

# The Pastures Primary School

## Inspection report

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<b>Unique Reference Number</b>	120102
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	327197
<b>Inspection dates</b>	2–3 March 2009
<b>Reporting inspector</b>	Terry Elston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	265
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	10
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Towers
<b>Headteacher</b>	Kerry Mannion
<b>Date of previous school inspection</b>	7 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Thornhills Narborough Leicester LE19 3YP
<b>Telephone number</b>	01162 867738
<b>Fax number</b>	01162 867738

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This average-size school takes children mainly from Narborough and the surrounding area. The proportion of pupils eligible for free school meals is broadly average, as is the number with learning difficulties. Nearly all pupils are of White British heritage, and none speaks English as an additional language. A small number of children attend the school from showmen Travellers' families. Children enter the Early Years Foundation Stage with skills that are broadly in line with those expected of their ages. The governing body manages childcare facilities before and after school.

## 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 where pupils achieve well and leave well prepared for the future. The consistently good teaching means that pupils make good progress from their starting points. Standards by the end of Year 6 are well above average in English and science and above average in mathematics. The school's recent focus on improving pupils' writing skills by expecting more of their written work in all subjects has proved very successful, and standards have risen significantly. The school now recognises the need to include more numeracy work across the curriculum to enable pupils to achieve as well in mathematics as in other subjects.

A significant factor in the rate of pupils' learning is their good personal and social development. From the Reception classes onwards, they develop an excellent sense of right and wrong and behave exceptionally well. They reflect deeply on the plight of those in the world less fortunate than themselves, and raise funds enthusiastically for local, national and global charities. They gain a good knowledge of different faiths through the religious education curriculum and contact with the relatively few pupils from different cultures in the school, including those from showmen Travellers' families. However, there are no direct links with schools in contrasting areas of Leicester or overseas to give pupils a deep understanding of the lives of people from different cultures and backgrounds.

Pupils are full of praise for their good teachers, who they describe as 'kind', 'helpful' and 'always there to help you when you are stuck with something'. Typical lessons have a good balance of the teacher teaching new skills, pupils working at tasks in pairs or groups and time for reflection at the end to assess their progress. Teachers have high expectations of pupils who in turn try hard to succeed. Teaching assistants work effectively with small groups and provide valuable support to individual pupils who need extra help. This is one reason why those with learning difficulties make such good progress.

The teachers have designed a good, interesting curriculum that has a strong focus on developing pupils' academic skills while providing many opportunities for them to enhance their talents in art and design, dance, sport and music. The curriculum provides much to teach pupils about how to stay healthy and keep safe and they speak with authority on the best foods to eat, how to stay safe and the hazards of smoking and drugs.

The school is well led by a strong team with a good focus on ensuring that all pupils, whatever their abilities, disabilities or backgrounds, have every opportunity to succeed. The headteacher's vision is clear and expectations of all members of the school community are high. The school is not just about academic standards, though, and parents appreciate the outstanding quality of the pastoral care and support that makes their children feel safe and valued. They are also delighted with the 'invaluable' care facilities before and after school and the stimulating activities provided.

The well-informed governors have strengthened their role significantly since the last inspection. They now provide good support to the school and are not afraid to challenge the leaders' decisions. These strengths in the leadership and management help to explain why the school has made such good improvement since the last inspection and show that it is well set to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The school makes good provision for children in the Early Years Foundation Stage. The pre-school playgroup gives children a good start and prepares them well for the next stage of their education. The activities cover all the required areas of learning and are stimulating and fun. In the Reception classes, the strong home-school links and well-planned induction arrangements ensure that children make a smooth transition to school. The detailed assessments provide accurate measures of their progress, and children are making a good start at assessing their own work. The school has started to develop 'learning journals' so that information about children can be shared with parents. These, however, are not fully in place and the school is right to have the full implementation of these as a priority.

The curriculum is planned well to ensure children have a good balance of work to improve their academic skills and opportunities to develop their independence. Adults work well as a team to provide very good care, support and guidance. The teaching and learning are good. Lessons have a good balance of activities led by the teacher and those chosen by the children. These are fun and challenging so that children make good progress. In one lesson, for example, children made bird feeders and their eyes were wide with excitement when wondering which birds they would attract. They enter the school with skills broadly typical of others of their ages and, by the end of the Reception year, their standards are above average in all areas of their learning.

The good leadership and management mean that the provision runs smoothly and priorities for improvement are clear.

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

- Improve the provision for mathematics so that achievement matches that of other subjects.
- Give pupils more opportunities to learn first hand about the diversity of cultures in the local area and further afield.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and make good progress towards very challenging targets. By Year 2, standards continue the upward trend over recent years, and are well above average in reading and writing and above average in mathematics. In Years 3 to 6 pupils continue to thrive. By Year 6 standards are well above average in English and science and above average in mathematics. The highlights are in the high quality of pupils' writing and their well-planned scientific experiments. Progress is satisfactory in mathematics, but not as rapid as in other subjects. The school has done much in recent years to raise standards in English, and the sharply rising standards are testament to the success of these initiatives. Mathematics has not had the same level of attention, and is rightly high on the school's priorities for improvement. Other notable strengths in pupils' achievements include art and design, information and communication technology (ICT) and sport.

