

# Wymeswold Church of England Primary School

Brook Street, Wymeswold, Loughborough, LE12 6TU

**Inspection dates** 31 October–1 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, the headteacher has been highly effective in bringing about year-on-year improvements in teaching and pupils' learning.
- Pupils achieve well. By the end of Year 6, standards in reading, writing and mathematics are consistently well-above national averages.
- Teaching is most often good. Teachers make lessons exciting for pupils. They explain new learning clearly and give pupils plenty of opportunities to practise and develop new skills.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Pupils behave well. Standards of behaviour have improved in recent years, and in many instances behaviour is now exemplary. Pupils are keen to learn and clearly know how to keep safe.
- Attendance rates are consistently high.
- The governing body has a clear understanding of pupils' attainment and progress and checks the school's effectiveness regularly and closely.

### It is not yet an outstanding school because

- When teachers direct pupils' learning too much they miss opportunities to develop pupils' independence as learners.
- There are inconsistencies in the ways in which teachers set targets for pupils to achieve in lessons and mark pupils' work.
- Teachers miss opportunities to use questions to increase the level of challenge for pupils during lessons.

## Information about this inspection

- The inspector visited all classes and observed teaching and learning in eight lessons. He was accompanied by the headteacher during four of these.
- He looked at work in pupils' books, listened to a sample of pupils reading, and held discussions with pupils about their learning and experience of school.
- The inspector held meetings with the headteacher, members of the teaching staff and three members of the governing body. He spoke by telephone with a representative of the local authority.
- He looked at a wide range of documents including the school's self-evaluation and improvement plan, safeguarding checks, minutes of meetings of the governing body and data about pupils' attainment and progress.
- The inspector took account of 29 responses to the online Parent View survey. He also considered the views of the eight members of staff who completed a questionnaire.

## Inspection team

Mike Thompson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Wymeswold CE Primary is much smaller than the average-sized primary school. Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is low. These pupils are invariably those identified by the school as being at risk of failing to meet the challenging academic targets set for them. At the time of inspection, there were no pupils supported at school action plus or with a statement of special educational needs.
- There are very few pupils who are eligible for the pupil premium (which provides additional funding for pupils looked after by the local authority, those known to be eligible for free school meals and other groups).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has recently achieved the status of a local leader in education.

### What does the school need to do to improve further?

- Increase the pace of pupils' progress by developing consistently outstanding features of teaching in all lessons, ensuring that teachers:
  - provide opportunities for pupils to think more for themselves and develop skills in planning how they are to tackle and set out their work and in evaluating their own work
  - always set clear and specific targets for pupils to achieve in lessons
  - make their marking of pupils' work more effective by setting out clearly what pupils need to do to improve, and always check that pupils respond to the comments made and complete their corrections
  - routinely use questioning to increase the level of challenge for pupils.

