

Whissendine Church of England Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 120183 |
| Local Authority | Rutland |
| Inspection number | 339623 |
| Inspection dates | 27–28 January 2010 |
| Reporting inspector | Tim Bristow HMI |

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

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|--|--------------------------------------|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 150 |
| Appropriate authority | The governing body |
| Chair | Mrs Rosemary Powell |
| Headteacher | Mr Robert Gooding |
| Date of previous school inspection | 3 October 2006 |
| School address | Main Street Whissendine Oakham |
| Telephone number | 01664 474695 |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors spent the very large majority of the time that pupils were in lessons observing learning. They observed nine teachers and visited 21 lessons. They held meetings with the governors, staff, groups of pupils, a parent and representatives from partner agencies. They observed the school's work, and looked at the school development plan, monitoring and evaluation documents, assessment information, lesson plans, school policies and questionnaires from 60 parents, 82 pupils and 16 staff.

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

- whether attainment is as high as at the time of the last inspection
- whether the provision enables boys to do as well as girls
- how consistent the quality of teaching is across the school.

Information about the school

The school is smaller than average. There are very few pupils from minority ethnic groups and none who speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils who are eligible for free school meals is below average. Pupils benefit from a club before school that is managed by the governors. The school has National Healthy Schools Status and holds the International Schools award.

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?

1

The school's capacity for sustained improvement

1

Main findings

The pupils receive an excellent education at this highly innovative school. This is encapsulated in the following statement from a parent representing the views of many more. 'We have always felt Whissendine to be an exceptionally good school, with very clear leadership, a strong sense of values, endless commitment to the individual child from all staff and a continuous search for ways of improving the learning experience. It is an incredibly happy and exciting school for our children to be part of.'

Children are prepared well for learning when they start school because the large majority of them have social, speaking and listening skills that are better developed than would be expected nationally. They receive an excellent start in the Early Years Foundation Stage, making rapid progress. Throughout their time in school they make good progress so that, by the time they leave Year 6, test results show that usually attainment is high in the key subjects.

All the pupils' outcomes for personal development and well-being are outstanding. Behaviour is exemplary. Pupils' independence and self-discipline have been so well fostered that they very rarely need to be reminded about their behaviour. In addition, their attitude to learning is excellent, which makes a major contribution to the high quality of learning in most lessons. This is underpinned by spiritual, moral, social and cultural values that are extremely well developed. For example, pupils who discussed the school prayer were able to explain that they were lighting candles to reflect on the plight of Haitians at this time and what it was they could do to help. In response to this, they have organised charity events themselves to raise money for aid. This demonstration of great initiative and care from pupils when contributing to the wider community is a regular feature in this school.

The reason that the outcomes for pupils are so strong is because of the very high quality of provision from which they benefit. The curriculum is excellent. Not only is it highly sophisticated in the way it is designed to enable pupils to apply and practise skills of literacy, numeracy and information and communication technology (ICT) across all subjects, it is also very exciting and stimulating. The school pays outstanding attention to the needs of every individual pupil, taking great care to ensure that they all experience success in their learning. Pupils benefit from some highly skilled teaching. While, in the large majority of lessons, teaching is good or better, there are a small minority where teaching is satisfactory. In these lessons, the progress that a few pupils make is not as rapid as it could be because the work is not matched so well to their capabilities.

The headteacher's leadership is inspirational. He is ably supported by a very talented

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team that continues successfully to strive for excellence. For example, the continued improvement in attainment in the Early Years Foundation Stage leading to outstanding outcomes, and highly successful provision for all pupils' individual success that has led to their extremely well developed skills in problem solving, creativity and independence. Consequently, the school demonstrates that it has outstanding capacity for future improvement.

What does the school need to do to improve further?

- Accelerate the progress made by pupils from good to outstanding overall by sharing the excellent practice that exists in school to improve teaching in the satisfactory lessons so that work is accurately matched to meet the needs of all pupils.

Outcomes for individuals and groups of pupils**1**

It is evident from the high attendance rate and excellent behaviour that pupils thoroughly enjoy coming to school. As one pupil reported, representing the views of nearly all, 'My school is a wonderful place to learn and it is a very friendly environment for people to be at. I love my school.' In the majority of lessons, the quality of learning is at least good so that pupils make rapid progress. In the small minority of lessons that are satisfactory, the work does not meet the needs of a few pupils who make slower progress. Nevertheless, the good progress made by the pupils overall has led to such high attainment that test results in 2009 show that, by the end of Year 6, the majority of pupils attained the higher level five in English, mathematics and science. An examination of boys' work and assessment information shows that, while they did less well than girls in the national tests in 2009, this is unusual. The progress boys are presently making is similar to that of the girls and the attainment gap is no greater than that found nationally. Pupils demonstrate well-developed skills of independence when learning. For example, the great responsibility they take for their own learning during their private study lessons. Attainment is high in many subjects such as music, French, ICT and physical education because of the excellence of the curriculum.

The very large majority of parents strongly agree with their children that they feel safe in school. Pupils' awareness of how to stay safe in a range of situations is extremely well developed. For example, they are very well aware of the steps they need to take to stay safe when using the internet. The pupils are very active and healthy, with almost all being involved in school clubs. Not only do they demonstrate an understanding of a healthy diet, but they are being well-equipped to grow and prepare healthy food themselves. Pupils are regularly consulted about the school's provision and have had a great influence on its work. For example, their contribution was instrumental in the development of private study lessons and weekly personal target collaboration meetings with teachers.