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

### **Grade: 2**

Pupils really enjoy school, attend regularly and are rightly proud of their achievements. They have a thorough understanding of the need to live healthy lives and speak highly of the

nutritious food served at lunchtimes. Bullying is rare and adults are always there to help, so pupils feel safe. Pupils develop their spirituality well, and their work on the Second World War shows an exceptional awareness of the hardships and challenges faced by people at that time. They have a sound awareness of different cultures, but their knowledge is limited mainly to some good experiences provided in the religious education curriculum and occasional visits by representatives from different faiths. A clear sense of right and wrong is established and behaviour is impeccable, both in class and around the school. Pupils work very well together, and achieve well when sharing their knowledge with their 'talking partners'. Pupils feel well prepared for the future because of their competence in English, mathematics and ICT and their well-developed sense of teamwork. They take responsibility eagerly, and the school council ensures that elected pupils contribute towards the improvement of their community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good teaching explains why pupils learn quickly in all year groups. Teachers are very good at making their lessons interesting so that pupils enjoy learning. They make introductory activities purposeful so that pupils maintain their concentration well. Their competent use of interactive whiteboards enables them to illustrate their teaching effectively, and shows pupils how to work out multiplication of decimals, for example, or find the most exciting word to put in a sentence. Teachers generally plan carefully to ensure that pupils of all abilities learn similarly well and have the chance to contribute at their own level. Occasionally, however, the work for the most able pupils is too easy and so opportunities to extend learning are missed. Teachers use questions well to make pupils think carefully and always make a point of valuing their answers. This gives pupils the confidence to express their views without fear of failure. The school has good assessment systems that show teachers clearly how well pupils are attaining. Teachers' marking is thorough, and very good in English where it shows pupils clearly what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is planned imaginatively so that pupils enjoy a wide variety of experiences that bring their learning to life. Planning is detailed, and successfully meets the needs of the different ages of pupils in the classes. The curriculum is rich in opportunities for pupils to develop their ICT and literacy skills, but there are too few occasions when they have the chance to reinforce their numeracy knowledge outside mathematics lessons. A good range of visits and visitors enhance the curriculum by making topics meaningful and interesting. The school provides a wide range of popular clubs at lunchtime and after school to hone pupils' skills in areas such as dance, ICT and sport. Pupils say that these clubs are 'brilliant'.

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

#### **Grade: 2**

The high quality of the care and support makes pupils feel safe and valued. One parent's views were typical of many when writing, 'The care and dedication of all staff have been invaluable to our child's education and well-being.' Pupils who are anxious or upset always have someone who will listen to their concerns and take whatever action necessary. Procedures for safeguarding

pupils are robust and reviewed regularly. Links with other professionals such as educational psychologists, education welfare officers and health staff are very good and provide useful support for the school. The systems to track pupils' progress provide a clear picture of how well they are doing and they are used very well in English to provide extra support to those who are falling behind. This is not so much the case in mathematics, which is why progress is slower than in other subjects.

## **Leadership and management**

### **Grade: 2**

The headteacher is a good leader who has an accurate view of the school's strengths and weaknesses and high expectations of pupils, staff and herself. She is not afraid to take on initiatives that will improve the school but is careful to manage change at a sensible pace. She is supported well by other senior staff who share her vision and work well as a team to enhance the provision. Subject leaders do a good job and provide valuable support to colleagues. The school has good self-evaluation systems based on accurate assessments of pupils' progress, and the leaders use this data well to compare the school's performance with that of others. The leaders evaluate the quality of teaching and learning rigorously and make it clear how teachers can improve their lessons. The leaders have nurtured good partnerships with other schools in the area that enable staff to share expertise and enhance provision in sport and technology. Governors are constructively critical, supportive and have a thorough grasp of what needs to be done to raise standards. The school promotes community cohesion satisfactorily, but the leaders recognise the need to provide pupils with more experience of different faiths, cultures and backgrounds.





## 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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	2
How well does the school contribute to community cohesion?	3
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**

Dear Pupils

Inspection of The Pastures Primary School, Narborough, LE19 3YP

Thank you for your help in our recent inspection of your school. The inspectors enjoyed talking to you and watching you work and play so happily. You think yours is a good school, and the inspectors agree!

What we liked most about your school.

- You make good progress and the standard of your work is higher than in most schools. Your work in English and science is particularly impressive.
- Your behaviour is excellent, both in class and out in the playground.
- You are kind to each other and think a lot about those who are less fortunate.
- You have a really good knowledge about how to stay safe and live healthy lives.
- The leaders run your school well and know how to improve things.
- You enjoy the activities planned, and the many clubs at lunchtime and after school for things like music, dance and sport.
- Your teachers are doing a good job. They work hard to plan interesting work and make your lessons fun.
- All staff at the school take good care of you and keep you safe.

What we would like the school to do now:

- help you make even faster progress in mathematics
- give you more opportunities to learn about different cultures in Great Britain and in the world.

Good luck for the future!

Yours sincerely

Terry Elston

Lead inspector