

# Whitwick St John The Baptist CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	120171
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	291654
<b>Inspection dates</b>	6–7 June 2007
<b>Reporting inspector</b>	Paul Edwards

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Paula Baldry
<b>Date of previous school inspection</b>	1 December 2002
<b>School address</b>	Parson Wood Hill Whitwick Coalville LE67 5AT
<b>Telephone number</b>	01530 832116
<b>Fax number</b>	01530 810526

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St John the Baptist is an averaged sized primary school serving the town of Whitwick just outside Coalville. Although the percentage of pupils eligible for free school meals is in line with the national average, the school serves an area of significant deprivation. The percentage of pupils with learning difficulties and disabilities is above that seen nationally. Almost all pupils are from White British backgrounds and there are no pupils learning English as an additional language. Until recently, a significant minority only spent one or two terms in the Reception class and the current Year 1 class are the first where all children have started school in September. Their skills on entry to the school vary from year to year but are below average overall.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'We have been consistently impressed by the encouragement, variety and enjoyment our child has derived during her time at school.' This comment from a parent is typical of the views of many others. It is an accurate reflection of a school which is striving to ensure pupils achieve well whilst providing them with a rich variety of activities. It has improved rapidly providing a good education and has some significant strengths. With some fine tuning, it has the capacity to be outstanding. The key to the school's rapid progress has been its good leadership and management at all levels. The leadership has been quick to identify where improvements need to be made. For example, it identified that writing in Key Stage 1 needed to improve and that the more able girls were underachieving in mathematics and science at Key Stage 2. Importantly, it put into action a range of strategies that successfully addressed these issues. Coordinators know their subjects well and have been quick to take on board new initiatives. Their concern for improving writing, for example, has resulted in the recording of history and geography work in a 'writing' book, and a consequent improvement in its quality. Standards are in line with the national average by the end of Year 6 and all groups of pupils achieve well. Children in the Reception class are provided with a good start and most are now reaching the goals expected for their age on entry to Year 1. As a result of the consistently good teaching in all year groups, pupils make good progress. Pupils in Year 6 are on track to attain at least average standards in English and mathematics and to exceed them in science. The school has developed very effective procedures to monitor and track the pupils' work and this has been a significant factor in accelerating their progress. The information gained has been used effectively to target pupils through intervention groups and additional support. Teaching assistants play an important and influential role in the good progress made by pupils with learning difficulties. However, the school does recognise that the inconsistent use of individual target setting results in some pupils not progressing as quickly as they might. The school provides an outstanding curriculum, full of interesting and exciting activities for the pupils. The very wide range of visits, clubs and events ensures pupils thoroughly enjoy all aspects of school. The outcome of this stimulating environment is the outstanding personal development and well-being of the pupils. Their behaviour is exemplary. They are keen to take part in the very good range of sporting activities and to eat well to enable them to 'be healthy'. Attendance is satisfactory and the school does all it can to improve it. The school's care, guidance and support for pupils are good. This helps them to feel safe and secure and to feel that they are helped to do as well as they should. The school's accurate self-evaluation has pinpointed what can be improved, enabled it to make rapid improvement and to put it in an excellent position to make further improvements.

### What the school should do to improve further

- Ensure pupils are more aware of their individual targets for improvement and that they are used more consistently across the school to help raise standards further.

## Achievement and standards

### Grade: 2

Children enter the Reception class with levels of skills that are lower than those seen nationally, particularly so in the case of their literacy and numeracy skills. Throughout the Reception class they make good progress and most children attain the goals expected for their age when they enter Year 1. Considerable emphasis is placed on developing the children's basic skills, and the experienced staff ensure that speaking skills develop well, providing children with the confidence

to engage in conversation and discussion. Progress is good throughout the rest of the school. Good support programmes have resulted in improved standards in writing at Key Stage 1. Although in the 2006 National Curriculum tests at the end of Year 6, more able girls underachieved in mathematics and science, very effective targeting of resources in Key Stage 2 is now ensuring that all groups of pupils are achieving as well as they should. Standards in the current Year 6 show continued and sustained improvement. Pupils' skills in both English and mathematics are at least average and their skills in science are above average. Pupils with learning difficulties and disabilities also make good progress because support is well focused and addresses their most significant needs.

