruit. Pupils with learning difficulties and/or disabilities make good progress because they receive well-targeted support in lessons.

Personal development and well-being

Grade: 2

The pupils' behaviour is outstanding. They are confident and courteous, and relationships are very harmonious. They resolve disagreements sensibly because they have developed respect for each other. In lessons, pupils share ideas with one another and this lively discussion improves their learning. Pupils enjoy their time in school and above all, they value their friends and the care provided by all staff. Pupils' spiritual, moral and social development is good however, although they have some awareness of other faiths, their cultural knowledge is underdeveloped. The school council is an effective voice for pupils' views, and recently this group has initiated the 'Supergrounds' project to improve an area of the school grounds. Pupils understand how to make healthy choices. Their lunches indicate that they often choose fresh fruit and vegetables and they drink water throughout the day. They contribute enthusiastically to the local community, for example, by singing at Christmas time in the residential home nearby. Pupils are also aware of the needs of the wider community and the school contributes to several charities and sponsors a child in Kenya.

Quality of provision

Teaching and learning

Grade: 2

The good teaching helps pupils to achieve well. Pupils generally concentrate well during lessons and work effectively in pairs and small groups. In a small minority of lessons, tasks are not planned well enough to engage the interest of all pupils and consequently the pace of learning slows. Teachers have good subject knowledge and use questioning skilfully to assess pupils' understanding and to move on their learning during lessons. Work is carefully matched to cater for individual learning needs and challenging targets are set for the pupils in literacy and numeracy. The information from teachers' assessments is used effectively to group the pupils, and they receive good feedback from staff during lessons to help them improve their work.

Their books are regularly marked and the good written advice guides the pupils towards reaching their targets. However, the quality and frequency of this marking is not consistent across all year groups.

Curriculum and other activities

Grade: 2

Pupils enjoy the good curriculum because, as a member of the school council commented, 'learning is fun'. There is good provision for physical education, and the 'Active Education' programme ensures that pupils are ready to learn and make the most of the opportunities throughout the day. A good range of enrichment activities captures the pupils' interest and enthusiasm, such as the helicopter visit that stimulated the children in the Foundation Stage to draw and write about the experience. Pupils take part in a number of sports, including cross-country running, gymnastics and ball games, and the music and science clubs are well attended. There are effective links between the subjects but pupils do not have enough opportunities to practise their ICT skills regularly. The school makes good use of the drama facilities at the local college, and the older pupils have the opportunity to take part in residential visits that are linked to areas of the curriculum.

Care, guidance and support

Grade: 2

There is a strong sense that St Botolph's is a caring community and the pastoral support for pupils is good. In lessons, teachers make good reference to staying safe. In a Year 2 literacy lesson, where pupils were writing weather poems, there was a lively discussion about the dangers of sunburn. Child protection procedures are in place and risk assessments are completed efficiently. Pupils receive good guidance on all aspects of their learning, although the teachers' marking does not consistently refer to pupils' targets for improvement. There are good links with the local high school and the pupils are well prepared for a smooth transition to the next stage of their education. Those pupils who need additional help and support are identified early and their needs are met very effectively by well-targeted support. Parents are actively encouraged to support their children's education in a range of ways. In a Year 4 class assembly, pupils demonstrated their recent learning in mathematics through 'Number Fun', so that their parents could understand new ways of helping them at home.

Leadership and management

Grade: 2

The school is led well by the headteacher, in partnership with her deputy headteacher. They demonstrate drive and determination to raise standards and improve pupils' achievement. They give clear direction and a strong lead to the school community in all aspects of the school's work. The good capacity for further improvement is evident in the pupils' better achievement in English and science. The school has effective strategies for accurately judging its success and checking the progress of pupils. This means that the underachievement in mathematics is being tackled effectively, and the impact of the actions put in place is beginning to show in pupils' satisfactory progress in this subject. Subject leaders are effective in identifying areas for improvement and in planning action to remedy weaknesses. Governance is good. The governors are supportive and have an accurate understanding of the school's strengths and

weaknesses. They are keen to extend their focused visits to the school and to develop their first-hand knowledge of pupils' learning and achievement.

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.

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?	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 ¹ reached by learners	3
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	3
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	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?	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

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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

31 January 2008 Dear Children Inspection of St Botolph's Church of England Primary School, Shepshed, LE12 9DN Thank you for welcoming us to your school, talking to us and showing us your work. You told us you enjoy school, particularly working with your friends and taking part in all the clubs and activities. You told us that you get lots of help with your work and that you feel safe and happy in school. We were particularly impressed by your excellent behaviour and by how sensibly you treat one another. You know a lot about staying fit and healthy. I know you are keen to help people in the community, and I hope the plans for the 'Supergrounds' go well. You go to a good school. All the staff are working hard to help you learn as much as you can, and we think the targets that are set with you, particularly in literacy, are helping you to improve your work. We would like to see you work just as hard to achieve your numeracy targets, so that by the time you leave the school you are good mathematicians. I have asked your headteacher, the teachers and the governors to help you to do this. I have also asked them to organise ways for you to find out how children and families in different cultures live together, and to give the children in the Foundation Stage more opportunities to choose when to go outside to learn and play. I am sure you will help by continuing to behave outstandingly well and always doing your best. I wish you well for the future. Yours sincerely Pat Walsh Her Majesty's Inspector

St Botolph's CE Primary School

Inspection report

Unique Reference Number	120159
Local Authority	Leicestershire
Inspection number	313536
Inspection dates	29–30 January 2008
Reporting inspector	Pat Walsh HMI

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

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Gender of pupils	Mixed
Number on roll	195

