

Billesdon Parochial Primary School

Inspection report

Unique Reference Number	120115
Local Authority	Leicestershire
Inspection number	339601
Inspection dates	29-30 September2009
Reporting inspector	Pat Walsh HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Carole Ratcliffe
Headteacher	Anita Timson
Date of previous school inspection	April 2007
School address	Gaulby Road Billesdon Leicester LE7 9AG
Telephone number	0116 2596327
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. An additional inspector checked the safeguarding arrangements. The inspectors visited eight lessons, and held meetings with staff, governors, pupils and parents. They observed the school's work, and looked at the school's self-evaluation documents, evidence of pupils' progress, the school improvement plan, 46 parental questionnaires and questionnaires from staff and pupils.

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

- standards in mathematics, especially in Key Stage 2
- the level of challenge provided for more able pupils.

Information about the school

Billesdon Parochial is smaller than most primary schools. The number on roll has increased slightly since the last inspection. It serves a predominantly rural community and pupils travel from a wide area to attend the school. Virtually all pupils are from White British backgrounds. The number of children with English as an additional language is below average and none are in the early stages of learning English. Very few children are eligible for free school meals. The proportion of children with special educational needs and/or disabilities is below average. The school has been awarded Healthy Schools Status and the Activemark. Pupils are taught in mixed age classes.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school with some good features. Pupils behave well and their spiritual, moral, social and cultural development is good. The school is a happy place to be because a good level of care, guidance and support is given by staff. Pupils really enjoy coming to school, consequently attendance rates are outstanding. As one child wrote, 'I love coming to school and seeing my friends, it's really fun!'

Pupils make satisfactory progress and most groups of pupils, including those who find learning difficult, achieve equally well. Pupils' progress in lessons observed was at times good, but overall their achievement is inconsistent as they move through the school because teaching does not always challenge them sufficiently. This is particularly evident in mathematics, resulting in below average standards at the end of Key Stage 2. Equally, the most able pupils do not always do as well as they could because their learning needs are not met consistently.

The effectiveness of the leadership and management, and the school's capacity for sustaining improvement are satisfactory. The school provides satisfactory value for money. The headteacher has developed a systematic tracking system that is effective in checking pupils' progress and identifying gaps in their learning. The headteacher and governors have an accurate understanding of the priorities for improvement. However, the school has not addressed pupils' underachievement in mathematics with sufficient urgency.

Although teaching is satisfactory and some good teaching was observed during the inspection, pupils are not always clear about the next steps in their learning and how to improve. Teachers' planning is insufficiently focused on providing opportunities to challenge the most able. Lesson observations are carried out systematically by the headteacher but do not always focus sharply on how to improve all pupils' learning. Early indications are that recent changes to improve the curriculum and provide work that interests and engages pupils is proving effective.

What does the school need to do to improve further?

- Increase the rate of progress in mathematics for all pupils by:
 - using assessment more effectively in lessons so that pupils are clear about the next steps in their learning

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- providing greater challenge in lessons through tasks that engage pupils' interest, challenge their mathematical thinking and extend their learning.
- Improve the quality of teaching and learning by:
 - ensuring that planning in all classes meets the needs of pupils, particularly the most able
 - sharing good practice across all key stages
 - monitoring and evaluating the impact of teaching on pupils' learning.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils are increasingly enjoying their learning in all areas of the curriculum and are making satisfactory progress overall. The children in the Early Years Foundation Stage and pupils at Key Stage 1 make a good start and often make good progress in their learning. Pupils' progress accelerates in Years 5 and 6 and they reach broadly average standards by the time they leave. Their behaviour and concentration in lessons is good. Pupils who find learning difficult make satisfactory progress towards their targets because the support is well focused on their specific needs. Assessment information indicates that pupils' progress from their starting points in all subjects except mathematics has been consistently satisfactory over the last three years. Standards at the end of Year 2 have fluctuated in reading, writing and mathematics, and overall are similar to the national averages. Standards attained at the end of Year 6 are average. In mathematics, there are gaps in pupils' knowledge and understanding and this is limiting their progress.

The school's leadership and the staff place a high priority on enhancing pupils' personal development. As a result pupils' spiritual, moral, social and cultural development is good. Pupils' contribution to the local community is effective through strong links with the local churches and the village community; they shared their ideas on 'fair trade' with the village. Pupils have a good understanding about how to live a healthy lifestyle. For example, the Reception children confidently spoke about the 'healthy' biscuits they were baking. Pupils enjoy a range of physical activities from gymnastics in the village hall to cross country running at lunchtime. In discussion with pupils of all ages, they show that they care greatly for their school and their enjoyment is reflected in the very high rates of attendance. They feel safe and secure and get on with one another well. They play happily together and are enthusiastic about the additional activities recently provided at play times. Their behaviour is good because staff guide them calmly but firmly within the strong family ethos of the school. Pupils' grasp of basic skills and their effective personal qualities

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equip them satisfactorily for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A common feature in all classes is the warmth of the relationships that ensures good standards of behaviour and motivates pupils to do their best. Interactive whiteboards, laptop computers and digital cameras are used effectively to reinforce pupils' learning. Teachers and classroom assistants work well together to provide pupils with individual and group support to remedy weaknesses in their learning. Pupils show evident enjoyment in the lessons where teachers have planned learning through themes. However, lesson planning is inconsistent and does not sharply focus on how tasks will match the needs of pupils and challenge the most able. Assessment in lessons is not always focused on what pupils have understood and there are too few opportunities for them to be involved in checking their own learning. Pupils are often unclear about what they need to do to succeed and this limits their progress. The good practice seen in some classes is not consistent throughout the school so that all pupils, particularly the most able, are sufficiently challenged to reach their full potential. The improved tracking and assessment procedures have enabled teachers to identify underachievement, however, this information is not consistently used to plan challenging work for all pupils. The

