

Long Whatton Church of England Primary School

Inspection report

Unique Reference Number	120142
Local Authority	Leicestershire
Inspection number	339613
Inspection dates	26–27 November 2009
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Graeme Matravets
Headteacher	Simon Perkins
Date of previous school inspection	5 December 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 8 lessons, and held meetings with governors, staff and groups of pupils and parents. They observed the school's work, and looked at the quality of monitoring, improvement planning and other key documents. Inspectors also considered the 35 questionnaires received from parents.

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

- the achievement of all pupils, particularly those in Year 3, pupils with special educational needs and the more able in writing
- the impact of target setting on pupils' achievement
- the governors' role in helping to secure the continued improvement of the school
- how far the school meets all statutory requirements, including for safeguarding and community cohesion.

Information about the school

This is a smaller than average sized primary school situated in a small village in a rural area. Almost all of the pupils are of White British heritage. The proportion of pupils who have special educational needs is average for a school of this size. Their needs mainly relate to social or language and communication difficulties. The school provides for children in the Early Years Foundation Stage in a mixed Reception, Year 1 and Year 2 class. Pupils transfer to secondary school at the end of Year 5.

A new headteacher was appointed in September 2008.

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?

2

The school's capacity for sustained improvement

2

Main findings

This good school has some outstanding features. The new headteacher has quickly got to grips with what needs to be done. He has motivated staff, governors and senior leaders. He has instigated important improvements which have addressed the issues from the last inspection, ensured that the school has maintained its' track record of significantly above average attainment and guaranteed that the safeguarding of pupils' health and safety is paramount. There is a good capacity to maintain this pace of improvement in the future because the school has high expectations of pupils' academic and personal growth. It also uses accurate self -evaluation to ensure that the well considered plan for improvement is focused on the right priorities. These are the key factors which demonstrate this capacity for continued improvement and how well the school meets the needs of all pupils.

Pupils make good progress and attain above average standards. They are motivated and their work is interesting and enjoyable. They do better in reading and mathematics than in writing.

Their behaviour is outstanding. Pupils are very thoughtful, kind and supportive of each other. They have a good understanding of what makes a healthy lifestyle and make a good contribution to school life.

The high priority given to safeguarding ensures that pupils feel very secure and their awareness of safety is extremely strong.

Children in the Early Years Foundation Stage make good progress in their personal and academic development because there are so many exciting opportunities for them to learn and develop new skills, both in and out of doors.

Teaching is good because teachers have high expectations and good subject knowledge. However, guidance on how pupils can improve their writing is not always as specific as it could be.

The new skills based curriculum is beginning to promote positive links between subjects through enquiry and a more creative approach. However, the practical sessions which underpin richer learning experiences are still limited.

Attendance is above average. Pupils say they just love coming to school.

Parents appreciate the high level of care, guidance and support their children receive.

The dynamic approach of the headteacher is bringing about major improvements at a brisk pace. Senior leaders work hard and share his enthusiasm; however, they are not yet taking an active role in analysing their own subject areas or taking a lead in development. Governors are very supportive but the role that they play in shaping the

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future of the school is, as yet, underdeveloped. The school promotes community cohesion well within its local community and globally. However, attempts to find a school in a contrasting location to extend pupils knowledge and understanding of how other people live have so far been unsuccessful.

What does the school need to do to improve further?

- Accelerate progress in writing by July 2010 through:
 - ensuring that all pupils are given precise guidance on the features they need to improve
 - planning a variety of practical experiences to inspire pupils and enrich their learning.
- Improve leadership and management by:
 - ensuring that all senior leaders take a more effective role in monitoring and evaluating pupil outcomes and using this to determine areas for improvement
 - developing the role of the governing body in school improvement
 - increasing the school's promotion of community cohesion in the next academic year by fostering links with a contrasting school so that pupils can gain some first-hand experience of meeting pupils from other cultures.

Outcomes for individuals and groups of pupils

1

Pupils say they are learning as much as they can because teachers take them 'to the limit'. They say they enjoy coming to school regularly because 'you do different things each day and you want to come to find out what you are doing next.' They are involved with their learning, and quickly settle to the task in hand. All pupils, regardless of gender or ability make good progress. Attainment at the end of Year 2 has been consistently above average over the last three years. Although there is a dip in the rate of progress in Year 3, pupils' progress overall in Key Stage 2 is good and by Year 5 they consistently exceed the levels expected of Year 6 pupils. The school has recognised that some less mature Year 3 pupils find the leap into a class containing high performing Year 4 and Year 5 pupils too overwhelming at first and this slows their progress. Early indications show a more gradual transition pays off. Pupils say that although they find the work challenging they are pleased with the progress that they make. Rewards such as a fountain pen for neat handwriting encourage a high quality of presentation. The majority of last year's Year 5 reached Level 5 in reading and mathematics, but not in writing. Pupils enjoy asking questions in a 'hot seating' activity and ask perceptive questions such as 'do you think that a piece of the jig-saw is missing?' This helps to enrich their writing; however work in books shows that pupils sometimes need more precise guidance on how to move their work to a higher level. Opportunities to build shelters, make a fire and go on a tree search whilst on a residential visit help pupils develop social skills as well as enriching their learning.

Pupils develop good personal qualities. They say that as the school is small they know

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each other well and there is always someone to talk to and there is never any bullying. Excellent behaviour and above average attendance contribute well to their outstanding achievement. Pupils know how to keep safe and healthy.

Going out to see the sheep being sheared or making igloos in snowy weather and residential visits from Year 2 upward strengthen pupils' spiritual, moral and social development. Although pupils do learn about other religions, pupils' cultural development is less pronounced.

