

Shaftesbury Junior School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 120026 |
| Local Authority | Leicester |
| Inspection number | 358670 |
| Inspection dates | 25–26 November 2010 |
| Reporting inspector | David Edwards |

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

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|--|--|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 199 |
| Appropriate authority | The governing body |
| Chair | Alison Wale |
| Headteacher | Karl Stewart |
| Date of previous school inspection | 3 October 2007 |
| School address | Latimer Street Leicester LE3 0QE |
| Telephone number | 0116 254 9203 |
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| Email address | office@shaftesbury.leicester.sch.uk |

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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons and seven teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their progress and talked to them about it. The team also analysed school improvement plans, governors' minutes and met parents, carers and governors. Questionnaire returns were considered from 67 parents and carers. The views of staff and pupils were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

The impact of initiatives to improve writing standards across the school.

- How effectively leaders and the governors have been in raising attendance.
- How leaders use all assessment information about pupils to raise achievement.
- How the quality of teaching is improving pupil standards and accelerating pupil progress.

Information about the school

Shaftesbury Junior school is a smaller than average school. The majority of pupils are from minority ethnic backgrounds. This is significantly higher than seen nationally, as is the percentage of pupils for whom English is an additional language. The number of pupils who have learning difficulties and/or disabilities is in line with the national picture but there are fewer pupils who have a statement of educational need. The proportion of pupils eligible to receive a free school meal is higher than that seen nationally. The number of pupils who join or leave the school partway through the year is significantly higher than the picture in the rest of the country. A number of these pupils arrive with little or no English. There is a breakfast club and after school club on the school site. This is managed by the governing body of the school. Since the last inspection there has been a high turnover of teaching staff. The school has achieved the national Healthy School Award and the Financial Management Standard in Schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. As a result of the vision and commitment of the headteacher and senior leaders, and the improvements they made to teaching and learning, attainment rose in 2010 to be in line with national expectations. These were the best results for five years. Staffing turbulence since the last inspection and the educational disruption experienced by a significant minority of pupils who joined the school partway during the year had slowed down the school's drive to raise standards in the recent past. However, in the last academic year the school effectively raised attainment in most year groups and the progress of pupils is accelerating. This is because the school now uses challenging targets to ensure that more pupils reach the levels expected of them. The needs of higher attaining pupils, however, are still not being effectively met. This is principally because the overall quality of teaching is satisfactory and teachers do not use assessment information well enough to ensure that activities are well matched to pupils' different abilities, particularly for the higher attainers. Teachers acknowledge pupils' achievements through oral and written feedback but in some year groups they do not always provide pupils with specific guidance about how to improve their work and to achieve their learning targets. Overall, pupils across the school are making satisfactory or better progress in most subjects, for example writing standards have risen significantly. However, the school acknowledges that there are still pockets of underachievement in this aspect of the school's work in some year groups and that some classes do not offer pupils enough opportunities to undertake longer pieces of writing or to use their writing skills in other areas of the curriculum.

The school has effective links with parents and good partnerships with a range of outside agencies meets the social, emotional and physical needs of pupils with specific needs and the most vulnerable, to help them to make satisfactory progress in their learning. The intensive support that pupils for whom English is an additional language or for those who join the school part way through the year allows them to make good gains in their learning, but attainment and progress across the school as a whole is satisfactory.

Pupils' spiritual, moral and social awareness is strong. They reflect and contemplate issues relevant to them. They demonstrate their appreciation of the wonder of the world around them; this includes music taught through the steel band, singing in the choir and other musical activities. The vast majority of children can resolve conflict intelligently. They are knowledgeable about, and celebrate the wide cultural diversity within the school and treat each others' cultures with respect and consideration. The school has plans to enhance their knowledge of the life and culture within Britain and in the wider world by linking with other schools. Pupils demonstrate a good understanding of how to keep themselves and others safe and they have a strong appreciation of the need to eat healthily and to take regular exercise.

