

# Old Mill Primary School

## Inspection report

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<b>Unique Reference Number</b>	120058
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339585
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Alwyne Jolly

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	385
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Lucas
<b>Headteacher</b>	Pat Beeson
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Station Road Broughton Astley Leicester
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons and held meetings with groups of pupils, members of staff and governors. The inspectors spent the majority of their time looking at learning and 15 teachers were seen. They also looked at the school development plan and documents relating to planning, monitoring and safeguarding, communications with parents, records of governors' meetings and 138 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make in Years 3 to 6
- the quality of writing and whether it had improved since the last report
- the teaching and provision in the Early Years Foundation Stage
- the monitoring and evaluation carried out by staff and governors
- how far the school are able to give pupils an effective insight into other cultures.

## Information about the school

This larger than average primary school shares a site with the local junior high school in a village south of Leicester. The percentage of pupils who have special educational needs and/or disabilities is well below average. The school has achieved a number of national awards including Active Mark and Healthy School status. The proportion of pupils who are eligible for free school meals is well below the national average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school has a range of significant strengths and some key areas for improvement. It has an interesting curriculum which enhances pupils' enjoyment of school life so that their attendance is outstanding. Pupils' personal development is fostered well and this is best illustrated by their outstanding adoption of a healthy lifestyle. The school gives pupils a clear grasp of their responsibilities so they make a good contribution to both their school and the wider community. They display positive attitudes and behave well, enabling the atmosphere in the school to be orderly and purposeful.

Good induction procedures ensure children settle well into the Reception classes. Relationships are good with an appropriate combination of teacher-led activities and independent learning, ensuring pupils make satisfactory progress. Although children make a secure start in the Early Years Foundation Stage, they are not all sufficiently challenged by the tasks they are given. Insufficient use is made of the outdoor area to promote pupils' learning.

Pupils' attainment by the end of Year 6 is above average, reflecting satisfactory progress from their above average starting points. They make particularly good progress in Years 1 and 2, benefiting from an effective focus on basic literacy and numeracy skills, which gives them a good foundation for their future economic well-being. Progress is more varied between Years 3 to 6. Although standards in mathematics remain a strength, standards in English, particularly writing, are not so high, reflected in both pupils' current work and national test results over the last three years. Over the last three years, the relatively weaker aspects of achievement have been boys' writing and more-able pupils' English and science results.

The quality of teaching and assessment is satisfactory overall, resulting in satisfactory achievement. There are examples of good and very occasionally, outstanding teaching but overall, too much of the teaching, particularly in Years 3 to 6, is satisfactory. The pace of lessons can be too slow, limiting pupils' progress. Pupils' work is marked regularly and thoroughly but guidance on how pupils should improve is not consistently given.

Firm leadership has enabled the school to make satisfactory progress since the last inspection. Committed and enthusiastic senior and middle leaders are increasingly involved in the self-evaluation process. They are now using data well to monitor performance and drive forward the improvement process. Although attainment has fallen a little by the end of Year 6 and writing remains a weakness, many aspects of the school's work have continued to be good or better. The school has a clear picture of its strengths and weaknesses and has correctly recognised its priorities in a well considered

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development plan, indicating its satisfactory capacity to sustain further improvement.

**What does the school need to do to improve further?**

- Improve the Early Years Foundation Stage by ensuring that:
  - activities have sufficient challenge for children of all levels of ability
  - outdoor facilities are improved and used more extensively.
- Improve standards in writing by:
  - focusing regular, specific tasks targeted at the particular needs and interests of boys
  - providing challenging tasks to address the needs of the more able.
- Improve progress in Key Stage 2 from satisfactory to good by ensuring that:
  - when teachers mark work, they consistently give pupils constructive advice on how they should improve
  - teaching time is used effectively
  - good practices in teaching are shared so that the quality of teaching is more consistent across the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy their lessons and clearly want to learn, reflected in outstanding attendance levels and consistently good behaviour. In lessons, many pupils are articulate, discussing the key ideas with insight and enthusiasm. They respond well to questioning, particularly when it is challenging and often give intelligent responses. The standard of work seen was above average but not at the considerably high level identified in Year 6 in the last inspection report. This reflects satisfactory progress from the above average standards on entry to the Early Years Foundation Stage. Progress in Years 1 and 2 is good, resulting from an effective focus on developing early reading skills and some outstanding teaching. Progress is slower and more variable in Years 3 to 6. Standards in mathematics are consistently above average throughout the school. Although current standards in writing are average by Year 6, pupils make slower progress in this key skill. This is noticeable for boys and able pupils, reflected in their performance in national tests since the last inspection report. Able pupils have made less progress than others in science tests over the last three years but current work suggests they are now making better progress. The small number of pupils who have special educational needs and/or disabilities make good progress as a result of the effective provision for them.

The school has made a concerted, successful effort to increase pupils' awareness of other cultures. Pupils interact well with each other and know the difference between right and wrong. Pupils' outstanding response to the adoption of a healthy lifestyle is

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reflected in the national awards gained. They relish the opportunity to take part in a range of sporting activities and understand why the school emphasises the need to eat healthily.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Although there is some good teaching in the school, it is more variable in Years 3 to 6. Pupils are engaged and interested because teachers generally make their lesson content varied and stimulating. For example, in a Year 6 lesson, a press conference was used as a precursor for learning about note taking and writing a newspaper report. Sometimes the introductions to lessons are too long, so that pupils' progress on the main task is less rapid than it should be. Teaching assistants are consistently well deployed and give effective support to pupils with specific learning needs, reflected in the better progress made by those pupils. The marking of pupils' work is invariably regular and thorough, although it does not offer consistently enough, specific guidance on how pupils should improve.

