

Sir John Moore Church of England Primary School

Inspection report

Unique Reference Number	120192
Local Authority	Leicestershire
Inspection number	327221
Inspection date	25 June 2009
Reporting inspector	Ruth Westbrook

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	139
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	0
Appropriate authority	The governing body
Chair	Stella Kent
Headteacher	Judith Boston
Date of previous school inspection	6 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Top Street Appleby Magna Swadlincote DE12 7AH
Telephone number	01530 270330

Age group	4–11
Inspection date	25 June 2009
Inspection number	327221

Fax number

01530 515108

Age group	4-11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- The evenness of progress across different groups and subjects.
- Whether there is greater consistency in the quality of teaching than at the last inspection.
- How effectively pupils are guided so that they know what is expected of them and how to improve.

The inspectors gathered evidence from lesson observations, discussions with pupils, staff and governors, scrutiny of pupils' work and school documentation, parental questionnaires and national assessment data. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a small village school which is over 300 years old and of great historical interest and educational value. The children in the Early Years Foundation Stage come from a number of pre-school settings in the local area and are taught in the school's Reception class. Pupils are taught in five classes, three of which have a mixed-age range. The proportion of pupils eligible for free school meals is well below average. The number of pupils with learning difficulties and/or disabilities has increased over recent years and is now average. Attainment on entry to the school varies from year to year and includes a wide range of ability.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which is extremely well led by the headteacher and her senior colleagues. As a result, standards in the school and the quality of provision have continued to improve substantially since the last inspection. Through its links with the church and historical foundation the school is at the heart of the local community and has a deservedly high reputation. Parents hold overwhelmingly positive views about the school and the excellent quality of care and support for individuals and families. This comment was typical of many received by the inspection team: 'The school makes a significant contribution to the village community. The staff team are very dedicated and caring and this is reflected in the positive ethos of the school.'

Pupils' personal development and well-being are outstanding, and very well promoted by the curriculum and outstanding care, guidance and support. Pupils enjoy being at school very much and this is reflected in their above average attendance. The spiritual and moral development of pupils is excellent. They respond very well to opportunities to reflect on their own and others' experiences developing a clear set of values which underpin their commitment to the school community. This is demonstrated in the way pupils undertake responsibilities which serve the school and the village. Year 6 pupils run clubs such as 'full of fun' for younger pupils. The school council is actively involved in making the school and the village better places to be with a drive on litter. Pupils are in communication with a parish councillor to improve 'grot spots' within the village. Pupils adopt very healthy lifestyles. They are very active and high numbers take part in activities at breaks and after school. They have a very clear understanding of how to eat and drink healthily. Pupils say they feel very safe at school, and parents agree with them. Pupils understand the complexities of sharing a school site which regularly has other users and are very sensible about how they do this. Pupils behave well towards each other with little adult guidance, showing good social development in their interactions with others. The use of talking partners in lessons is making an effective contribution to developing the speaking and listening skills pupils need in their social interactions with each other.

Achievement is outstanding and standards are above average and improving. Progress in the Early Years Foundation Stage is good. Although children's progress is carefully mapped, planning and organisation do not always ensure that every child is suitably challenged to make up gaps in their learning. Standards in English and mathematics are consistently above average by the end of Year 6 and standards in science are exceptionally high. In writing, pupils make good progress, but fewer make exceptional progress than in other subjects. This is because the most able pupils in Key Stage 2 do not use a wide enough range of vocabulary and writing techniques in their work. A number of well-led strategies implemented at Key Stage 1 to improve writing are raising standards by developing an extended vocabulary through wider reading, for example. The progress made by pupils with learning difficulties and/or disabilities is outstanding because their individual needs are carefully identified, and the quality of additional support is excellent.

Teaching is outstanding. Teachers know individuals very well and plan lessons which are stimulating using a wide variety of styles of learning and resources to support this. They have very good subject knowledge and as a result pupils are enthusiastic about learning. All adults in classrooms work very well together to ensure that individual needs are met. Teachers set very clear, high expectations of work and behaviour and very good working relationships exist between adults and pupils. Challenging literacy and numeracy targets are set for individual pupils, and these are regularly reviewed. Pupils are very clear on the progress they are making

towards their targets, and on what they need to do to achieve them. Occasionally, in full class starter sessions, the teaching does not take full account of the wide range of ability within the group or the mixed-age nature of the class and consequently a few pupils lose concentration.

