

John Wycliffe Primary School

Moorbarns Lane, Lutterworth, LE17 4QJ

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because

- Most pupils, including disabled pupils and those who have special educational needs make good progress from their starting points in reading, writing and mathematics because of the effective strategies implemented by staff.
- Attainment in writing by the time pupils leave is above average. Most pupils achieve well in reading and mathematics.
- Good teaching is successfully raising standards. Staff have high expectations of pupils and generally plan tasks which are interesting, engaging and challenging.
- The Early Years Foundation Stage is well-led and managed. Good teaching ensures children make good progress in all areas of learning.
- Behaviour is exemplary. Pupils feel safe and enjoy school.
- Leadership and management are good. Rigorous systems are in place to check on the effectiveness of teaching and decisive action has been taken to eliminate weaker teaching. Governance is effective. The governing body is fully involved in evaluating school performance.
- The inspiring vision and drive of the new headteacher have ensured the school has a good capacity to go on improving.

It is not yet an outstanding school because

- In some lessons and in guided reading sessions planning does not always provide appropriately challenging work for all groups of pupils.
- Staff in the Early Years Foundation stage occasionally miss opportunities to promote children's speaking and listening skills. Some independent work activities do not contain sufficient direction to develop children's learning and skills to the full.

Information about this inspection

- Inspectors observed 21 lessons of which two were joint observations involving the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and staff, including senior and middle leaders.
- Inspectors analysed the 28 responses to the online questionnaire (Parent View) and 18 staff questionnaires. In addition, the inspection team sought parent’s views as they brought their children to school.
- They observed the school’s work, and looked at a number of documents, including the school’s own data on pupils’ recent and current progress, planning and monitoring documentation, and records relating to behaviour and attendance and those relating to safeguarding.

Inspection team

Joseph Peacock, Lead inspector	Additional inspector
Raymond Biglin	Additional inspector
Lynn Brewster	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school and almost all pupils are of White British heritage. A very small number from European countries are at the early stages of learning to speak English.
- About 10 per cent of pupils are from showman families based locally.
- The proportion of pupils known to be eligible for free school meals is well below average.
- The proportion eligible for the pupil premium is well below average.
- An above average proportion are identified as disabled or as having special educational needs. Their needs relate mainly to moderate learning difficulties including speech, language and communication difficulties and behavioural, emotional and social difficulties. The percentages of pupils on the school action and school action plus registers are above average.
- The school meets the government's floor standard, which is the minimum expected for pupils' attainment and progress.
- The headteacher took up her post in September 2011.

What does the school need to do to improve further?

- Raise attainment in reading and mathematics by the end of Year 6 by ensuring:
 - all teachers closely match learning to individual pupils' ability in order to accelerate their progress
 - in guided reading sessions, teachers provide pupils with books and tasks that are appropriately challenging for individual pupils.
- In the Early Years Foundation Stage, ensure children have more opportunities to practise their speaking and listening skills and that independent activities are engaging and purposeful.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to school varies from year to year but is typically below that expected for pupils of this age. Consistently good teaching in the Early Years Foundation Stage ensures children settle quickly and enjoy learning. Activities such as planting seeds or sequencing pictures from a story are supported by the teacher or other adults effectively. This promotes children's learning and skills in the well-organised indoor and outdoor learning areas. As a result, most pupils make good progress in all areas of learning with many attaining the skills expected by the time they enter Year 1.
- The teaching of early reading skills is a strength during children's foundation year as they are taught letters and their sounds (phonics) effectively each day. However, opportunities to develop children's speaking and listening skills are not always promoted strongly enough by learning support assistants who support children's learning indoors and outdoors. Independent activities such as writing names, playing with sand and water or role play in the health centre occasionally lack direction and consequently do not hold children's interest for long.
- Pupils' good progress continues in Key Stages 1 and 2 because of effective teaching and pupils' keenness to learn and do well. Pupils with disabilities and those who have special educational needs thrive in the supportive learning environment and make good progress. School action and school action plus pupils achieve well because they are supported so effectively by staff. Provision for those entitled to the pupil premium is effective, drawing on specialist help and support for two days each week. As a result these pupils make good progress with some improving rapidly in Year 6. Showman children are fully integrated in all classes and achieve as well as all other pupils.
- Attainment by the end of Year 6 is above average in writing following a recent initiative to raise standards, which is accelerating progress for many. It is average in reading and mathematics but this represents good achievement for a year group with significant numbers of previously lower attaining pupils.
- Good opportunities are provided for pupils to write in literacy and other subjects. Although most are making good progress in reading and mathematics from their starting points, attainment is not as high as it is in writing. Reading is generally well-taught but in some guided reading sessions, texts are not closely matched to pupils' different ability levels and this has an impact on how much progress pupils make. Similarly, in a few mathematics lessons, teachers do not always plan appropriately challenging work for those of different abilities and this restricts progress.