The school provides an interesting curriculum to pupils, centred on themes and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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enhanced by a wide range of out of school visits and extra-curricular activities. There are particularly good opportunities to develop musical and sporting interests and the needs of gifted and talented pupils are effectively addressed by a regular programme of activities. The school has recognised the need to adapt writing tasks to ensure higher achievement by boys and more able pupils, but initiatives have only had a limited impact so far.

Comprehensive arrangements for the care of all pupils ensure their good personal development and support their learning effectively. There are a range of effective strategies to care for and support the pupils with different needs, characterised by the good leadership and provision for pupils with special educational needs and/or disabilities. A few parents have concerns about bullying but this is not echoed by pupils who believe issues such as name calling, are dealt with well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has been successful in creating an inclusive, harmonious community where any discrimination is effectively tackled. Senior leaders know the school's strengths and weaknesses and are passionate about wanting the school to be successful. The school development plan is an effective document that has correctly identified the priorities which help to drive the school forward. Although at times self-evaluation has been too generous, in the last academic year the school introduced a sharper system of tracking individual pupils' attainment to enable it to monitor their progress better and intervene when necessary. This is starting to have an impact on improving individual pupils' progress, although assessment data confirm that overall progress has until recently been only satisfactory. Monitoring of teaching and learning is regular and thorough but the points for improvement given to individual teachers tend to be insufficiently clear and demanding.

The governors have good systems to review standards and provision. They know the school well and their range of expertise enables them not only to give good support but also ask challenging questions if necessary. Safeguarding arrangements were rigorously applied by all at the time of the inspection and are regularly reviewed. The school effectively promotes community cohesion at the local, national and international level exemplified by its effective links with schools in France and inner city Leicester. The school has developed good links with agencies to promote pupils' well-being and with

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other schools and training institutions to promote pupils' smooth transition through their education. The school meets all statutory requirements, although the teaching time for Years 3 to 6 is a little below the nationally recommended level for Key Stage 2.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage in the two Reception classes with skills and understanding that are above average. Most make satisfactory progress relative to their starting points in all areas of learning. They are particularly successful in improving their skills in communication, language and literacy. Most children exceed the expected learning goals by the time they transfer to Year 1. The children behave well and demonstrate good levels of independence in learning. There is a good balance between teacher-led and child-initiated activities. Children have full confidence in the adults who work with them. However, learning opportunities are not being provided sufficiently through the outdoor learning area, which is underdeveloped and lacks shelter. Also, the planning of the curriculum is not consistent or linked to all six areas. Although teaching has good features it is satisfactory overall because the expectations of what children can do, particularly the less able, are not high enough. The more able are now generally challenged well, which is an improvement from the last inspection. Leadership and management are satisfactory. All necessary policies, records and procedures are in place and are checked to ensure children's safety and welfare.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire are happy with their children's experience of school. They are particularly positive about how the school keeps their children safe and helps them to have a healthy lifestyle. A few parents believe the school does not inform them sufficiently about their children's progress and slightly more did not believe the school dealt effectively unacceptable behaviour. Inspectors judged that communication with parents was satisfactory. The pupils reported that they believed unacceptable behaviour was dealt with appropriately and inspectors judged behaviour to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Mill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 138 completed questionnaires by the end of the on-site inspection. In total, there are 385 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	41	74	54	6	4	1	1
The school keeps my child safe	63	46	70	51	2	1	3	2
The school informs me about my child's progress	39	28	81	59	13	9	2	1
My child is making enough progress at this school	40	29	87	63	7	5	0	0
The teaching is good at this school	64	46	69	50	4	3	0	0
The school helps me to support my child's learning	44	32	83	60	8	6	1	1
The school helps my child to have a healthy lifestyle	53	38	80	58	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	27	76	55	8	6	0	0
The school meets my child's particular needs	44	32	81	59	8	6	1	1
The school deals effectively with unacceptable behaviour	23	17	86	62	11	8	10	7
The school takes account of my suggestions and concerns	30	22	83	60	12	9	3	2
The school is led and managed effectively	47	34	74	54	7	5	4	3
Overall, I am happy with my child's experience at this school	57	41	74	54	6	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 January 2010

Dear Pupils

Inspection of Old Mill Primary School, Leicester LE9 6PT

Thank you very much for your warm and friendly welcome during the recent inspection of your school. It was a pleasure to meet you all.

Your school is a satisfactory school with several good features. The curriculum you learn is varied and interesting and all the teaching is at least satisfactory. The leadership and management of the school are sound and you receive good encouragement to take an active interest in the local community and wider world. From the moment we arrived we were impressed by your good behaviour and your level of attendance is outstanding! The school makes sure you are safe and well cared for and that you get the help you need to do well. You also have an outstanding understanding of a healthy lifestyle.

We have asked the staff and governors to make your learning even better by addressing three issues:

- improving what is provided for those of you in Reception by giving you more opportunities to learn in your outdoor area and to ask you to attempt some more difficult tasks
- improving the standards of your writing, particularly the boys and those of you who are more able
- improving the progress made by those of you between Years 3 to 6 by asking teachers to consistently advise you on how to improve your work and to move more quickly on to the main activity in lessons.

You can also help by continuing to work hard and acting on the advice teachers give you when they mark your work.

Yours sincerely

Alwyne Jolly

Lead inspector

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