These are the grades for pupils' outcomes

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

| | |
|---|----------|
| 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 | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Teachers are expert at making lessons exciting and purposeful. This is complemented by the extensive range of enrichment activities that take place. For example, during the inspection, pupils thoroughly enjoyed working with firemen re-enacting the Great Fire of London, an artist in residence producing sculptures based on African designs, and a computer expert to develop their writing. Assessment information is used expertly to identify pupils that need extra activities to ensure they make rapid progress. This information is then used very effectively to tailor these activities to the specific needs of each pupil. The procedures developed by the school to advise pupils on the next steps they need to take to improve their learning are exemplary. Weekly target meetings with pupils, learning logs, private study and homework are all linked in harmony so that pupils are equal partners in their learning. Teaching assistants support pupils expertly, for example during phonics lessons. The support they give to groups of pupils is leading to a rapid acceleration in progress. So much so, that reading standards in Year 3 are presently the highest they have ever been. The very large majority of pupils with special educational needs and/or disabilities make equally as good progress as their peers because of the excellent provision for their care, guidance and support.

These are the grades for the quality of provision

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

| | |
|---|--|
| <p>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</p> | |
|---|--|

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

How effective are leadership and management?

Procedures for monitoring and evaluating the work of the school are highly sophisticated so that all staff are held to account for their work. In addition, the evaluation information is used to produce school development plans that are sharply focused on the identified areas for improvement. The leadership of learning is excellent, leading to the innovative provision received by pupils. Well-developed procedures in place to develop the quality of teaching and records of lesson observations show that while there is some satisfactory teaching remaining it is improving at a rapid rate.

Governors demonstrate great knowledge and expertise in their role. Their very high expectations of the school and its staff are instrumental in driving forward improvements. Exemplary policies are in place to underpin the excellent work of the school in safeguarding pupils. Governors are rigorous in ensuring that policies are applied in practice. The staff and governors are very successful at ensuring the equality of all pupils in this highly inclusive school. This is evident in the steps the school takes in partnership with outside agencies to ensure that every pupil, regardless of their personal circumstances, has a learning environment tailored to meet their individual needs.

The school has very successfully audited, planned and evaluated its contribution to community cohesion. For example, it rightly identified the need for pupils to gain an understanding of the social diversity of society in the United Kingdom. Consequently, the school has established strong links with an inner-city school in Birmingham and others abroad. As a result, pupils not only have a greater understanding of the different cultures that make up British society but an insight into the important reasons why they need to do this. As one pupil reported, 'If I did not understand what it means to be Muslim or Jewish, I might say something by accident that would offend people, so it is important to learn about different cultures.'

These are the grades for leadership and management

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|--|----------|
| <p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p> | 1 |
| | 1 |
| <p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p> | 1 |

| 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 | |
|---|----------|
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

The provision has continued to improve since the previous inspection so that assessment information shows that all children reach the expected skill level in all areas of learning and the very large majority of them exceed it considerably. This represents outstanding progress. The Early Years Foundation Stage leader and staff demonstrate an expert understanding of child development and how to foster it. This results in a highly structured learning environment in which very confident children learn from a range of carefully designed activities. They choose independently many of the activities they take part in, but are guided expertly to ensure learning opportunities are exploited. For example, a child who was producing a birthday cake with five candles on was encouraged to carry out simple subtraction strategies in order to work out how many more candles she had to make so that it was complete.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The very large majority of parents strongly agree that they are happy with their child's experience at school. The majority of parents wrote comments in support of the school's work. The headteacher was made aware of the very few comments of concern expressed by parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whissendine 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 49 | 91 | 4 | 7 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 46 | 85 | 8 | 15 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 28 | 52 | 25 | 46 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 39 | 72 | 13 | 24 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 45 | 83 | 8 | 15 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 35 | 65 | 18 | 33 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 35 | 65 | 19 | 35 | 1 | 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) | 31 | 57 | 15 | 28 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 43 | 80 | 11 | 20 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 39 | 72 | 12 | 22 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 32 | 59 | 18 | 33 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 41 | 76 | 12 | 22 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 50 | 93 | 4 | 7 | 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.



29 January 2010

Dear Children

Inspection of Whissendine Church of England Primary School, Oakham, LE15 7ET

If you remember, I came with my colleague to inspect the work of the school and to check how well you were doing. I am very pleased to report that we think that you are doing extremely well. You can be very proud of the high standards you achieve in many subjects. There are some other very important aspects of your development in which you are also very successful. Your behaviour is excellent. We were particularly impressed by your politeness to us and kindness to each other. You told us that you thoroughly enjoy your education and feel very safe and understand how to stay healthy, and we agree with you. You work very well together in lessons and many of you appear to relish the opportunity to tackle difficult problems. We were very impressed by your independence and personal learning skills. You carry out your jobs in school very conscientiously and show great initiative when taking the responsibility for activities such as raising money for charity. You have some excellent school clubs and fun activities that you told us that you really enjoyed and that your parents fully appreciate.

We think that the headteacher, other adults and school governors work extremely hard to provide you with an outstanding education. They are particularly good at giving you guidance on how to improve your work and making your lessons interesting and exciting. They try their best to make sure that every one of you is happy. In order to help you do even better we have asked the school to make some improvements to a few of your lessons by making sure that all of you are given work that is not too easy or too hard.

The school is very proud of you all and I am sure that you will continue to work hard and do your best.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

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