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils make consistently good progress because teachers have good subject knowledge which they use skilfully to move the pupils on in their learning. Relationships are good and pupils want to do well. Year 4 pupils made good use of adverbs to show how they can change the meaning of text because of the good model that the teacher provided and the clear success criteria that ensured work was of a high standard. However, not all of the work in books is marked to the same high degree. The involvement of teaching assistants in lesson planning ensures that less able pupils are supported well in their

¹ 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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learning.

Pupils say that teachers make learning fun and give you good ideas. The curriculum is well organised and supports the learning of pupils regardless of gender or ability learning. Pupils talk enthusiastically about activities outside lessons that enrich their learning. They say there are 'loads' of clubs varying from choir and sewing to basketball, football and athletics.

Teachers know the pupils and their families well. Pupils feel happy and secure because they know that there is such a high level of care, guidance and support and they know that there is always someone there to listen, help or advise. Vulnerable pupils blossom because they are in such a nurturing environment and receive excellent support which is tailored sensitively to their needs.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The exceptional drive and determination of the headteacher has provided the impetus for rapid improvement. He has brought new thinking, instilled confidence and motivated staff. Improved tracking systems and accurate assessment bring about realistic but challenging targets, which enable all pupils, regardless of gender, ethnicity or ability to make good progress and ensure equality of opportunity.

Relationships with parents have been cemented through opportunities to work side by side with the headteacher and his staff, to clear ground for the Early Years outside area. One parent was so impressed with such a show of commitment he insisted on telling the team personally. Parents have been have been consulted on important whole school matters and they feel that they are effective partners in their children's learning. The safeguarding measures brought in by the headteacher are exceptionally well managed and all requirements were fully met at the time of the inspection.

Senior leaders work hard and are committed to providing a high quality learning environment. However, they recognise the need to take a more effective role in monitoring and evaluating pupil outcomes in order to determine areas for improvement. Governors are also very hard working and support the school appropriately but they currently play a limited role in the strategic work of the school.

Pupils are amazed that the children in the orphanage in India have no parents, no beds and have to shut the gates at night to keep the snakes out. They realise what very

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different lives they lead. The school is involved in annual events such as the village show, held in the school grounds. However, the lack of a link with a contrasting school in the UK limits pupils' ability to gain some first-hand experience of meeting pupils from other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into the routines of school life because they are well cared for, safe and secure. Their days are filled with fun and excitement and this means that they make good progress in building skills and knowledge in all six areas of learning. They achieve well in all areas of learning and the majority attain the levels above those expected for their age by the end of the Reception Year.

A well resourced classroom and outside area provide stimulating opportunities for them to explore and investigate. It is unfortunate that planning restrictions mean that the children do not have a covered area for days when the weather is inclement. Short daily sessions are effective in helping children to secure their letter sounds. A group of children worked well together and used this new information effectively when following instruction cards to make a bird pudding. Skilful intervention by the teacher ensured that children clarified their thinking and remained focused until the task was accomplished.

The work for Reception children is effectively integrated with that for the Year 1 pupils in the same class. It also allows the children to build independence in learning and to make and show their choices from a wide range of activities. The leadership of the Early

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Years Foundation Stage has effectively ensured that what the children do in school is related to their individual needs. Consequently, the children benefit from good provision for their welfare, learning and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents have positive views of the school. They are particularly pleased with the caring, friendly and welcoming ethos. Evidence from the inspection supports parents' views that children enjoy school and that care for children's health and safety is outstanding. Many parents acknowledged that there has been a distinct and noticeable improvement in the school. One parent queried whether parents who used their cars to take pupils on trips were insured and had gone through the necessary safeguarding checks. In discussion with the school the team were satisfied that both of these measures were securely in place.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Whatton Church of England 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 51 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	71	10	29	0	0	0	0
The school keeps my child safe	20	57	15	43	0	0	0	0
The school informs me about my child's progress	16	46	19	54	0	0	0	0
My child is making enough progress at this school	17	49	15	43	2	6	0	0
The teaching is good at this school	24	69	9	26	1	3	0	0
The school helps me to support my child's learning	20	57	14	40	0	0	0	0
The school helps my child to have a healthy lifestyle	17	49	16	46	1	3	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)	17	49	16	46	0	0	0	0
The school meets my child's particular needs	21	60	10	29	3	9	0	0
The school deals effectively with unacceptable behaviour	17	49	16	46	2	6	0	0
The school takes account of my suggestions and concerns	19	54	14	40	2	6	0	0
The school is led and managed effectively	22	63	11	31	1	3	0	0
Overall, I am happy with my child's experience at this school	24	69	9	26	0	0	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 November 2009

Dear Pupils

Inspection of Long Whatton Church of England Primary School, Long Whatton, LE12 5DB

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. We think your school gives you a good standard of education and there are quite a lot of things your school does very well. These are the main things that helped us come to this conclusion.

Children in the Reception class get off to a good start because they enjoy exciting activities and are taught well.

You really enjoy school, behave very well and come to school regularly.

Teaching is good. Teachers work hard to make learning fun. However, learning would even more meaningful for you if you did even more practical work.

You achieve higher levels than those expected for your age.

The school provides interesting lessons and a wide range of extra activities.

You have a good understanding of healthy lifestyles and really know how to keep safe.

The teachers look after you very well.

Your headteacher and his staff have made sure that the school is very safe and they are working hard to make learning better for you.

We have asked the school to do two things.

Help you to do even better in writing by making sure that:

- marking always tells you exactly how to improve
- you get more opportunity to do practical work.

Make sure that senior leaders make things even better for you by:

- making more checks to see what the school can do to improve
- making sure the governors are more involved in what goes on in school
- finding a school that has pupils from different backgrounds so that you can make friends and find out what life is like for them.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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