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Mr G Millinship
Headteacher
Mayflower Primary School
Evington Drive
Leicester
LE5 5PH

Dear Mr Millinship

Ofsted monitoring of Grade 3 schools: monitoring inspection of Mayflower Primary School

Thank you for the help which you and your staff gave when I inspected your school on 26 October 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass my thanks to the pupils who spoke to me for the views they gave so enthusiastically.

There have been no significant changes in the school's context since the school was inspected in May 2010.

As a result of the inspection on 17 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils join the school with standards that are below those expected for their age. As a result of improvements the school has made to teaching and the curriculum, pupils make good progress and attain above average standards by the time they leave the school. The most recent 2011 unvalidated national Year 6 test results confirm that this is the case. Pupils who speak English as an additional language make particularly good progress because of strengths in teaching throughout the school. More-able pupils are making better progress because teaching challenges them more and the curriculum has been adjusted to better meet the needs of these pupils. Pupils with special educational needs and/or disabilities are also making better progress as a result of interventions that have improved their ability to make inferences.

Attitudes to learning are very positive throughout the school. In the lessons visited, pupils were observed to be working very hard and also demonstrated a considerable



willingness to take responsibility for their own learning. Pupils have developed the skills they need to work effectively with each other. Interesting homework challenges encourage creativity and involve parents and carers in their child's learning. Pupils in their 'young consultant' roles have been actively engaged in designing stimulating outdoor learning spaces. These 'consultants' are also effective in representing the views of the majority of pupils at meetings about how the school can be improved. The school's commitment to a broad and balanced education is resulting in confident young people that are well prepared for the future. Despite a comprehensive range of strategies aimed at reducing absence, however, attendance is below average.

The school successfully promotes pupils' language development throughout the school. The school uses an appropriate range of approaches that ensures younger pupils quickly understand letters and sounds. The better progress made by pupils in Years 3 to 6 is largely because the school is more effectively promoting their communication skills. For instance, questioning is consistently used well to ensure that all pupils have to explain their thinking. Pupils benefit from being able to work with different partners each week. Teachers have been able to increase the level of challenge because partner work is being used well to support pupils in responding to this. Pupils spoke of how they have to concentrate because at any time they might be required to respond to a question. The teaching observed was effective because it ensured that pupils undertook work that was appropriate to their abilities. Where work is set for a particular ability group there is flexibility so that pupils frequently have the opportunity to choose to undertake additional challenges. Teachers use assessment well to fine-tune lessons. For instance, in a lesson on doubling and halving, more-able pupils were allowed to quickly progress on to independently solve problems while the teacher concentrated on clarifying the concepts only for those pupils who needed further explanation. Especially strong progress was observed where teachers paused lessons in order to allow pupils to clarify precisely how they could attain at the highest level. In a small minority of lessons, the level of challenge was less because rather too much time was devoted to undertaking work that had been covered previously.

Pupils are receiving more consistent feedback that recognises their strengths but also identifies aspects that could be improved. However, time is not always made available for pupils to respond fully to these suggestions. Pupils are more involved in reviewing learning, particularly through discussions with their partners. The school is using learning profiles, containing National Curriculum levels, to further increase the opportunities pupils have to consider how their individual targets link to the content of lessons. Improvements to the curriculum have considerably enhanced the enjoyment of learning. Pupils enthused about the opportunities they have to be creative. A wide range of trips have enriched learning. For instance, a West End theatre visit has inspired gifted and talented pupils to be involved in the production of a play in school. Generally, drama is used particularly well to promote pupils'

communication skills. For instance, pupils in Year 5 were observed gleefully demonstrating adverbs to the rest of the class.

Since the last inspection, the headteacher and deputy headteacher have involved other leaders more in bringing about further improvement. For instance, the leaders responsible for English and mathematics are now playing key roles in the regular meetings that are held to review pupil progress. Phase leaders have identified the most effective practice and are ensuring this becomes more consistent across the school. In the Early Years Foundation Stage, the school has improved the access to the outdoor area so that this can be more naturally included in the experiences available to young children. Although changes have been made so that the governing body can more effectively check the work of the school, there is limited evidence of the impact this has had on school improvement.

As the school has demonstrated an improved capacity for sustained improvement in recent years there has been relatively little need for external support. That said, the local authority adviser has performed a useful role as critical friend to the school.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Kevin Sheldrick
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in May 2010

- Accelerate progress in Years 3 to 6 so that it is consistently good by:
 - achieving consistency in teachers' marking so that it always shows pupils how to improve
 - involving pupils more in determining how well they are learning and helping them to see how they can improve their work by themselves
 - making sure that work is suitably challenging for more-able pupils in all lessons.
- Improve the access to outdoor learning for children in the Early Years Foundation Stage so that what happens outside becomes a natural extension of what is going on inside.
- Ensure that governors, middle managers and subject leaders play a full part in checking and improving teaching, learning and pupils' progress.