

The Pochin School

Inspection report

Unique Reference Number	120110
Local Authority	Leicestershire
Inspection number	327199
Inspection dates	12–13 November 2008
Reporting inspector	Mark Mumby HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	137
Appropriate authority	The governing body
Chair	Mark Wheatley
Headteacher	Stephen Cotton
Date of previous school inspection	5 June 2006
School address	School Lane Barkby Leicester LE7 3QL
Telephone number	01162 692078
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors (HMI).

The inspector, accompanied by the headteacher, observed teaching and learning in all classes in the school. He also held meetings with the chair of the governing body and the teacher responsible for the Early Years Foundation Stage (EYFS). He had informal discussions with pupils at break and lunch times. He observed the school's work, and looked at documentation relating to self-evaluation and the safeguarding of pupils. He analysed the responses in 81 parental questionnaires and 17 staff questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- children's learning and development in the EYFS
- the progress made by pupils in developing their writing skills and how this has improved since the last inspection
- how effectively the curriculum motivates pupils and affects their well-being and development.

Information about the school

This is a popular school and there are insufficient places available for all those pupils who wish to attend. The proportion of pupils from minority ethnic groups and the proportion whose first language is believed not to be English have both increased slightly since the last inspection. Most pupils live outside the school's catchment area. The school has attained the Basic Skills Quality Mark, Healthy Schools Award and Activemark 2007.

The school has an on-site breakfast club and after-school club. These are both independent of the school and are inspected separately.

Further information about the school

	School's figures	School's figures compared with other schools
School size	137	below average
Free school meals	2.2%	below average
Proportions of pupils with learning difficulties and/or disabilities	16.8%	average
Proportion of pupils from minority ethnic groups	20.2%	average
Proportion of pupils who speak English as an additional language	10.1%	average
Proportion of pupils with a statement of special educational needs	0.7%	below average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

The Pochin School is a good school with some outstanding features. Pupils attain high standards by the time they leave. The improvements since the last inspection indicate that the school has a good capacity to improve further. The staff know the pupils well and ensure that they are treated fairly, regardless of their background or specific needs. However, there are some inconsistencies in teaching, with the best teaching being for the older pupils. Although provision for children in the EYFS is satisfactory, children do not make as much progress as those in Key Stages 1 and 2 because not all activities are sufficiently well matched to the children's needs. Pupils' behaviour is outstanding throughout the school.

What does the school need to do to improve further?

- Improve provision for children in the EYFS in order that they can learn and develop more effectively by:
 - making better use of assessment to plan learning activities which stimulate the children's interests and challenge their thinking, enabling them to meet the intended learning outcomes
 - making use of all opportunities to develop language through speaking and listening and the visual environment
 - making better use of the outdoors.
- Ensure that the quality of teaching is consistently high throughout the school by:
 - making use of the existing expertise within school to ensure that all lessons enable pupils to make as much progress as they are capable of
 - using assessment to plan challenging activities which are precisely matched to the needs of individual pupils
 - ensuring pupils have sufficient opportunities to develop their understanding through sustained periods of independent work.

How well does the school meet the needs of individuals and different groups of pupils?

2

- Pupils are enthusiastic, participate keenly in lessons and enjoy their time at school. Their attendance levels are high.
- The progress made by pupils is satisfactory in the EYFS, but increases as they move through the school and is good overall, enabling them to attain high standards by the time they leave the school.
- Progress for pupils with learning difficulties and/or disabilities and for those learning English as an additional language is outstanding.
- The contribution made by the head boy and head girl as trained junior road safety officers is one of the many good features which ensure that pupils feel very safe in school.
- Pupils' behaviour and attitudes in lessons are outstanding. They are courteous, relate well to adults and show caring attitudes towards one another
- The school council ensures that pupils have a voice in school. The council has been effective in helping to promote pupils' good understanding of leading healthy lifestyles by instigating a policy about having only healthy snacks at breaktimes. They were also instrumental in the provision of play equipment for breaktimes. Pupils play together sensibly and the equipment provided encourages physical activity.
- Pupils have a good understanding of both the local and wider community. Even the youngest children vote democratically to decide which charity to send money to at Christmas rather than receive gifts themselves.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
Pupils' attainment ¹	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
Pupils' attendance and punctuality	1
What is the extent of pupils' spiritual, moral, social and cultural development?	2

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The quality of the school’s work

- Teachers use assessment and their good subject knowledge well to plan lessons which meet the interests of the pupils and usually provide a suitable level of challenge.
- Questioning is used effectively by teachers to assess understanding and extend learning. In the very best lessons, pupils are challenged particularly well, misconceptions are dispelled and learning moves on rapidly.
- On occasions, teachers spend too long talking at the start of lessons, leaving too little time for pupils to write at length or develop their independent learning skills.
- Pupils have access to a good range of resources, including information and communication technology, and these resources are used effectively to support learning.
- Pupils receive clear guidance about how to improve their work through helpful marking and appropriate target setting, and these features help pupils to make good progress.
- The teaching of French throughout the school, complemented by good links with a school in Normandy, and provision for outdoor education are particular strengths of the curriculum.
- Parents are overwhelmingly supportive of the school and praise the attention to individual needs including the very effective support for pupils with learning difficulties and/or disabilities.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	2
An appropriate curriculum which meets pupils’ needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	2

How effective are leadership and management?