The quality of teaching is good

- The quality of teaching over time is good, ensuring that most pupils achieve well. Decisive action to root out weak and ineffective teaching by the new headteacher and governing body has ensured that teaching and learning in most lessons are good and occasionally outstanding.
- Teachers have high expectations of what pupils can do, leading to pupils developing excellent attitudes to learning, and ensuring that lessons are challenging and generally well-planned. The support provided by conscientious learning support assistants is effective, other than in a small minority of cases.

- Assessment is accurate and is used well by most teachers to plan relevant tasks for pupils of different abilities. Marking is thorough and detailed; comments show clearly how pupils can improve their work.
- In a few lessons and guided reading sessions, teaching and learning are not as effective as they should be because some teachers are not taking sufficient account of pupils' prior learning to plan appropriate tasks for pupils of different abilities.
- Teaching programmes generally meet the needs of all groups of pupils well, promoting good achievement and developing skills effectively in literacy and numeracy. Pupils are provided with good opportunities to use literacy, numeracy and computer skills in most subject areas. A lesson where pupils were studying shadows in science, for example, involved Year 5 and 6 groups measuring, collecting data and using computers to create graphs of their results.
- Effective support is provided by staff in lessons for the very few pupils who have English as an additional language and for disabled pupils and those who have special educational needs. Additional staffing is provided on two days each week to support those entitled to the pupil premium and ensure they also progress well.
- Homework is set each week and pupils enjoy using a web-site subscribed to by the school to provide further interesting and challenging tasks. There is a good range of after-school clubs in sport, art and music that contribute well to pupils' achievement and to their spiritual, moral, social and cultural development.
- Pupils are well-prepared for the next phase in their education. 'Children will never forget their experiences here' was a typically appreciative view from parents.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding in lessons and around school. Pupils say that they feel safe and enjoy coming to school. All are considerate and thoughtful towards one another. As a direct consequence, there have been no permanent or fixed-term exclusions over the past year since the arrival of the new headteacher.
- Pupils of all ages have a good understanding of different types of bullying, such as making racist comments and name-calling. All those spoken to say that bullying in any form rarely happens and that staff always deal quickly with any occurrence.
- Staff questionnaires confirm that behaviour is typically good. It is consistently well-managed and any cases of inappropriate behaviour are dealt with effectively. Pupils are confident that the staff will look after them if they have any concerns. Parents who completed questionnaires for Parent View wholeheartedly agree that the school makes sure pupils are well-behaved and deals effectively with bullying.
- Attendance is average. The headteacher and staff have worked hard to increase attendance and there has been a steady improvement. It is not higher because the work patterns of some parents mean that some pupils do not attend as frequently as they should.

The leadership and management are good

- The new headteacher has accurately identified aspects of staff performance that needed to be addressed and has introduced new and effective management structures and fully

implemented the requirements regarding performance management to bring about improvement in both achievement and teaching. Phase leaders, including the Early Years Foundation Stage, work well and enhance the work of the senior leadership team. All staff check standards termly and the senior leadership team and governors regularly evaluate teaching and learning so that weaknesses can be tackled quickly and rigorously.

- The local authority provides light-touch support for this school which was judged as good in its previous inspection. Additional support is readily available should it be necessary. Effective support and advice by the local authority has resulted in more consistently good teaching and pupils again making good progress.
- The school does all it can to ensure all pupils have an equal opportunity to succeed and refuses to accept discrimination of any kind.
- The school works well with parents and all those who responded to the inspection questionnaire are very positive about the school. Parents and carers are agreed that pupils are happy and without exception would recommend the school to others.
- **The governance of the school:**
 - is effective as there is a wealth of relevant expertise amongst governors; financial resources are particularly well-managed
 - includes full involvement in helping to evaluate school's effectiveness
 - provides constructive challenge for leaders and managers, stimulating continuous improvement
 - ensures that all statutory requirements relating to safeguarding are met.

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

Unique reference number	119974
Local authority	Leicestershire
Inspection number	403420

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	270
Appropriate authority	The governing body
Chair	Christopher Skelton
Headteacher	Emma Nuttall
Date of previous school inspection	18 June 2008
Telephone number	01455 553135
Fax number	01455 550470
Email address	Schooloffice@johnwycliffe.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