The curriculum is good. The recent initiatives to plan skills carefully around different themes are developing well, and are being carefully evaluated by the school's leadership. As a result, pupils apply basic skills, including very good information and communication technology skills, across all areas of school life and are very well equipped for the next stages of their education and future lives. The promotion of personal development is well planned and actively engages pupils. One strength is the provision for physical education and active lifestyles. This is enhanced by very fruitful partnerships with other providers. A rich programme of enrichment days and visits is carefully planned to ensure that the curriculum is broad and balanced. Days such as 'Round the World' and links with schools in Japan and France make a strong contribution to pupils' good cultural development.

Excellent care, guidance and support of pupils ensure that individual needs are clearly identified and well met. Progress is very carefully checked and when underachievement is identified, additional support is put in place across a wide range of needs. All procedures to ensure pupils' safety are securely in place and meet government requirements. Links with other schools and outside agencies are excellent and ensure that pupils make a smooth transition at times of change. The school is mindful that all its staff are female and plans a range of innovative and much appreciated activities involving fathers, grandfathers and other male role models.

Outstanding leadership and management of the school are focused on raising standards and improving provision. Leaders, including governors, know the school's strengths and weaknesses very well. This effective self-evaluation, and the sustained improvements since the last inspection, show that the school's capacity for further improvement is excellent. Governors understand the school's work and context well. They are particularly effective in promoting links with the local community. Mindful of the lack of diversity in the cultural backgrounds within the school they are actively seeking ways of enhancing this, thus contributing to greater community cohesion.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. When they arrive in Reception, most children have a range of knowledge and skills similar to those expected for their age, although there is a wide variation. They make good progress in their learning, and by the start of Year 1 most are attaining at or above average levels. The positive links with pre-school settings and parents help the children to settle quickly into the Reception class. Parents of Reception children commented to inspectors on their very favourable contacts with school and their confidence in the high quality of care for children: 'She's settled in well due mainly to the fantastic staff who have welcomed her, encouraged her, praised her and supported her. I'm happy to send her to school because I'm confident she is being well cared for.' Teachers' planning and assessment cover all the areas of learning well. The progress of children is mapped carefully but not enough thought is always given to the next steps for some middle-ability children when gaps in their learning are identified. The children's learning is enriched by a stimulating outdoor area and visits. During the inspection, children were learning about different types of buildings. This had included a walk around the village taking pictures which were then used effectively to stimulate a writing activity. The provision is well led, with staff working well together as a

team. They place a high priority on care and welfare, ensuring that excellent procedures are in place.

What the school should do to improve further

- In the Early Years Foundation Stage, use information from assessment data more effectively to plan the next steps in learning for individual children to ensure gaps in knowledge and understanding are filled.
- Implement strategies to develop a greater range of vocabulary and more complex sentence structures so that standards are raised in writing and more pupils make rapid progress.

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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?	1
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?	1
The capacity to make any necessary improvements	1

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?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
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	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

26 June 2009

Dear Pupils

Inspection of Sir John Moore Church of England Primary School, Appleby Magna, DE12 7AH

Thank you for welcoming us so warmly on our recent inspection of your school, which we have judged to be an outstanding school. I would like to share with you what we learned about the school. These are the things we particularly liked.

- You make outstanding progress in your work and reach standards that are above average. Your standards in science and reading are very good.
- You enjoy school very much and each of you makes an excellent contribution towards making it a positive and caring community.
- You have an excellent understanding of how to keep yourselves healthy, and take part in exercise very enthusiastically to achieve this.
- Your behaviour and attendance are good.
- Your teachers plan very interesting lessons and their guidance to you on your work is very helpful.
- All the staff in the school care for you very well and as a result you feel very safe.
- Your school is very well run by the headteacher and governors and they ensure that it is well cared for and has all the resources that are needed.
- These are the things we have asked the school to make even better.
- In the Reception class we have asked that activities are planned carefully to fill the gaps in children's learning so that they make excellent progress.
- We have also asked staff to look at more ways of extending your vocabulary and using more complex sentences so that your writing improves and you make the same rapid progress in writing as you do elsewhere.

Yours faithfully

Ruth Westbrook

Lead inspector