## **Personal development and well-being**

### **Grade: 1**

Pupils love their time in school, particularly enjoying the opportunities provided at lunchtime. 'I love the adventure playground, the ball court and the bumble buzz garden,' said one pupil. Reception children make very good progress in learning how to share, take turns and in cooperating with one another. Outstanding spiritual, moral, social and cultural development is reflected in pupils' very positive attitudes and excellent behaviour. Although the pupils gain a good understanding of different cultures and faiths, the school has rightly planned further activities to heighten their awareness of the multicultural world in which they are growing up. Pupils know how to keep safe and healthy. They enjoy their fruit at breaktimes and the healthy school lunches. Their work on the school council and their involvement in the local community, for example through participating in the 'Charter Fayre' and 'Picnic in the Park', successfully enhance their view of the world. The pupils' secure basic skills and outstanding personal and social skills mean they are well prepared for the future. Attendance is good for most children but is let down by a very small minority of families who take their children on holiday during term-time, leaving children to catch up with school work on their return.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The pupils' good progress and their enjoyment in learning are the result of consistently good teaching. The exceptional pace of the teaching leads to good progress. Good questioning extends pupils' understanding and they respond well because relationships are supportive and friendly, often touched with humour. Pupils' excellent behaviour and attitudes set them in good stead to listen and learn quickly. Lessons are well organised with careful planning that takes account of pupils' particular needs. The talented teaching assistants provide valuable support for all groups of pupils, including the significant minority with learning difficulties and disabilities. There are examples of good marking with the effective use of positive comments, identifying how pupils' might improve their work. However, this is not consistent in all classes. Well organised and thorough assessments of pupils' progress are used skilfully to plan the next steps in their learning and to identify any additional help that is required.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides an outstanding curriculum that promotes pupils' enjoyment of learning and personal development exceptionally well. Pupils are provided with effective skills in literacy,

numeracy and science. Provision for pupils with learning difficulties and disabilities is good, as is the curriculum in the Foundation Stage. The high quality learning environment throughout the school stimulates learning and recognises achievement. Strong links with a local company have created opportunities for pupils to practise and develop their design and technology and computer skills. All pupils are taught French and in addition have the opportunity to do six week blocks of Spanish or German. The school has thought carefully how to plan for the teachers' professional development, and the resulting employment of sports professionals means that all pupils are provided with good opportunities for physical activities. The school provides an excellent range of well planned curriculum enrichment activities. High quality educational visits, visitors and out of school clubs foster pupils' self-confidence and teamwork very well. The school's personal, social and health education programme is well developed and has a good impact ensuring the pupils follow a healthy lifestyle. Effective partnerships, including those with the local secondary school, provide a rich source for learning.

## **Care, guidance and support**

### **Grade: 2**

Pupils are cared for well. Parents feel their children are looked after well, and are rightly confident that any concerns they have will be taken seriously. Pupils are happy, feel safe and are at ease in approaching staff should they have a problem. They are particularly complimentary about the role of lunchtime supervisors and how they help them to enjoy outside activities during the midday break. Procedures for assessing pupils' needs are good and well established. The result of this is that teaching assistants are very well deployed and they have a pivotal and effective role in supporting those pupils who have learning difficulties or disabilities. This enables them to progress at the same rate as their classmates. Academic guidance is good and pupils are challenged to do well. However, although there are examples of individual targets being used to set goals for pupils to achieve higher standards, the process is inconsistent and not embedded in all classes.

## **Leadership and management**

### **Grade: 2**

The headteacher's very strong leadership, well supported by senior staff, is ensuring the school is building firmly on improvements seen since the last inspection. A particular strength of the leadership is the encouragement for all staff to take on leadership roles. The effectiveness of this is seen in how leadership from amongst the lunchtime supervisors and teaching assistants has impacted on the quality of their work. There is a very clear analysis of what the school is doing well and a determination to get even better. Standards continue to rise but there is a determination that this shall not be at the expense of providing the pupils with a rich, varied and stimulating education. The monitoring and tracking of pupils' progress are detailed, informative and effective. Subject leaders are providing effective leadership and this is why standards continue to rise. However, the school recognises that they need to be more effective in monitoring the implementation and effectiveness of the setting of individual targets for pupils. Governors support the school well and are fully involved in all aspects of school life. Together with the headteacher, they work exceptionally hard to ensure staffing and resources are used very efficiently. There are very strong links with the community, and views of parents and pupils are identified and, where appropriate, acted upon.

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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>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
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	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

- 8 June 2007 Dear Pupils Inspection of Whitwick St John the Baptist C of E Primary School, Parson Wood Hill, Whitwick, Coalville, Leicestershire LE67 5AT Thank you very much for the warm welcome you gave us when we visited your school recently. It is a good school with some excellent features. These are some of the best things about your school:
- The good progress you make in your learning.
- Your excellent behaviour and enthusiasm for lessons and other activities.
- The excellent range of interesting and exciting activities in which you take part.
- The excellent relationships you have with one another.
- The good teaching and effective support you get from adults in the school.
- How well the headteacher and senior staff manage the school. This is what the school needs to do to make it even better:
- Help you to do even better in your work by providing you all with you own targets that show you what you should be capable of doing and what you need to do to get even better. We are pleased that you enjoy school and wish you all the best for the future. Thank you again for helping us with our work. Yours sincerely Paul Edwards Lead inspector