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The headteacher, deputy headteacher and managers regularly monitor how the school is performing through work scans and the analysis of pupil data and through pupil progress meetings which is helping them to identify priorities for development. Some subject leaders are not being given enough opportunities to observe the quality of teaching and learning in their subject. As a result they do not have an accurate view of the progress that pupils make in lessons. The governors and headteacher ensure that safeguarding has a high priority in the school, so that all statutory requirements are met. The improvements, in teaching and learning that are raising pupils' attainment and achievement, demonstrate the school's satisfactory capacity for making further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in the school so that it is consistently good by:
 - having a greater focus in lessons on pupils' academic outcomes and the learning that has taken place
 - ensuring that staff use data more effectively to set activities that are appropriately challenging, particularly for higher attainers
 - undertake marking of pupils' work that consistently sets the next steps in learning in all classes.
 - use time effectively in all lessons to accelerate pupil progress
- Improve the quality of writing across the whole school by:
 - creating more opportunities for pupils to write at length
 - ensuring that pupils are given opportunities to use their writing skills in other areas of the curriculum
- Improve the role of some subject leaders in monitoring and evaluating standards in their subject through lesson observations, so that they can more effectively contribute to school improvement
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The quality of pupils' learning seen during the inspection was satisfactory overall. Attainment across the school continues to be affected by the higher than average number of pupils who join or leave the school other than at designated starting points. The good induction procedures for these pupils and the support they receive in schools is accelerating their progress and beginning to raise their achievement and that of other groups of pupils.

Standards in English and mathematics are currently higher than they were in 2009 as demonstrated by the 2010 Year 6 national test results, the school's own data and pupils' work seen during inspection. Writing has improved strongly in most year groups following the good impact of intervention strategies. Year 6 writing results and attainment overall

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are now in line with national expectations. In both English and mathematics attainment is higher than last year and results have improved significantly in English. However, the school acknowledges that not enough higher attaining pupils are reaching the levels of which they are capable. More pupils are currently on track to achieve national standards or exceed them and to meet the challenging targets set for them. Pupils with special educational needs are well supported by teachers and teaching assistants through a wide range of intervention strategies. This group and minority ethnic pupils are achieving as well as other pupils in the school and their satisfactory attainment is in line with their counterparts nationally.

Pupils from widely diverse backgrounds get on well together in lessons and out at play. Behaviour is consistently good and has produced a harmonious community that enhances pupils' learning experience. Their good understanding of what it means to be healthy has led to the school receiving the national Healthy Schools' Award. They have many opportunities to be involved in exercise and enjoy the many sporting activities on offer both in school and at after school clubs. If pupils are worried or upset they are sure that staff will listen to their concerns and act upon them. There is very little bullying in the school and if it arises pupils are confident it will be dealt with effectively. The school has rigorously pursued its improvement in attendance, through careful monitoring, the incentives and awards it offers and close liaison with the educational welfare officer. It is now in line with national averages. Pupils contribute well to the school community as school councillors and they readily raise money for the range of charities that they and the school select. Consequently, with improving mathematics, literacy and information communication skills, pupils are adequately prepared for their next stage of education and ultimately the world of work.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Common strengths in teaching include teachers setting activities which capture pupils' interest. The good teaching that inspectors observed in Year 5 and 6 is leading the drive for improved achievement. In one effective Year 6 lesson the teacher asked pupils a very effective range of questions to assess their understanding and extend their learning. This strategy ensured that all pupils were sufficiently challenged throughout the lesson. However, the slow pace of some satisfactory lessons does not help to accelerate pupils' progress. Teachers and teaching assistants provide positive relationships and mutual respect in their effective support for all groups and individuals, particularly for the most vulnerable. The use of assessment information is not as effective as it could be in some classes in ensuring that activities meet the needs of all pupils, particularly the higher attainers

The curriculum meets all statutory requirements and a more creative curriculum has been introduced to offer pupils more opportunities to learn through first-hand experiences. It is beginning to have an impact on pupils' achievement. It is enriched well through a good range of extracurricular activities and clubs. Visits and visitors also add to pupils' learning opportunities. However, the school has acknowledged that an audit of learning skills is required to ensure that it meets the needs of all pupils more effectively.

Strong links with a variety of outside agencies is contributing to the good care, guidance and support that pupils' experience. The behaviour mentor gives good support to those

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pupils who find school challenging. She has had a significant impact by improving their behaviour and attendance. Those pupils who arrive at the school with very English as a second language or who speak very little or no English, are quickly integrated into the school community and their progress accelerated by the prompt and effective support of the staff who work with them. The good provision in the before and after-school club enhances this care and guidance of the school's work. Pupils feel safe and enjoy attending the different sessions. The range of activities on offer effectively meets the needs of most pupils who attend the facility.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher has been a stabilising influence during a period of uncertainty whilst there has been a high turnover of teaching staff. This uncertainty has slowed down the ambitions of the leadership team who, along with the staff, are committed to raising standards further. The headteacher and deputy headteacher have set up effective monitoring and evaluation systems which have led to improvements in teaching and learning which have contributed to the rise in attainment overall and particularly in writing. They have been effective in identifying any potential underachievement and putting interventions into place to address the needs of specific children and groups. The provision for higher attaining pupils is not effectively meeting their needs, though overall equality of opportunity is satisfactory. Subject leaders are taking increasing responsibility for the management of their subjects, but some are not yet proactive enough in their monitoring and evaluation of standards within their subject. School self evaluation is accurate and honest and pinpoints the priorities for improvement.

