

Billesdon Parochial Primary School

Gaulby Road, Billesdon, Leicester, LE7 9AG

Inspection dates 19–20 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From starting points in the Reception class which are below those expected for their age, pupils make good progress so that by the time they leave the school in Year 6 standards are above average.
- Disabled pupils and those who have special educational needs receive very good support so that they can achieve well and catch up with their peers.
- Teaching and learning across the school are good. Teachers know the pupils well and have excellent working relationships with them so that they are keen to do their very best.
- Pupils feel safe in school and say that adults take good care of them. Behaviour is often excellent in class and throughout the school where there is a vibrant climate for learning.
- The governing body and the school's senior leaders have a good understanding of the school's strengths and areas for development. They have acted with rigour to improve the school since its last inspection and have the drive and ambition to continue to make it better.
- The school's caring atmosphere promotes pupils' spiritual, moral, social and cultural development. As a result the school is an extremely harmonious community.

It is not yet an outstanding school because

- Occasionally, work is too easy for some pupils, especially the more able.
- At times, introductions to learning are too long and do not allow sufficient time for pupils to get on with individual or group work.
- Pupils' targets do not consistently show them how to improve their work and are not directly mentioned in teachers' marking.
- Outside learning for the youngest children is not as well developed as the work they do inside.

Information about this inspection

- The inspector visited 14 lessons or parts of lessons of which four were jointly observed with the headteacher.
- The inspector heard pupils read and looked at samples of pupils' work.
- The inspector examined the 36 responses to Parent View, the website for parents' and carers' views of schools, examined the results of the school's most recent survey of parent and carer opinion, and took into account the outcomes of a staff survey.
- A discussion was held with a member of the local authority's advisory staff.
- A discussion was held with pupils.
- The inspector examined information about the pupils' progress and other school documentation, including safeguarding information.
- The inspector held a discussion with two members of the governing body.
- The inspector held discussions with parents and carers of pupils at the school and with members of the school staff.

Inspection team

Tim McLoughlin, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school with four classes. Pupil numbers are growing steadily and have done so for the past three years.
- The number of children joining the Reception class in the September before their fifth birthday varies each year.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who join or leave the school at other than the usual times is above that experienced nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A lower proportion of pupils than nationally are known to be entitled to the pupil premium, which is the extra government funding for pupils who are known to be entitled to free school meals, pupils looked after by the local authority and those from service families.
- The school does not make use of any alternative provision for its pupils off site.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - making sure that teaching demands more of all groups of pupils in all parts of learning, especially of the more able
 - sharpening the introductions to learning so that enough time is allowed for group and individual work
 - making sure that approaches to setting targets for pupils are effective throughout the school in helping them to improve their work and that teachers refer to the targets in marking.
- Make sure that the Early Years Foundation Stage outdoor area is used more effectively for learning as a natural extension of the classroom.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the welcoming and stimulating Reception class. They join with skills and abilities generally below those expected for their age. From this point they make rapid progress and enter Year 1 with average standards. Standards rise through Key Stage 1.
- Pupils make the best progress in Key Stage 2 because teachers know their pupils very well, create a positive climate for learning and build on skills previously taught. More-able pupils are not always stretched to reach higher levels of attainment.
- Pupils enjoy reading widely and often. The school has recently improved its approach to the teaching of reading and now younger pupils make a good start with their reading skills due to the good teaching of the sounds that letters make (phonics) and this creates a solid foundation for further learning.
- Pupils achieve well across different subjects because teachers know pupils well and make sure that they build on their previous learning. For instance, in a good English lesson in Year 5/6 the teacher used a piece of historical fiction to enliven pupils' imaginations to create vivid descriptions of what life may have been like for servants working in a Victorian kitchen. This created an enthusiasm for learning that is typical of much of the school's work.
- Pupils known to be eligible for the pupil premium receive tailored support both in class and through additional provision. Key Stage 2 pupils receive specific coaching from a teaching assistant that effectively meets their needs. As a result, the attainment of pupils known to be eligible for free school meals is similar to the others.
- Disabled pupils and those who have special educational needs make similarly good progress to their peers. This is because teachers know these pupils well and plan work to meet their needs. They direct the work of teaching assistants effectively so that they also make a valuable contribution to learning.
- Pupils' spiritual, moral, social and cultural development is a very strong feature of the school as pupils reflect on aspects of spirituality within learning. This was seen in a very powerful lesson in Key Stage 1 when children exclaimed with a real sense of joy when beginning to explore the variety of life in the animal and plant kingdoms as part of some science work.

