

# Ullesthorpe Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120169
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313541
<b>Inspection date</b>	8 October 2007
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Read
<b>Headteacher</b>	Lynn Lockton
<b>Date of previous school inspection</b>	11 April 2005
<b>School address</b>	Ashby Road Ullesthorpe Lutterworth LE17 5DN
<b>Telephone number</b>	01455 209926
<b>Fax number</b>	01455 202864

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small rural primary school takes pupils from Ullesthorpe, Leire and Frolesworth as well as from further afield. The percentage of pupils eligible for free school meals is below average. The proportion identified as having learning difficulties is slightly above average. Nearly all pupils are of White British background. Children's attainment when they start school in the Reception Year varies from year to year but is broadly in line with nationally expected levels in the current year.

Due to promotion and family circumstances, there has been a large turnover of teaching staff in the last year. Three out of five teachers joined the school in September 2007.

## 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 that supports pupils' personal development well. The welcoming atmosphere in the school reflects the calm and caring leadership of the headteacher. Satisfactory teaching means that pupils' achievement is satisfactory. Children settle quickly in the Reception class, where they make satisfactory progress from their different starting points. Pupils continue to make satisfactory progress in the rest of the school. By the end of Year 6, standards are broadly average overall, although not all pupils reach the targets that they have been set. This is because teachers do not always ensure that work builds closely enough on what pupils already know, especially in mathematics.

Parents are supportive of the school. They contribute well to their children's education, particularly by supporting reading at home. Parents are rightly pleased with the way that members of staff look after pupils. One parent summed up their views, 'Every adult knows every child and we are very happy that our children are cared for well.' Consequently, pupils feel happy and safe at school and they flourish socially, developing good values and positive attitudes. Teachers are hard-working and enthusiastic and they make learning fun, helping to ensure that pupils become eager and happy learners. Pupils are at ease when talking to adults and they behave well. They especially enjoy the exciting range of visits and visitors provided by the school. These activities help to bring subjects alive.

Leaders are moving the school forward despite the many recent changes in teaching staff. The newly established team of senior managers has rightly identified that it now needs to strengthen its role in checking how well the school is doing so that it can take a more active part in planning for improvement. The headteacher has an accurate understanding of what needs improving and is doing the right things to tackle the school's weaknesses. A recent focus on improving standards in writing has had a positive effect, especially in test results at the end of Year 6. However, there are still not enough opportunities for pupils to use their writing skills in subjects such as geography and science and this slows the progress of some pupils, especially the more able.

The school works closely with different agencies to safeguard pupils' well-being and enhance school provision. For example, the headteacher has developed strong links with private providers to establish before- and after-school clubs for the local community. Improvements in accommodation since the last inspection are also very impressive. These have had a good impact on facilities for younger pupils and, coupled with the generally upward trend in standards over the last two years, demonstrate that the school has a satisfactory capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision for children in the Foundation Stage (Reception Year) has improved since the last inspection. Enthusiastic and friendly members of staff ask challenging questions, capture the children's interest well and enable them to feel happy and secure at school. Satisfactory teaching ensures that children make sound progress in all areas of learning. By the time children start in Year 1, standards are within the levels expected for their age. A suitable range of activities indoors and outside and a calm atmosphere help children to learn to share and work together sensibly. The careful observations and assessment notes kept for each child are not used

consistently to correct their mistakes and ensure that work is always challenging enough for all.

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

- Ensure that teachers always pitch work at the right level for all pupils, especially in mathematics.
- Give pupils more opportunities to write purposefully in subjects such as science and geography.
- Establish systems for involving new senior managers in monitoring school effectiveness and planning for improvement.

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**

Standards are broadly average overall by the end of Year 2 and Year 6 in English, mathematics and science and most pupils make satisfactory progress as they move through the school. Pupils do well in reading because they regularly share books with their teachers and their parents at home and at school. In mathematics, test results at the end of Year 6 rose in 2007 but not all pupils reached the targets that they had been set. Older pupils lack confidence when expected to carry out calculations in their head or when trying to explain the mathematical strategies that they are using.

Pupils with learning difficulties and/or disabilities make the same progress as others in most lessons, although they make good progress towards their individual targets when supported outside lessons.

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

### **Grade: 2**

Pupils' enjoyment of school is evident in their good attendance and their great enthusiasm for taking part in practical activities. As one pupil said, 'We like making things.' Pupils especially enjoy working with their friends on design and technology models and applaud each other's success graciously. The good relationships they enjoy with adults enable them to behave well most of the time. Pupils know that they can speak to their teachers if they have any worries and that there is, in their words, 'only a little bit' of bullying which is dealt with well.