- The governors and headteacher have a good understanding of the school’s strengths and weaknesses. They have taken effective action to address shortcomings. For example, work to develop writing across the curriculum is already beginning to raise standards.
- The school has a comprehensive system in place to monitor the attainment of each pupil. This is used effectively to ensure that no pupils are falling behind in their learning.
- There is excellent racial harmony in the school; all pupils are treated equally and given the support they need.
- The school pays high regard to the safety of its pupils. Procedures for safeguarding, including robust risk assessments, are secure.
- The governing body includes a good range of expertise and fulfils its duties

well. Effective monitoring procedures are in place.

- The school makes good use of external agencies, for example to support the learning for pupils with learning difficulties and/or disabilities.
- The school is an established part of the local community and pupils have good opportunities to work with local people. For example, older pupils join local residents each half-term at one of their social gatherings.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	2
Promoting equality of opportunity and tackling discrimination	1
Ensuring that safeguarding procedures are effective	1
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	1
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	2

Early Years Foundation Stage

- Children participate enthusiastically in learning activities and make satisfactory progress in a calm and purposeful environment.
- Behaviour is well managed; children work and play harmoniously together and have very good attitudes.
- Children do not have enough opportunities to learn outdoors, particularly when they are choosing activities, and this restricts their development of independent learning skills.
- On occasions, activities are not sufficiently well matched to the children's abilities and interests or the planned learning outcomes. Consequently, children do not make as much progress as they could.
- Adults supervise pupils well, but do not always take advantage of opportunities to engage in dialogue with children. Children are not always asked enough questions which challenge their thinking and encourage them to explore. Consequently, they do not learn and develop as quickly as they could.
- Although the classroom includes some bright and stimulating displays, there is insufficient printed language on display at child height to stimulate children's language development.
- Discussions about which charity to send a sum of money to, along with a democratic vote, is a good example of how children's personal development is encouraged.
- Children are well cared for, and safeguarding and health and safety procedures are robust.
- Satisfactory leadership and management ensure that the EYFS is suitably managed, but shortcomings in planning and the use of assessment limit the

progress children make in their learning and development.

How effective is the provision in meeting the needs of children in the EYFS?*	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?*	3
How effectively is the welfare of the children in the EYFS promoted?*	2
How effectively is the provision in the EYFS led and managed?*	3

* Common judgements made across all inspections of the EYFS

Views of parents and carers

The rate of response of parents and carers to the inspection questionnaire was particularly high at 76%. They are overwhelmingly supportive of the work of the school and hold it in high regard. In particular, a number of parents and carers commented on the fact that the school knows its pupils very well and that meeting the needs of individual pupils is a strength of the school. Very few negative comments were made, but these included concerns about the amount of testing and the adequacy of the school buildings.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
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. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
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.



14 November 2008

Dear Pupils

Inspection of The Pochin School, Leicester LE7 3QL

Thank you for making me so welcome when I visited your school this week. I enjoyed talking to you and looking at your work.

The Pochin School is a good school and it has improved since it was last inspected. This is because your teachers know you all very well and plan lessons which are interesting and help you to learn. You listen carefully and try hard to do your best. When teachers mark your work, they usually give you some good ideas about what to do to make your work better next time. This helps you to make good progress. Some of your lessons are better than others, so I have asked your teachers to try to make all of your lessons as good as the very best ones. One thing that will help, in some lessons, is giving you a chance to do more activities on your own and to try to complete longer pieces of work.

Those of you in Reception are not learning quite as quickly as older children in the school. Your teachers know about this and are trying to make things better for you. For example, we have asked them to put words on display in the classroom and give you more opportunities to learn outside.

Your behaviour is excellent and you all get on with each other very well. You also show concern for other people. Sending money to charities at Christmas, rather than having presents yourselves, is a very thoughtful thing to do. I am sure the people from the village, who some of you meet in the village hall each half term, appreciate your company.

Good luck and I hope that you will help your teachers to make sure that your school continues to get even better.

Yours faithfully

Mark Mumby
Her Majesty's Inspector

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