

# Gaddesby Primary School

## Inspection report

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<b>Unique Reference Number</b>	119924
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339556
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	Christopher Parker

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Heidi Seary
<b>Headteacher</b>	Mr Gareth Nelmes
<b>Date of previous school inspection</b>	23 May 2007
<b>School address</b>	Ashby Road Gaddesby Leicester LE7 4WF
<b>Telephone number</b>	01664 840253
<b>Fax number</b>	01664 840253
<b>Email address</b>	office@gaddesby.leics.sch.uk

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<b>Age group</b>	4–11
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Royal Exchange Buildings  
St. Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and made a brief visit to all groups during a 'Letters and Sounds' session. The inspectors held meetings with pupils, teachers, the headteacher and governors. They observed the school's work, and looked at a range of policies and plans, samples of the pupils' work, and 39 questionnaires returned by parents.

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

- how well boys and higher-attaining pupils are doing in English
- the extent to which pupils acquire knowledge and understanding of the factors affecting their well-being
- how effectively monitoring and evaluation are being used to inform improvement planning
- the extent and effectiveness of the governing body's involvement in self-evaluation.

## Information about the school

The school is much smaller than average. All of the pupils speak English as their first language. The pupils are almost all from White British backgrounds. None of the pupils is entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is slightly smaller than the average.

A new headteacher was appointed just over two years ago. Half of the teachers have been appointed since the new headteacher took over. There have been improvements to the building.

The school holds a Healthy School Award and the Activemark.

Breakfast, after-school and holiday clubs are based on the school site, but are not managed by the governing body. A pre-school group operates from the adjacent village hall. This was subject to a separate inspection.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The headteacher, governors and staff have a strong and united sense of purpose that has brought about considerable improvement since the school was last inspected. The headteacher has inspired the staff team not only to improve its practice but also to continually reflect on its impact on the pupils' progress. There are very clear priorities for ongoing improvement, including extending the school's involvement in community cohesion. However, the action plan for this area of the school's work is not as comprehensive or demanding as are the plans for improvements in other areas. Nevertheless, in almost every respect this is a highly effective school where pupils achieve excellent outcomes. It is very strongly placed to develop and improve further.

The children make a good start in the Early Years Foundation Stage. By Year 6, attainment is high. The pupils are making excellent progress in lessons because of the consistently good and often outstanding teaching. Over the last few years, the results of national tests at the end of Year 6 have risen; in the case of mathematics, results have risen dramatically to be exceptionally high in 2009, with almost all of the pupils reaching the highest level. The results in English were not quite as high, but the school's tracking of the pupils' progress, and evidence from their current work and lessons, show that attainment in English is now as high as it is in mathematics.

The curriculum meets the needs of all abilities exceptionally well and provides a wide range of opportunities which the pupils greatly enjoy. The pupils are very keen to know more. They are curious about the world around them and are enthusiastic about all the school offers them. They respect each other and relish the responsibilities they are given. They are interested in other cultures, but do not have a broad insight into the similarities and differences between their own and other cultures. The pupils behave very well, and the high levels of attendance reflect their pride and enjoyment. One pupil commented that the headteacher 'does a lot of brilliant things for us... the opportunities help me – that's why I love my school'.

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

- Promote greater engagement with a wider range of communities beyond the locality of the school, in order to extend the pupils' awareness and understanding of cultural diversity.

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## Outcomes for individuals and groups of pupils

**1**

The pupils are making rapid progress and reaching high standards in English and mathematics. There is a very strong emphasis, in almost every lesson, on the pupils improving their work. As a result, they are very open to suggestions from their teachers and their peers, and are confident enough to redraft their writing or correct errors in their answers to mathematical problems. They are developing many skills that enhance their learning and progress. They turn readily to information and communication technology to find information and, as in a lesson in Years 1 and 2, to create stories that bring together words, pictures and sounds. In Years 3 and 4, when pupils were developing their skills of persuasive writing, some of the more-able pupils wrote a script for a television advertisement, confidently performing and recording on video their sales pitch for the snow globes that they had made to sell at the Christmas Fair. The pupils extend their knowledge and skills equally quickly in Years 5 and 6, through particularly interesting and enjoyable tasks that are thoughtfully linked to their wider personal development. When exploring the poetry of Charles Causley, they were quick to identify the points the author was making, demonstrating very mature reflection on the relative importance of material possessions and the love of family and friends.

Girls and boys are doing equally well because the school has successfully changed girls' attitudes to mathematics and has provided interesting activities for boys which engage and motivate them to read and write. The very 'individual' approach to supporting and challenging the pupils means that those experiencing difficulties and those who need to be constantly stretched do equally well.

The pupils have a very well-developed awareness of staying safe and know about the dangers of chat rooms and unsolicited emails. They have a very positive approach to staying fit and healthy, and greatly enjoy the many sporting opportunities offered to them. Their well-written and excellently presented Fruit Frenzy recipe book is destined to be a best-seller at the Christmas Fair!

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>

<sup>1</sup> 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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<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The teachers use the 'recipe' they have developed to plan and deliver extremely effective lessons. They carefully tailor their plans to take account of pupils' needs. The activities that the teachers plan engage and motivate the pupils extremely well. New technologies, including digital video and sound, are used very effectively to stimulate learning. Interactive whiteboards are used expertly by the teachers, for example to extend pupils' knowledge of letters and sounds, develop their understanding of coordinates, and engage them in choral poetry.

Marking and questioning of the pupils about how they can improve their work are of a high standard. In Years 5 and 6, the pupils respond maturely to the teacher's comments on their work. This interchange and dialogue contributes very effectively to the constant search for improvement, so that pupils make consistently good progress. Pupils are very aware of their targets for improvement and what they need to do to reach the next level. The older pupils feel this helps them to make rapid progress.

