

Ashby Willesley Primary School

Inspection report

Unique reference number	119975
Local authority	Leicestershire
Inspection number	379925
Inspection dates	8–9 February 2012
Lead inspector	Steve Nelson

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	335
Appropriate authority	The governing body
Chair	Anita Ewbank
Headteacher	Carolyn Beaton
Date of previous school inspection	2 May 2007
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Introduction

Inspection team

Steve Nelson	Additional inspector
Christine Merrick	Additional inspector
Glen Goddard	Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the online questionnaire (Parent View), in planning the inspection. They observed teaching and learning in 20 lessons, amounting to nine hours and five minutes in total, observing 14 teachers, with two being accompanied by a member of the senior management team.

Meetings were held with the headteacher, a member of the governing body, staff and pupils. The inspectors observed the school's work, scrutinised pupils' books and looked at monitoring, assessment and attendance records, improvement plans, minutes of meetings held by the governing body and safeguarding documents. In addition they analysed questionnaires completed by 102 parents and carers, 98 pupils and 19 staff.

Information about the school

Ashby Willesley Primary School is larger than the average-sized primary school in a rural area on the edge of Ashby-de-la-Zouch. Most of the pupils are White British. A quarter of the pupils come from outside the catchment area of the school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average. The school meets the government floor standards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school that has improved steadily in recent years. Pupils, parents and carers are very positive about the school and acknowledge the improvements in teaching.
- Children in the Early Years Foundation Stage make good progress, especially in communication and social development.
- Attainment is above average by the time pupils leave the school and they achieve well from their starting points.
- Teaching is typically good and occasionally outstanding. The school provides well-structured individual support in lessons for disabled pupils and those who have special educational needs. Teaching motivates pupils to want to learn more and they make links across their learning. However, in some lessons teaching does not sufficiently develop pupils' individual learning skills or enable them to become more independent.
- The school works effectively with external partners and agencies such as the School Nurse and the local authority Attendance and Welfare Officer.
- Behaviour is good and pupils demonstrate that they are keen and excited to engage with their learning and take on responsibilities throughout the school such as litter picking, setting up for assembly and pupil leaders. Pupils work well together and enjoy good relationships with adults. Pupils say they that they feel safe and that the rare instances of bullying are dealt with promptly.
- Pupils get on well together whatever their backgrounds. For example, the whole-school 'Passport Around the World' week involved children working together in activities from different countries. This contributes well to pupils' spiritual, moral, social and cultural development.
- Leadership and management are good. Through accurate self-evaluation staff know the school's strengths and areas for development.
- The school's innovative curriculum provides well-organised imaginative and effective opportunities for learning for all groups of pupils. Nevertheless, mathematics and technology are not fully integrated across the curriculum.

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What does the school need to do to improve further?

- Improve pupils' independent learning skills by increasing opportunities for them to take responsibility for their own learning by:
 - planning their own learning and setting their own goals
 - working collaboratively more often to solve problems.

- Increase opportunities for pupils to apply their skills in technology and mathematics across the curriculum.

Main report

Achievement of pupils

Children start school with skills and understanding mostly in line with those expected for their age. As a result of good teaching, children make good progress and standards are consistently above average by the time they move into Year 1, particularly in the areas of reading and personal development. For example, in Reception they were observed confidently matching sounds and letters with words beginning with 'u'. They were able to trace the letter shape in the air with their fingers and match the correct sound.

The quality of pupils' learning and progress is good. Pupils are keen to learn and respond very well to the teachers. Relationships between staff and pupils and among the pupils themselves are very positive. Pupils work diligently and display good attitudes to learning. This was seen in a Year 2 literacy lesson where pupils were able to recount a story comprehensively. Pupils used their knowledge of the sounds letters make well to attempt spelling harder words such as 'gigantic and 'spooky'. Through effective learning strategies pupils demonstrated good skills with well-presented persuasive writing.

At the end of Year 6 pupils reach above-average levels of attainment, representing good achievement from their starting points. The school's own data for 2012 shows pupils make better than expected progress, particularly in writing. Attainment in reading is consistently above average at the end of Key Stage 1 and above average by the time pupils leave school. Those pupils who read to inspectors used effective strategies to sound unfamiliar words and were keen and motivated readers. Progress is further accelerated in reading through one-to-one guidance and small group work.

Disabled pupils and those who have special educational needs make good progress relative to their starting points. They receive effective guidance such as group support and one-to-one tuition. No groups are underachieving and some make rapid progress. Many parents and carers commented about the good progress their children make and inspection evidence supports these views.

Quality of teaching

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The quality of teaching is consistently good and sometimes outstanding. Teachers deepen pupils' understanding well and give pupils opportunities to extend their learning by attempting more difficult tasks. For example this was seen in Year 5 mathematics lesson where the teacher effectively modelled how to use percentages to calculate problems. Pupils were challenged to calculate and use percentages to solve increasingly difficult multi-step problems. Teaching was engaging, tasks well planned and pupils were motivated to do their very best. This ensured that all pupils, including those who have special educational needs, were fully involved in the lesson.

