

Billesdon Parochial Primary School

Inspection report

Unique Reference Number	120115
Local Authority	Leicestershire
Inspection number	291633
Inspection date	26 April 2007
Reporting inspector	Paul Edwards

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 on roll	
School	72
Appropriate authority	The governing body
Chair	Stuart Low
Headteacher	Deborah Sedgwick
Date of previous school inspection	1 December 2004
School address	Gaulby Road Billesdon Leicester LE7 9AG
Telephone number	0116 2596327
Fax number	0116 2596327

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Billesdon is a very small primary school, although the number on roll has increased considerably since the previous inspection. It serves a predominantly rural area and pupils travel from a wide area to attend the school. Very few are known to be eligible for free school meals and the proportion of pupils with learning difficulties or disabilities is slightly below that seen nationally. Almost all pupils are from White British ethnic backgrounds. Due to recent changes in staff, the leadership team is relatively new.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Billesdon Parochial Primary School provides its pupils with a satisfactory education. It is improving however, and has several good features. Parents are overwhelmingly positive about the care their children receive in school. The views of one parent are indicative of those of many others when she commented, 'My daughter loves coming to school and I feel this is in no small part due to the care given by all the teachers she comes into contact with and also the older children.'

Standards are broadly average by the end of Year 6 and achievement is satisfactory overall. Children are provided with a good start to their education in the Reception class because of the good curriculum and teaching. Children make good progress and most attain the goals expected for their age with a significant minority exceeding them. Good progress continues throughout Key Stage 1 but it slows down in Key Stage 2. Teaching is satisfactory overall. However, at Key Stage 2, expectations and levels of work are not always high enough and a small minority of pupils do not do as well as they should in mathematics and in their writing. The school has recognised this and additional support and guidance for staff is beginning to have an impact but there is still some way to go. Pupils with learning difficulties are provided with a good level of support and generally make progress in line with their peers.

Pupils' personal and social development is good. They thoroughly enjoy school and this is shown in their excellent attendance and good behaviour. Pupils are pleased to be able to express their opinions through the school council. They readily take on responsibilities such as organising stalls for the annual craft fair and the village fete. The pupils' enjoyment of school is fostered by the good curriculum, particularly the wide range of interesting and exciting out of school activities that is provided. Parents recognise the time and effort put in by the staff as reflected in the views of a parent who said, 'The staff are to be praised for giving their time to service clubs and attend sporting events to give the children extra opportunities.' Pupils have a good understanding of how to keep healthy and safe as a result of the good care and guidance they receive. They are well looked after, receive good support and are provided with satisfactory academic guidance.

Leadership and management are satisfactory. The headteacher, together with a committed staff, has been successful in promoting the 'family atmosphere' at the school, an ethos which is highly valued by the parents. There is a good emphasis on raising standards and the disappointing results in mathematics and writing tests at the end of Year 6 are being addressed with some success. However, standards are still not as high as they should be because subject leaders are not yet sufficiently effective in ensuring work is demanding enough for all groups of pupils. The governors provide good support. The school demonstrates a satisfactory capacity for further improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Raise standards in mathematics and writing and improve pupils' achievement in these subjects at Key Stage 2.

- Improve the quality of teaching by ensuring teachers are more consistent in challenging the pupils to do better.
- Provide more guidance to subject leaders to help them provide more effective support for the teaching of English and mathematics.

Achievement and standards

Grade: 3

Standards are average overall and pupils' achievement is satisfactory. Children enter the Reception class with skills that are similar to those seen nationally. They make good progress and, by the time they enter Year 1, most attain the goals expected for their age and some exceed them.

The standards attained in the 2006 national assessments at the end of Year 2 were above average in both reading and writing and significantly above average in mathematics and this has been the picture over the last few years. At Key Stage 2, in both 2005 and 2006, test results have been below what might be expected in writing and mathematics and some pupils have not achieved as well as they should. Additional support, guidance and also improved tracking of how well the pupils are doing, is helping to raise standards. However, these initiatives are relatively recent and the school rightly recognises that further improvements need to be made to ensure all pupils achieve their potential. Pupils with learning difficulties make satisfactory progress overall. There is a good level of support, enabling them to make progress in line with their classmates.

Personal development and well-being

Grade: 2

This is a strong aspect of the school's work. Most pupils behave well and they have positive attitudes to their work, play co-operatively and are polite and well mannered. The pupils' enjoyment of school is reflected in their excellent attendance. Several of the older pupils demonstrate a mature approach, understand that people can have different viewpoints and know what they should do to maintain a positive and friendly atmosphere. They recognise that sometimes there can be disagreements, but that these can be resolved quickly if others are tolerant and understanding. Their perception of what constitutes appropriate behaviour is good. As a result, spiritual, moral, social and cultural development is good. The pupils are very clear about what contributes towards a healthy lifestyle and many try to eat healthily and a good number enjoy taking part in the wide range of physical activities on offer. Pupils understand what precautions they should take to keep themselves safe. There is a school council with representatives from each class who are able to discuss the suggestions from their classmates. Some of these have been implemented, for instance in reorganising lunchtime arrangements. In some classes the pupils' independence is not being sufficiently developed, an aspect that has been recognised by the school. Their skills for the future are developing appropriately, particularly in information and communication technology.