Safeguarding procedures are given a high priority by the governors and school leaders and meet all statutory requirements. The vast majority of parents agree that the school helps to keep their child safe. The school promotes cohesion well in the local community. It is aware that it could do more to increase their understanding of faiths and cultures further afield in Britain and the world.

Governors are supportive and increasingly hold the school to account for the progress that pupils make now that there is stability in the membership of the governing body. They have achieved the Financial Management in Standard in School and are planning to put more formalised monitoring procedures into place.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

Parents are generally happy with and supportive of the school. The vast majority of parents and carers who responded to the inspection questionnaire felt that their children enjoyed school. They also felt that the school keeps them well informed about their children's progress and that the school was a safe place. A few parents felt that the school does not take sufficient account of their suggestions. The school is planning new ways to engage with parents and take account of their views. A small number of parents felt that the school does not deal effectively with unacceptable behaviour. Inspectors witnessed good behaviour throughout the inspection. A significant minority of parents feel that their child is not making enough progress. Inspectors found that all groups of pupils are making satisfactory or better progress and that progress in the school is accelerating.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shaftesbury Junior 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 38 | 57 | 28 | 42 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 29 | 43 | 31 | 46 | 4 | 6 | 0 | 0 |
| My school informs me about my child's progress | 26 | 39 | 36 | 54 | 2 | 3 | 2 | 3 |
| My child is making enough progress at this school | 19 | 28 | 38 | 57 | 10 | 15 | 0 | 0 |
| The teaching is good at this school | 23 | 34 | 37 | 55 | 4 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 24 | 36 | 34 | 51 | 7 | 10 | 2 | 3 |
| The school helps my child to have a healthy lifestyle | 21 | 31 | 39 | 58 | 3 | 4 | 2 | 3 |
| 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 | 34 | 35 | 52 | 4 | 6 | 1 | 2 |
| The school meets my child's particular needs | 24 | 36 | 33 | 49 | 4 | 6 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 22 | 33 | 33 | 49 | 8 | 12 | 3 | 4 |
| The school takes account of my suggestions and concerns | 18 | 27 | 37 | 55 | 5 | 7 | 3 | 4 |
| The school is led and managed effectively | 25 | 37 | 34 | 51 | 3 | 4 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 24 | 36 | 36 | 54 | 3 | 4 | 2 | 3 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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.



29 November 2010

Dear Pupils

Inspection of Shaftesbury Junior School, Leicester, LE3 0QE

On behalf of the inspection team I would like to thank you for your friendly welcome. We enjoyed meeting and talking to many of you, looking at your work and visiting your lessons. We would also like to say thank you to the groups of pupils who had discussions with us and those of you who completed the inspection questionnaire.

Your school is a satisfactory and improving school and these are some of the positive features that we found.

Your good behaviour and positive attitudes to learning make a positive contribution to the satisfactory education you receive.

Most of you are making satisfactory progress in reading, writing and mathematics but some are making good progress, especially in Years 5 and 6.

The headteacher, the staff and governors work hard to make sure you are safe and well looked after.

You know how to stay safe and keep yourselves healthy.

You are polite and kind to each other and enjoy the clubs on offer.

We have asked the headteacher, staff and the governors to do the following to improve the school further:

- make better use of assessment information so that lessons help all of you to make more rapid progress in reading, writing, mathematics and for teachers to always show you clearly how to improve your work
- ensure that the most able of you are sufficiently challenged in your lessons to make the progress you are capable of
- help you to improve the quality of your writing skills by giving you more opportunities to complete longer writing tasks and to refine your work
- make more effective use of time in lessons to increase the pace of teaching and learning to accelerate your progress
- we have asked teachers to take a fuller part in checking the quality of teaching and learning in your school, so they have a clearer view of how well you are doing.

You can help by continuing to do your best at all times. We wish you the very best for the future.

Yours sincerely

David Edwards

Lead inspector

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