Staff have established strong and caring relationships with their pupils and this has been enhanced through the use of one-to-one support. The positive responses of parents and carers to the questionnaire about the quality of teaching reflect this. Teachers' subject knowledge is good and the planned curriculum ensures that the lessons are well matched to pupils' needs. Regular marked work is detailed and clearly indicates the next steps in pupils' learning. However, in some lessons, there are not enough occasions for pupils' to develop independent learning skills and learn for themselves, such as planning their own learning and setting their own goals.

Teachers' expectations are high and they set challenging targets that the majority of pupils know and understand. They also take every opportunity to develop pupils' literacy skills in other areas of the curriculum. In a mathematics lesson, Year 6 pupils demonstrated very effective verbal explanations of the methods they used in the interpretation of a line graph with a clear focus on using correct mathematical language. As a result of effective planning, pupils were engaged in the activity and made good progress. Similarly, in a Year 3 geography lesson, pupils presented their research findings about explorers, which provided a good opportunity for them to demonstrate their literacy skills by speaking to the whole class. This contributes well to pupils' spiritual, moral, social and cultural development, and enables them to deepen their understanding of different social and cultural environments. Very good support from learning support assistants allows disabled pupils and those who have special educational needs to access their learning fully.

Behaviour and safety of pupils

Pupils say they feel very safe and cared for in school and that adults are approachable if they have any concerns. The well-developed home-school liaison between staff and families encourages good communication. One parent commented, reflecting the views of many, 'Concerns have been listened to and dealt with to our satisfaction'. Staff work effectively with families, especially those who are newly arrived to the area.

Typically, pupils' behaviour is good and fosters positive attitudes to learning. Pupils have a good understanding of how to lead safe lives. For example they have a good understanding of risks surrounding their personal safety and that of others, both in and outside of school. Pupils say they understand how to deal with these risks and to

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inform an adult if there is a problem. Regular newsletters promote safety and include reminders to parents and carers. As a result of the school's effective personal and social education provision, pupils display good attitudes to learning and attendance is above average. Pupils report that all kinds of bullying are extremely rare, including name-calling and racial bullying, and that all problems are swiftly dealt with. The vast majority of parents and carers are supportive of the school. They share the senior leaders' positive views of behaviour and note how effectively the rare elements of bullying are dealt with.

Leadership and management

All leaders and managers have successfully focused on the areas for improvement identified at the previous inspection. Consequently, achievement has improved and much has been done to strengthen the quality of teaching. For example, through well-considered professional-development research projects, teachers are more skilful in providing written and oral feedback to pupils and setting challenging pupil targets. The school has an accurate view of the quality of teaching and knows what has to be done to improve.

The curriculum is developing from subject-based topics to cross-curricular themes that inspire pupils to learn. For example, a dragon-hunting theme in Year 4 provided good opportunities for pupils to develop their writing skills and complemented well work in art and design technology. These themes contribute positively to pupils' spiritual, moral, social and cultural development. As a result, this has enabled pupils to focus on their behaviour for learning by helping them to adopt positive attitudes. Literacy is very well integrated across subjects. However, mathematics and the use of technology is not yet sufficiently developed enough across the curriculum for pupils to regularly apply these skills.

Members of the governing body know the school's strengths and weaknesses well and fulfil their statutory duties. As a result, this enables them to challenge and hold the school to account. The school has good procedures for safeguarding. These meet all government guidelines and include well-planned approaches to the management of pupils' safety, risk-assessment and the recruitment of staff.

The school works effectively to eliminate discrimination and promote equality of opportunity. The groups in school make the progress of which they are capable because of the actions taken by leaders. Pupils whose circumstances may make them vulnerable or who previously displayed challenging behaviour now mostly enjoy their learning and make good progress. There are effective partnerships with external agencies to promote pupils' good achievement. Pupils are prepared well for a life in the United Kingdom and a global society because of the good provision made through leaders' good understanding of their own community and the different faiths, ethnic groups and cultures in the wider community. The school has a well-developed international link with a hostel for children in India with pupils making regular donations through fundraising.

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Since the previous inspection the school has improved marking and target setting and now provides effective challenge for more-able pupils. These successful actions demonstrate a strong capacity to make further improvements.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2012

Dear Pupils

Inspection of Ashby Willesley Primary School, Ashby-de-la-Zouch, LE65 2QG

Thank you for the very warm welcome you gave to us when we visited your school recently. We really enjoyed talking with you, seeing how you were getting on and considering whether we could suggest anything to make things better. We really valued the discussions we had with you and were extremely pleased to see you getting on so well with each other. Your school is good and your attitudes to behaviour are good. You and your parents and carers explained to us that the school keeps you safe and that it is a harmonious place. You make good progress in your lessons because of the good planning and support you receive from all staff to help you learn. All of your teachers want to help you to succeed and give you the best education possible. I have asked them to:

- provide more occasions for you to learn for yourselves so you can become more independent learners
- develop the curriculum so that you get more opportunities to apply your technology and mathematics skills in lessons.

You all can help by being actively involved in lessons, taking more responsibility for your own learning and working independently. You can also help by taking opportunities to use and apply technology and mathematics across different subjects.

Yours sincerely

Steve Nelson
Lead inspector

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