The quality of teaching is good

- In the Reception class, there is a good balance between learning led by adults and activities that the children choose for themselves. This helps them to make good progress in all areas of their learning. However, use of the outside space is not as good as inside because children are not encouraged to explore this area as well as they could.
- All teachers have high expectations of pupils and manage their classes well. They plan interesting activities which meet the needs of most pupils and are very successful in engaging them in learning. Teachers are generally very effective at asking questions that build on pupils' knowledge and move them on to the next level of attainment.
- The pace of learning has improved since the previous inspection and pupils have many opportunities to discuss their ideas and take part in practical work. There are still occasions,

however, when introductions are too long, which means there is not enough time for pupils to work on their own or in groups.

- Teachers' marking of pupils' work is good. It provides clear feedback on how to improve, though targets set by teachers are not always made clear to pupils and teachers do not always refer to these in pupils' books. Homework supports learning well and is enjoyed by the pupils as it is regularly set, both on paper and through a secure website.
- Reading is taught well throughout the school and children in the Reception class get off to a good start in learning phonics. Topics are planned in such a way that they help pupils see how the different aspects of learning fit together. In particular, staff are providing more opportunities for pupils to write purposefully in real contexts such as letters written to influential world leaders making a plea for peace at Christmas time.
- Disabled pupils and those who have special educational needs are taught well through an effective mix of individual and class support. Adults who work closely with these pupils make an important contribution to their good learning.

The behaviour and safety of pupils are outstanding

- Children in the Reception class play and work well, showing high levels of maturity and cooperation. They are keen to take on helpful jobs around the class such as putting things away and helping their friends when they are in difficulty.
- Pupils display exemplary attitudes to learning. They are very keen to learn and collaborate very well. Pupils confirm that this is typically the case and say that any minor disruption to learning is rare.
- Around the school, pupils are very well behaved. Pupils say that behaviour is usually like this and set high standards for one another. They are very proud of their school and enjoy taking on additional responsibilities that support the school's positive atmosphere such as the 'Super Leaders' who help create a harmonious playground. The school works effectively with the small number of pupils who have emotional problems to help them to improve their behaviour.
- During the inspection, the inspector saw no examples of unpleasant or aggressive behaviour. This is borne out by behaviour logs that show that even minor incidents are few in number and always dealt with effectively. There have been no exclusions in the past year.
- Pupils feel safe in school, and say that there is very little bullying and that behaviour over time is typically exemplary. Pupils are aware of the different types of bullying, including cyber bullying. A very small number of parents and carers expressed concerns about the school's response to bullying but the inspector found that suitable steps are taken to deal with issues raised by the pupils concerning these rare occasions.
- Pupils' enjoyment of school is evident in their very good attendance, which is consistently well above average. There are no pupils who are persistently absent.

The leadership and management are good

- Clear and determined leadership has enabled the school to make significant improvement since its previous inspection. Teaching and achievement are better and the issues identified at that inspection have been addressed. This, together with an accurate view of its effectiveness,

indicates that the school has strong capacity to continue to improve.

- Teaching has improved as a result of the senior leaders' improved checking of teaching and holding teachers directly to account for the performance of pupils. The headteacher and the governing body have driven these improvements with a clear vision for the future. The school's previous strength in offering excellent care to pupils has been maintained, but there is now a much greater rigour and determination for pupils to succeed.
- The school's success in promoting equality of opportunity is evident in the good progress of all groups of pupils. Discrimination of any kind is not tolerated.
- Subjects and topics are well organised and help to promote excellent behaviour and attitudes to safety, including the responsible use of the internet. The school successfully develops pupils' spiritual, moral, social and cultural awareness through its culture of care and respect which are enhanced by the strong links the school has with local church groups.
- Responses to Parent View show that the school works well with parents and carers, who hold the school in high regard and have noticed recent improvements.
- The local authority has made an appropriate contribution to the school's improvement through its support for analysing performance information.
- All statutory procedures for the safeguarding of children and the vetting of staff are fully in place and reviewed regularly.
- **The governance of the school:**
 - The governing body has a good working knowledge of the quality of teaching and targets that are set for teachers to improve their performance. This is because the headteacher keeps them well informed and they visit the school regularly. They know what the school is doing to reward good teaching and tackle any underperformance. The governors keep a close eye on the budget, such as how well the pupil premium is being used to make the most difference for eligible pupils. The governing body is very supportive of the school and brings a diverse range of skills and experience so that it can fulfil its role effectively, especially in holding leaders to account for the school's improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120115
Local authority	Leicestershire
Inspection number	401907

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Carole Ratcliffe
Headteacher	Anita Timson
Date of previous school inspection	29 September 2009
Telephone number	01162 596327
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