Appropriate authority	The governing body
Chair	Diane Stevenson
Headteacher	Christine Price
Date of previous school inspection	2 June 2003
School address	Loughborough Road Shepshed LE12 9DN
Telephone number	01509 503387
Fax number	01509 651368

Age group	4–10
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Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The school's motto, 'Progress through Partnership', accurately sums up the strong teamwork and the school's effective links with the community. The vast majority of parents are pleased with the education and care provided; as one parent wrote, 'Since my child has attended St Botolph's his confidence has grown and he is thriving in all aspects; he enjoys school enormously'. Pupils' personal development and well-being are good. Relationships are very good and there is a strong ethos of care for all pupils. The school encourages them to maintain a healthy lifestyle and does much to ensure their safety and well-being. Consequently, pupils feel valued, and their behaviour is exemplary. They clearly enjoy school, attend regularly and are polite and considerate. The school provides good value for money.

Pupils' achievement is good overall. There is a wide range of ability within each year group and a high number of children with learning difficulties and/or disabilities. The school has identified mathematics as a weakness and has begun to tackle underachievement in this area. Early indications are that the measures introduced are having a positive impact on pupils' learning, and standards are now satisfactory overall and rising, particularly in Years 3 to 5. Although teaching is good overall, pupils' progress varies between classes because there are still, on occasions, some satisfactory lessons that do not fully engage the interest of all pupils. Changes in curriculum planning have resulted in stronger links between the subjects, but there are too few opportunities for pupils to use information and communication technology (ICT) regularly in lessons. Opportunities for pupils to develop their literacy and numeracy skills are planned well. The curriculum provides a good range of creative opportunities but too little attention is given to developing the pupils' understanding of other cultures and lifestyles. As a result, they are not as well prepared for the next stage of their education as they might be.

Leadership and management are good. The school knows what needs to be done to improve pupils' learning and strategic planning is effective. The headteacher and deputy headteacher have worked well together to develop an enthusiastic team that is committed to providing the very best for all the pupils. The school tracks the pupils' progress systematically and with rigour, and teachers use this information well to plan work for the needs of a wide range of abilities. The school has set challenging targets for pupils, and this guidance is effective in involving them in their own learning so that their achievement has improved.

Effectiveness of the Foundation Stage

Grade: 2

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informal opportunities available to check on the progress their child is making, and to discuss any concerns they may have.

What the school should do to improve further

- Raise standards and improve achievement in mathematics, particularly in Years 3 to 5.
- Increase the range of independent learning opportunities in the outdoor environment for the children in the Foundation Stage.
- Provide more opportunities for pupils to develop their understanding of a culturally diverse community.

Achievement and standards

Grade: 2

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Personal development and well-being

Grade: 2

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Quality of provision

Teaching and learning

Grade: 2

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Curriculum and other activities

Grade: 2

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Care, guidance and support

Grade: 2

There is a strong sense that St Botolph's is a caring community and the pastoral support for pupils is good. In lessons, teachers make good reference to staying safe. In a Year 2 literacy lesson, where pupils were writing weather poems, there was a lively discussion about the dangers of sunburn. Child protection procedures are in place and risk assessments are completed efficiently. Pupils receive good guidance on all aspects of their learning, although the teachers' marking does not consistently refer to pupils' targets for improvement. There are good links with the local high school and the pupils are well prepared for a smooth transition to the next stage of their education. Those pupils who need additional help and support are identified early and their needs are met very effectively by well-targeted support. Parents are actively encouraged to support their children's education in a range of ways. In a Year 4 class assembly, pupils demonstrated their recent learning in mathematics through 'Number Fun', so that their parents could understand new ways of helping them at home.

Leadership and management

Grade: 2

The school is led well by the headteacher, in partnership with her deputy headteacher. They demonstrate drive and determination to raise standards and improve pupils' achievement. They give clear direction and a strong lead to the school community in all aspects of the school's work. The good capacity for further improvement is evident in the pupils' better achievement in English and science. The school has effective strategies for accurately judging its success and checking the progress of pupils. This means that the underachievement in mathematics is being tackled effectively, and the impact of the actions put in place is beginning to show in pupils' satisfactory progress in this subject. Subject leaders are effective in identifying areas for improvement and in planning action to remedy weaknesses. Governance is good. The governors are supportive and have an accurate understanding of the school's strengths and weaknesses. They are keen to extend their focused visits to the school and to develop their first-hand knowledge of pupils' learning and achievement.

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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?	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 effectiveness of boarding provision	
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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	3
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	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 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

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?	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



31 January 2008

Dear Children

**Inspection of St Botolph's Church of England Primary School, Shepshed,
LE12 9DN**

Thank you for welcoming us to your school, talking to us and showing us your work. You told us you enjoy school, particularly working with your friends and taking part in all the clubs and activities. You told us that you get lots of help with your work and that you feel safe and happy in school. We were particularly impressed by your excellent behaviour and by how sensibly you treat one another. You know a lot about staying fit and healthy. I know you are keen to help people in the community, and I hope the plans for the 'Supergrounds' go well.

You go to a good school. All the staff are working hard to help you learn as much as you can, and we think the targets that are set with you, particularly in literacy, are helping you to improve your work. We would like to see you work just as hard to achieve your numeracy targets, so that by the time you leave the school you are good mathematicians. I have asked your headteacher, the teachers and the governors to help you to do this. I have also asked them to organise ways for you to find out how children and families in different cultures live together, and to give the children in the Foundation Stage more opportunities to choose when to go outside to learn and play.

I am sure you will help by continuing to behave outstandingly well and always doing your best. I wish you well for the future.

Yours sincerely

Pat Walsh
Her Majesty's Inspector