## Inspection judgements

### The achievement of pupils is good

- Children start school in the Early Years Foundation Stage (Reception class) with levels of skills and understanding that are, in most instances, at least in line with what is expected at this age, and with some children exceeding expectations. Children make good progress in Reception because they are provided with rich learning experiences in all areas of their development.
- Pupils continue to make good progress in Key Stages 1 and 2. By the end of Year 6, standards in reading, writing and mathematics are, typically, the equivalent of at least a year above those of most pupils nationally.
- Pupils' positive attitudes to learning are a key factor in their good progress. They are attentive, concentrate well, eagerly answer teachers' questions, and take a keen interest in their work. As a result, lessons are productive.
- Good progress in reading, writing and mathematics stems from the strong focus placed by the school on ensuring that pupils have many opportunities to practise and develop these skills through lessons in all subjects.
- Pupils enjoy reading and practise their skills regularly. The school's results in the 2012 check of Year 1 pupils' skills in using phonics (the sounds made by letters) were below the national average. In response to this disappointing performance the school immediately reviewed the way in which phonics are taught. Improvement has been rapid and results in the most recent check improved significantly. Now, even the least-able Year 1 readers use their knowledge of phonics to work out unfamiliar words. As they move through the school, pupils use their skills in reading widely to help them learn in all subjects. By Year 6, pupils are highly-competent and fluent readers who are developing a wide range of vocabulary and good skills in comprehension.
- In the Reception class, children have regular opportunities to develop their writing skills during phonics lessons. The learning from these lessons is then effectively consolidated through the wide range of opportunities for independent 'writing' provided as part of the daily activities available for children to choose. For example, children were engrossed in making their own notes about the clay lamps that they had made when learning about the Hindu festival of lights (Diwali). Pupils write extensively in all classes. In Years 5 and 6, for example, pupils responded well to the challenges presented by the vocabulary required in science lessons when producing their own booklets about animals in the environment.
- Pupils develop their skills in numeracy well. They become good at recognising patterns in numbers and, by Year 6, most show good levels of skill, accuracy and speed in tackling mental calculations. In recent years, the school has been highly effective in providing very high levels of challenge for the most-able pupils. This is evident in the proportion of pupils who now attain level 6 in the national curriculum tests at the end of Year 6.
- Pupils supported at school action make good progress in achieving the challenging targets set for them. The progress of these pupils is successfully accelerated through extra help closely tailored to the accurate assessments made of their learning needs.
- Currently, there is a very small number of pupils eligible for pupil premium funding, all of whom make good progress. However, there are too few for any comment to be made on their attainment.

**The quality of teaching is good**

- All of the parents who responded to the Ofsted online questionnaire felt that their children are taught well. Discussions with pupils during the course of the inspection indicate that they share these views. In particular, pupils interviewed during lessons said that they found their work neither too easy nor too difficult but 'just right – it makes us think'.
- Although there is some inconsistency remaining, teaching has many strong features. Teachers manage pupils' behaviour extremely well, and relationships between teachers and pupils are very good. Teachers know their pupils well and are effective in developing pupils' confidence as learners.
- Teachers are consistently good at capturing and holding pupils' imagination through well-planned activities and lively introductions to lessons. As a result, pupils sustain good levels of concentration for lengthy periods as they tackle their work.
- Teachers are good at using questions to check pupils' understanding of what they have to do and to help adjust their teaching if necessary. However, they often miss opportunities to increase the level of challenge during lessons through extra questions.
- Lessons do not always provide opportunities for pupils to make decisions about their learning or to fully use initiative. This occurs when teachers focus more on the activities to be tackled than the learning that ought to be developed.
- Teaching assistants are effective in developing pupils' learning. In most instances, they are skilled in using questions to help ensure that pupils think for themselves rather than becoming too reliant on them for support.
- Pupils were uncertain when asked about the targets that they have to achieve in lessons. The quality of feedback given to pupils through teachers' marking varies. At its best, some examples of marking in writing are thorough and provide clear evaluations of strengths and the improvements required. However, there is generally little written dialogue between pupils and teachers as a result of marking, and inconsistent practice in developing pupils' skills in evaluating their own work. Teachers do not always check that corrections or improvements have been completed.
- Lessons are generally well organised and teachers manage their time effectively so that pupils have enough opportunity to consolidate new learning and develop the skills taught. Pupils' high standards of behaviour and their eagerness to learn contribute strongly to the strong sense of purpose in all classes.

**The behaviour and safety of pupils are good**

- The views of parents fully support the inspection judgement. All of those who responded to the online questionnaire feel that their children are happy, feel safe and are well cared for.
- The school is effective in ensuring that pupils have a clear understanding of how to keep safe. For instance, pupils have regular reminders about the importance of road safety, awareness of 'stranger danger' and of using the internet safely.

