

Saint Winefride's Catholic Primary School, Shepshed

Inspection report

Unique Reference Number	120213
Local Authority	Leicestershire
Inspection number	327231
Inspection date	30 September 2008
Reporting inspector	John Eadie

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)	168
Government funded early education provision for children aged 3 to the end of the EYFS	28
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Marion Borg
Headteacher	Dennis Shiels
Date of previous school inspection	11 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Britannia Street Shepshed Shepshed LE12 9AE
Telephone number	01509 503353

Age group	4–11
Inspection date	30 September 2008
Inspection number	327231

Fax number

01509 821110

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

How effective the measures put in place by the school's leadership and management to address weaknesses in assessment have been.

Whether pupils now know clearly how they are to improve their work.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Saint Winefride's is an average sized primary school that serves the catholic community of Shepshed and surrounding villages, whilst admitting a few pupils of other Christian denominations and other faiths. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Saint Winefride's is a good school. The care and concern shown for each pupil shines out and this is recognised by parents, who say such things as, 'Staff are compassionate and there is a wonderfully caring culture.' Because of this, pupils are developing well into responsible and caring young people who behave very well. As one pupil said, 'The Buddies are not really used because everyone gets on well together.' Pupils make an excellent contribution to the school community and carry out the wide variety of tasks they are given very responsibly. For example, older pupils sensitively accompany younger ones back to their classes after assembly. They also raise large sums, particularly for charities that help those less advantaged in other parts of the world. Pupils also make a contribution to the local community, visiting the elderly to distribute their harvest gifts, for example, but their involvement here is not as strong.

Children join the EYFS with skills and knowledge broadly in line with those expected for their age. They settle well as there is a good focus on their personal and social development in their early days. Pupils achieve well through the school and attain above average standards by the time they leave. Standards are remarkably consistent between subjects, reflecting the effective work that the school has done to improve provision across the board.

The good progress that pupils make is due to good teaching. Lessons are usually challenging and are typified by a buzz of excited learning. Teachers plan plenty of opportunities for pupils to work in pairs and small groups and this teamwork is preparing pupils well for their future. Although work is generally planned well for the differing abilities of pupils, there are times when the most able are not sufficiently challenged. For instance, they sometimes have to complete the work that other pupils are doing before going on to their own more demanding task. Teachers generally set targets to help pupils improve their work. However, these targets are not always sufficiently specific and matched well to all pupils' levels of learning. Pupils are also not sufficiently involved in checking whether they have achieved these targets.

The curriculum has been planned well to meet the needs of pupils, though there are times when the most able do not have appropriate work planned. It is enhanced well by a good range of extra-curricular activities and visitors. Visits play an important role in bringing the curriculum to life. For example, pupils talk enthusiastically about their trip to the Black Country Museum, where they role played a Victorian school and bought 'old-style sweets'. This lively curriculum is a major factor in pupils' tremendous enthusiasm for school. As one parent typically put it, 'My child enjoys every day at school and is always full of exciting things to tell me at the end of the day.' This enjoyment of school is reflected in pupils' outstanding attendance.

The curriculum also makes a good contribution to pupils personal, social and health education. For instance, they learn about keeping healthy and the dangers of drugs and other substances. Pupils carry these lessons into their personal lives well, taking plenty of exercise and generally making healthy dietary choices, for example. They know how to stay safe and say that they are very comfortable about approaching an adult if they have a problem. They are well aware of the dangers that they might come across when using modern technology, such as the Internet.

Pupils' spiritual, moral, social and cultural development is good. Their social awareness is a strength as they are growing into responsible young citizens extremely well. Their moral development is good as they appreciate the difference between right and wrong and put this into practice well in their daily lives. Spiritual development has a high priority in the school and this is reflected in pupils' good sense of awe and wonder in assemblies, for instance. Although

pupils have a good appreciation of their own culture and religion, and knowledge of a range of cultures across the world, their awareness of the range of cultures and religions represented in Britain today is limited. The school has recognised that this is limiting otherwise good promotion of community cohesion, and has taken steps to improve.

The headteacher provides good leadership for the school and he is ably supported by the deputy headteacher. Together, they have set a clear direction for the school, which has been shared well, and there is an evident common sense of purpose to improve provision and strive for the best. Monitoring, though largely carried out by the headteacher, involves the deputy headteacher and literacy and mathematics coordinators and has built an accurate picture of the school's strengths and weaknesses. Governors offer very good expertise and high levels of challenge. They are fully involved in monitoring and have a valued input into the school's self-evaluation. Appropriately challenging targets are set for pupils' progress and for developments in provision. Bearing in mind the progress being made and the commitment to continued improvement, the school is well placed to continue on the upward path.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The EYFS is housed in a separate building that is light, airy and welcoming, with attractive displays. The children are happy and settled. They are beginning to work and play together, share equipment and to understand the need to take turns and wait patiently: their personal, social and emotional development is good. There are good opportunities to develop skills in the role play area as adults model what should be happening. The children thoroughly enjoy the activities that are provided in all areas of learning. Overall provision in the EYFS is only satisfactory because the teacher is newly appointed and has not had time to develop all the relevant skills of planning and use of assessment, which are in the early stages of development. With good support from the local authority, good progress is being made in these areas. At the moment there is a lack of rigour in the organisation of activities, and consequently a few children were observed occasionally wandering around unsure of what to do. Other adults support children well but opportunities are sometimes missed to extend children's vocabulary and knowledge. Children particularly enjoy the outdoor area and, once the canopy is replaced, will be able to continue the planned similar activities both inside and out, whatever the weather.

What the school should do to improve further

- Ensure that each pupil knows specific targets for their next steps in learning and is involved in checking when they meet these targets.
- Ensure that all pupils, particularly the most able, are consistently challenged to reach their full potential.
- Improve planning and organisation in the EYFS.

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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 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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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?	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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	2

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

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 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

1 October 2008

Dear Pupils

Inspection of Saint Winefride's Catholic Primary, Shepshed, LE12 9AE

Thank you so much for welcoming us to your school when we visited recently. We really enjoyed meeting you and hearing how much you enjoy school and everything that you do. You told us that you are proud of your school and we can see why as it is a good school.

We thought that these were the best things about your school.

- You all get on really well together and are developing well into sensible and responsible young people.
- You are making good progress and reaching above average standards because you are being taught well.
- You really enjoy school because your lessons are planned to suit your needs and they are made more interesting with visits.
- All adults care for you really well and you feel safe and secure.
- Your headteacher and staff have good plans to make your school even better.

We have suggested three things that would help you make even better progress.

- Although you have targets to help you improve your work, these are not always matched well to your abilities and you are not involved enough in checking how well you are doing in reaching these targets.
- Those of you who find your work easy are not given really difficult work often enough.
- Planning for activities for the youngest children is not as good as it could be, although a good start has been made.

We are sure that you will continue working hard and trying to do your best.

With best wishes

John D Eadie Lead inspector