Quality of provision

Teaching and learning

Grade: 3

Teaching in the Foundation Stage of learning is good, because the staff are enthusiastic and engage the children in their learning. There are good levels of interaction and participation in

the range of activities provided. Sessions are planned effectively and are well organised to ensure the children receive a good level of support. The use of information and communication technology is particularly good. Throughout the school, teachers manage the classes well and there are good relationships between staff and pupils. Teachers have good subject knowledge and they make effective use of computers and interactive whiteboards to enhance learning. Teaching in Years 1 and 2 is good, with work well matched to the pupils' ability. In Years 3 to 6 teaching is improving but it is not yet consistent. Work is not always matched sufficiently accurately to the pupils' ability and as a result not all pupils are attaining as well as they should in mathematics and writing.

Curriculum and other activities

Grade: 2

There is an effective and well balanced curriculum in the school which is enriched by a very good range of clubs, trips and visits. There is a good emphasis on literacy and numeracy and also on the use of information and communication technology to support learning, especially in the Foundation Stage. The curriculum is adapted well to cater for the mixed age classes in the school. Personal, social, health education and citizenship are given good emphasis within the curriculum and there is an increasing integration of subjects to enhance the pupils' learning. For example, a lesson on history made good use of the pupils' skills in literacy. Whilst the Foundation Stage curriculum is good overall, and the outdoor area is used well, large play apparatus is limited and not very inviting for young children.

Care, guidance and support

Grade: 2

Parents are rightly very happy with the way the school cares for their children. Pupils are given good guidance and support to promote their personal development. There are effective procedures for keeping the pupils safe. Pupils indicate that there are very few instances of bullying and that these are usually resolved quickly. Academic support is effective in the Foundation Stage and Key Stage 1, but in Key Stage 2 there is not a sufficiently rigorous approach to enable the pupils to meet their expected learning targets. The pupils with learning difficulties are supported in their learning which enables them to make progress alongside their peers. Pupils know they can make their concerns known; for example, there is a 'worry box' and they are confident these will be taken seriously. The pupils are aware of the targets they have to improve their work and these form part of an effective system whereby parents can be involved in their children's learning. The pupils' progress is now being tracked more carefully and measures to help pupils improve their achievement have been introduced. Healthy living is promoted well with pupils having a fruit snack for their morning break.

Leadership and management

Grade: 3

The school's self-evaluation is accurate and the headteacher has a clear understanding of where the strengths and weaknesses lie. There have been continued improvements in the provision for pupils in the Foundation Stage and the good guidance provided for the new member of staff is ensuring that the children are provided with a good start. The headteacher has provided a good lead to address the issue of a dip in standards in mathematics and writing at Key Stage 2. Good use has been made of consultants to provide advice and guidance to staff and this is

beginning to have an impact. However, there is more to do to ensure pupils' progress is accelerated. Teaching and learning are monitored regularly by the headteacher and this ensures there is a good understanding of how well pupils are performing. However, currently, subject leaders do not have sufficient impact on the quality of teaching to ensure pupils are challenged sufficiently and consistently throughout Key Stage 2. The governors provide good support to the school and they take their responsibilities seriously. They monitor carefully how well the school is doing and have high expectations of the leadership. Links with parents are good and questionnaires returned prior to the inspection commented on the strong relationships between school and home. There is no complacency and staff are working hard to raise standards further. There is a clear capacity for further improvement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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

¹ Grade 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Text from letter to pupils explaining the findings of the inspection

- Thank you very much for the warm welcome you gave us when we visited your school recently. The school is providing a satisfactory education for you.
- These are some of the highlights of your school.
- The youngest children are provided with a good start to school in the Reception class.
- Your attendance at school is excellent; you behave well and thoroughly enjoy all aspects of school.
- You are provided with lessons that are interesting and there is a very good range of visits, visitors and clubs in which many of you enjoy taking part.
- The staff look after you well and give you good support.
- You understand the importance of keeping healthy, try to eat healthy foods and thoroughly enjoy taking part in the very good range of sporting activities.

These are the things we have asked the school to do now.

- Ensure those of you in the juniors do better in mathematics and writing.
- Encourage teachers to provide those of you who find work a little easy with more challenging activities.
- Help those in charge of subjects to check up on teaching to make sure it encourages you all to do your best.

I hope you continue to work hard and enjoy your time at school.