- Throughout the school adults are strong role models and make sure that expectations of behaviour, caring attitudes and respect for one another are made consistently clear. This approach helps ensure that discrimination of any type has no place and that equality of opportunity is promoted well.
- The school is highly effective in promoting pupils' moral and social development. Pupils clearly know right from wrong and have a very strong sense of fair play. They are unfailingly polite and well mannered. They show high levels of respect for each other and adults, and are immensely proud of their school.
- Pupils' behaviour has improved in recent years and instances of low-level disruptive behaviour found in previous years have been eliminated. In many instances, pupils' behaviour in lessons and around the school is excellent. School records show that instances of unacceptable behaviour or bullying of any kind have significantly decreased, and there are now very few. Pupils say that when these do occur, the school responds quickly, and effectively.
- Pupils' attitudes to learning are consistently good. They are attentive, concentrate well and take a keen interest in their work.
- Attendance rates are consistently high because pupils enjoy coming to school, parents fully subscribe to the school's aims and objectives, and because of the school's rigorous approach to promoting good attendance and punctuality.

### **The leadership and management are good**

- Parents and carers greatly value the quality of education that the school provides for their children. All of those who completed the online survey would recommend this school to another parent.
- The headteacher displays clear ambition and determination to move the school from good to outstanding. Typical of her style of leadership is the school's response to the recently announced national funding for school sport in order to increase sporting opportunities for pupils. The school not only has a very clear plan for using the funding but it is already implementing this. As part of its strategy, the school is employing a sports apprentice to work alongside teachers, organise lunchtime activities for pupils and help prepare the pupils for competitions.
- The headteacher has effectively developed the skills of teachers in providing leadership. For example, the leaders for English, mathematics and the Early Years Foundation Stage, provide good direction through clear plans of action based on a thorough understanding of the strengths and weaknesses within their areas of responsibility.
- The curriculum makes a significant contribution to pupils' positive attitudes towards learning. This is because it is well structured and is greatly enriched through regular first-hand learning experiences provided through visits and visitors to the school. For example, during the inspection all pupils and staff thoroughly enjoyed and benefited from the expert tuition provided in Indian dance as part of the school's celebration of Diwali. Residential visits also provide valuable social and learning experiences ranging from a one-night 'sleepover' for pupils in Years 1 and 2 at nearby Beaumanor Hall to an annual week-long residential visit for pupils in Years 5 and 6.
- There have been significant improvements in the provision for the Early Years Foundation Stage

since the last inspection. Children enjoy a rich variety of interesting and challenging activities, both indoors and out.

- The curriculum is highly effective in promoting pupils' outstanding spiritual and cultural development, for example through its provision of specialist class music teaching and instrumental tuition.
- The school is making good use of links with schools abroad in order to broaden pupils' horizons. Links with local schools are well established and the headteacher is beginning to develop these further through her new status as a local leader in education. At present, she has had too little time in this role for the impact of her influence to be evident in terms of pupils' achievement.
- In addition to preparing pupils well for the next phase of their education, the school is highly effective in ensuring that pupils have a secure grounding as citizens of the future. Pupils make useful contributions to the day-to-day life of the school, for example as house captains, members of the school council or of the 'green team'. Older pupils readily support younger pupils by helping them learn to play recorders.
- Partnerships are strong, both within the local community and with nearby schools. For example, the school's participation in the annual Washdock Festival and pupils' contributions to the village show or at harvest Festival demonstrate that it plays an important role in the heart of its community.
- The local authority has confidence in the school's development and provides an extremely 'light-touch' approach in supporting this successful school.
- Through excellent teamwork and shared values, all members of staff ensure that the school is a calm, welcoming and orderly place in which pupils learn effectively.
- **The governance of the school:**
  - The governing body regularly monitors the school's effectiveness and holds the headteacher and all teaching staff to account for school performance. Governors understand the process for managing the performance of staff and the way in which teachers' pay is aligned through this process. They have a good understanding of data about pupils' progress. Safeguarding requirements are securely in place. Governors know how the pupil premium funding is used and its impact on the achievement of the pupils entitled to it.

## 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

<b>Unique reference number</b>	120174
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	425083

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

<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 of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Susan Fossey
<b>Headteacher</b>	Mrs Rebecca King
<b>Date of previous school inspection</b>	8 October 2008
<b>Telephone number</b>	01509 880561
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