The curriculum is interesting and includes many memorable experiences for the pupils. They talk animatedly about residential visits and trips to places of interest. They also value and appreciate the many sporting and musical opportunities provided for them. The curriculum is outstanding in most respects, but those elements relating to world faiths and cultural diversity are not as well developed as most other aspects.

The school provides very well-targeted support for pupils. Links with families – and, where necessary, other agencies – ensure that any barriers to progress are, wherever possible, removed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where</b>	<b>1</b>

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<b>relevant, through partnerships</b>	
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides excellent leadership and a vision for the school that pupils, parents and staff share. Expectations are very high, and the teachers are very receptive to ideas and initiatives that will foster further improvement. This is evident, for example, in the very effective strategy of training all staff in one area of phonics so that they can provide specialist support at exactly the right level for the pupils. As part of their recent professional development, the teachers recorded a digital video of each other teaching a lesson and then collectively identified their strengths and weaknesses, and how their effectiveness could be improved. This resulted in a 'recipe' for good and outstanding lessons.

Monitoring of the quality of teaching is very well-focused on helping the teachers to improve their practice. The headteacher and coordinators also check the quality of the pupils' work and the teachers' plans to make sure that they are fully implemented. Governors are very involved in the life of the school, visiting lessons and evaluating its performance. They are delighted with the improvements that have been achieved over the last few years. They see it as a priority to improve the provision in the Early Years Foundation Stage to be of the same high quality as that in the rest of the school, and have recently appointed a manager for Key Stage 1 and Early Years Foundation Stage who has already improved aspects of planning and assessment.

Equal opportunities are strongly promoted. The school has a very clear commitment to making sure that all pupils do well. The headteacher has used detailed analysis of pupils' progress to identify those who should be doing better. The steps taken to better engage girls in mathematics, and boys in reading and writing, mean that there is no longer a marked variation in their achievements. There are good arrangements in place to make sure that the pupils are safe. While the action plan to develop community cohesion is satisfactory, its scope is not as extensive or ambitious as other aspects of the school's work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children start school with the skills expected for their age. They get off to a good start in the Early Years Foundation Stage because they are well taught and are encouraged to be independent. The children behave well, but there are times when expectations that they will adhere to the conventions of taking turns when speaking and listening are not reinforced strongly enough.

The children participate in an interesting range of well-planned activities, both ones led by adults and those that they choose for themselves. The children’s welfare is well promoted. As a result, they grow in confidence. The good use of the outdoor area adds considerably to the curriculum. This was evident when the children were making repeating patterns using coloured hoops and rings.

The children are strongly encouraged to participate in early writing activities, currently associated with the role-play ‘post office’. There is a good focus on the children developing a good early knowledge and understanding of letters and sounds. The children enjoy using the interactive whiteboard, and have everyday access to computers for independent and free-choice activities. The children make good progress in all areas of learning. The standards reached by them frequently meet, and for some exceed, expectations for the end of the Reception Year. The children are well prepared for Year 1.

The recent appointment of a Key Stage 1 and Early Years Foundation Stage manager has brought good improvements to the quality of planning and to the management of assessment. This important area of the school’s provision has good direction and is well placed to improve and reflect the many strong features of Years 1 to 6.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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



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## **Views of parents and carers**

Parents hold the school in high regard and are very pleased with its work. Many parents commented very positively about their very strong and effective relationship with their child's teacher, and the care and support that the school provides. Others were highly appreciative of the headteacher's response to their concerns and requests for additional information, and of the 'excellent' provision that the school makes in many areas.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gaddesby 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 inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	74	10	26	0	0	0	0
The school keeps my child safe	30	77	9	23	0	0	0	0
The school informs me about my child’s progress	20	51	18	46	1	3	0	0
My child is making enough progress at this school	28	72	9	23	0	0	0	0
The teaching is good at this school	26	67	12	31	0	0	0	0
The school helps me to support my child’s learning	22	56	17	44	0	0	0	0
The school helps my child to have a healthy lifestyle	33	85	6	15	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)	23	59	11	28	0	0	0	0
The school meets my child’s particular needs	27	69	11	28	0	0	0	0
The school deals effectively with unacceptable behaviour	22	56	13	33	0	0	0	0
The school takes account of my suggestions and concerns	26	67	12	31	0	0	0	0
The school is led and managed effectively	34	87	5	13	0	0	0	0
Overall, I am happy with my child’s experience at this school	32	82	6	15	0	0	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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



10 December 2009

Dear Pupils

### **Inspection of Gaddesby Primary School, Leicester, LE7 4WF**

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me about your school.

You go to an outstanding school which is very welcoming and supports you very well in making excellent progress in English and mathematics. You make this excellent progress because your teachers are doing such a good job. You behaved very well in the lessons I visited. The children I spoke to told me how much they enjoy school, and that they feel safe in lessons and on the playground. Some of you also said that the school provides lots of opportunities, particularly to play sport, that help you to keep fit. Your Fruit Frenzy recipe book has some mouth-watering ideas. I bet they sold out at the Christmas Fair!

The school has improved a lot since the last inspection. This is because the headteacher, working with the whole school community, has very high expectations of you. As a result, you all do your best. The teachers focus on making lessons as interesting and enjoyable as they can so that you have fun while you are learning. They have helped you to become very confident about improving your work.

The headteacher is leading the school extremely well. With the help of the governors, he is constantly looking at how well the school is doing so that improvements can be made. He already has a plan for you to learn more about other faiths, communities and cultures, but I have asked him to extend this so that you have the opportunity to become as knowledgeable about these things as you are in everything else you do at school.

I hope that you continue to really enjoy all that you do at school, and that in the future you achieve as well as you possibly can.

Yours sincerely

Christopher Parker  
Lead inspector

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