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

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satisfactory curriculum places an appropriate emphasis on regular literacy and numeracy sessions. Recent change to link learning across subjects is beginning to have an impact on pupils' learning; they enjoy the interesting themes planned for them. The care of pupils and the support for their personal and social development is good. Pupils are confident they will be helped to resolve any difficulties they might encounter by sharing them with an adult. The staff work well with outside agencies, families and carers. Parents comment that their children are safe and well cared for.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team and governors have an accurate view of the school and are aware of the need to improve pupils' progress in mathematics and provide greater challenge for more able pupils. However, action to address these issues has been too slow. The improvement in tracking pupils' progress and setting targets for their achievement is beginning to have an impact. Teachers are now held to account for the progress that pupils make. Recent curriculum innovation is successful in focusing on improving pupils' learning. The staff team are growing in confidence in their role as subject leaders and they are beginning to develop their role in monitoring school effectiveness. However, there is insufficient monitoring of learning that leads to improving the quality of teaching. The result is that good practice is not shared effectively and ineffective teaching is not addressed and rectified. There is an effective partnership with parents who value the inclusive ethos of the school although some would like more regular information about their child's progress. The school works well to promote a sense of cohesion in the school and local community. For example, the older pupils benefit from the links with a school in Leicester city. Wider community and global links are less well developed. The school gives a high priority to ensuring the safety and welfare of its pupils. Its safeguarding procedures meet current guidelines and the school has a full range of policies that help to keep pupils safe. The school's commitment to ensuring equality of opportunity for all pupils and to eliminating any form of discrimination is satisfactory.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The curriculum and teaching and learning are good in the Reception class consequently, most children make good progress. Good arrangements exist to ensure the children's safety, health and well-being, and they get off to a good start. Positive links are established with parents from the outset. Leadership and management are good. Although they vary from year to year and between areas of learning, children start in the Reception class with standards that are those typically expected for their age. Children make good progress in most areas of learning because of well planned activities and good quality adult support. Children's progress is assessed and recorded regularly. Adults plan activities that children find interesting and that are generally matched well to their abilities and needs. However, at times there is too little challenge for the most able. The children enjoy their learning and benefit from the well planned indoor and outdoor curriculum. A group were having great fun using their 'metal detectors' to unearth coins in the soil and talked excitedly about how the treasure might have been buried. By the end of the Reception year, most children reach the expected goals and some exceed them. The teaching of basic literacy and numeracy skills is firmly rooted in practical activities that appeal to children. Progress in personal development is good. Children grow in confidence and independence. They play happily together and learn to share and to make choices.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents who returned a questionnaire were positive about the school and their child's enjoyment of school life. Most parents support the school strongly and have confidence in the headteacher and staff. The inspection questionnaire was returned by more than half of the parents. A very small number of parents expressed concerns about special educational needs. The findings of the inspection and the views of the majority of parents do not support these views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Billesdon Parochial 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 inspector received 46 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	73	11	28	0	0	0	0
The school keeps my child safe	30	75	10	25	0	0	0	0
The school informs me about my child’s progress	18	45	18	45	4	10	0	0
My child is making enough progress at this school	14	35	24	60	2	5	0	0
The teaching is good at this school	18	45	21	53	0	0	0	0
The school helps me to support my child’s learning	17	43	22	55	1	3	0	0
The school helps my child to have a healthy lifestyle	24	60	16	40	0	0	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)	15	38	22	55	1	3	0	0
The school meets my child’s particular needs	15	38	22	55	2	5	0	0
The school deals effectively with unacceptable behaviour	13	33	22	55	3	8	0	0
The school takes account of my suggestions and concerns	15	38	19	48	6	15	0	0
The school is led and managed effectively	18	45	18	45	2	5	1	3
Overall, I am happy with my child’s experience at this school	20	50	17	43	2	5	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 all 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

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>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 pupils' 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.



1 October 2009

Dear Children

Inspection of Billesdon Parochial Primary School, Billesdon, LE7 9AG

I really enjoyed my visit to your school because everybody was so helpful and friendly. I particularly enjoyed talking to you and seeing how hard you work in lessons. I loved hearing your enthusiastic singing in preparation for the Harvest Festival celebrations. I can understand why you enjoy school so much and have excellent attendance.

These are some of the good things about your school:

- you make a good start in the Reception class and enjoy finding out about interesting things
- you make satisfactory progress with most of your learning in Years 1 to 6
- you enjoy school, particularly when the teachers give you interesting work
- the school keeps you safe and secure
- you behave well and play sensibly with your friends
- you know a great deal about keeping healthy
- the staff care for you very well.

I have asked Mrs Timson and your teachers to:

- help you do better in mathematics
- make sure that those of you who find the work too easy are given more challenging tasks
- check that you understand what you are learning in lessons so that you know what to do next.

You can help by continuing to work hard and always doing your best. I wish you well for the future.

Yours sincerely

Pat Walsh
Her Majesty's Inspector

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