From when they start school in the Reception Year, pupils quickly develop good social skills. They are polite and friendly and contribute well to the community by helping others. For example, pupils help organise a popular harvest lunch for older people in the village. Specially trained 'super-leaders' organise a good range of fun activities and these have helped to improve behaviour at playtimes. The pupils' good involvement in physical activities, along with their appreciation of healthy eating, demonstrates their willingness to adopt healthy lifestyles. For example, one pupil said, 'A little sugar is alright but too much is bad for you.' Pupils have a good understanding of how to stay safe. They carry and use technology tools carefully and know that glue is hazardous. Pupils' understanding of cultures other than their own is satisfactory but some are a little confused about what they have learnt in religious education lessons and history.

Pupils are confident about making suggestions and have good opportunities to become involved in making decisions. The school council has recently helped to choose new playground equipment. Activities such as this, along with their generally sound basic skills, prepare pupils satisfactorily for the next stage of their education and later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are some good features to teaching across the school. All teachers are enthusiastic and manage pupils' behaviour well. They engage the pupils' interest successfully by using interactive whiteboards to demonstrate what they expect pupils to learn. Teaching assistants provide valuable support for groups of pupils, including those with learning difficulties and/or disabilities. However, teachers do not always challenge pupils well enough. This is especially evident in mathematics because there are occasions when pupils of all abilities complete the same task and this slows progress. In addition, whilst teachers mark pupils' work frequently they do not all give them clear guidance by identifying how pupils could improve.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is enhanced by an interesting range of activities both in and out of lessons. All pupils, including those in the Reception Year, learn to speak French. Special themed days, visits and a good variety of visitors enrich the curriculum well. For example, pupils dress up as soldiers to take part in a role-play battle when learning about the Romans. These activities successfully support pupils' good personal skills and increase their enjoyment of school. Provision for literacy and numeracy is satisfactory overall. National intervention programmes are used successfully to boost the progress of less able pupils. The school is beginning to link work in different subjects to make learning more purposeful. This is still being developed and so, for example, pupils are not yet given enough opportunities to practise their writing skills in subjects such as science and geography.

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

#### **Grade: 3**

Good pastoral care supports pupils' enjoyment of school successfully. For example, the now temporarily suspended '12 o'clock club' has enabled some older pupils to improve their behaviour. Good links with the 'kids club' and pre-school help pupils to settle into the Reception Year well.

Academic support is satisfactory. The school has suitable assessment procedures but information collected is not always used well enough to plan the next stage of learning for all. The use of targets to help pupils understand how to improve is not yet consistent across classes or subjects. The school identifies and supports pupils with learning difficulties and/or disabilities satisfactorily and sets them clear individual education plans.

## Leadership and management

### Grade: 3

Leaders are hard-working and enthusiastic and they are steadily moving the school in the right direction. They have a clear understanding of what needs improving. The newly established senior management team, consisting of the headteacher and two other members of staff, is developing an understanding of its role to help it take an active part in checking provision across the school and contributing to development planning. In the last year, the school has gathered a wealth of data about pupils' progress. Teachers use this information carefully to identify and support pupils who are not doing well enough. The school has started to set targets against which to measure pupils' progress, and is now refining these further to ensure that they are challenging enough for all pupils.

Governors are supportive and are actively involved in the life of the school, for example by helping in class when there are visitors in school. They are beginning to ask challenging questions to hold the school to account, although they rightly identify that this could still be extended 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 <sup>1</sup> 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?	3
How well are learners cared for, guided and supported?	3

<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>	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

9 October 2007

Dear Children

Inspection of Ullesthorpe CE Primary School, Lutterworth, LE17 5DN

Thank you for welcoming us to your school and for showing us your work. We enjoyed talking to you about what you do in school and what you think about it. You are getting a satisfactory education, which means that we found some good things in the school and also other aspects that could be improved.

Some of the things we found out about your school:

- Satisfactory teaching means that you make steady progress as you move through the school. However, some of you could be doing even better, particularly in mathematics.
- You settle quickly in the Reception Year and get on well together.
- You are happy at school and behave well. The school council makes a good contribution to school life.
- All adults in school are kind and caring and they provide you with many exciting things to do outside lessons. The design and technology day looked great fun and you made some super models.
- You have such a good understanding of how to stay safe and healthy.
- Most of your parents and carers are pleased that you come to this school.
- The leaders of your school know what needs improving and they are working hard to make sure that you learn more quickly.

What we have asked your school to do now:

- Help you to do better in mathematics by ensuring that work is always pitched at the right level for you all.
- Give you more opportunities to write in your own words in subjects such as science and geography.
- Make sure that the new team of teachers work together to help the headteacher in checking that you are all doing well enough.

We wish you well for the future. We hope you continue to help your teachers by working hard and trying your best.

Yours sincerely

Mr M Capper Lead inspector



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