

Shenton Primary School

Inspection report

Unique Reference Number	120037
Local Authority	Leicester City
Inspection number	358672
Inspection dates	16–17 March 2011
Reporting inspector	Joanne Harvey HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Yunus Hussein
Headteacher	Gita Patel
Date of previous school inspection	20 February 2008
School address	Dunlin Road Leicester LE5 3FP
Telephone number	0116 2628778
Fax number	0116 2530793
Email address	office@shenton.leicester.sch.uk

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Royal Exchange Buildings
St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty seven lessons were observed and fourteen teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, parents, leaders at all levels and the inclusion manager. They observed the school's work, looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies. They analysed 102 questionnaires from parents, together with questionnaires from staff and a representative sample of pupils.

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

- How effectively does the school identify all pupils who may be in danger of falling behind or who may need to make accelerated progress and are they suitably supported to ensure they achieve at least in line with expectations and capabilities?
- How well do teachers adapt work to the needs of all pupils so that they are challenged to do well?
- What impact do the school's care, guidance and support have on pupils' personal and learning outcomes?
- How effective is the school's planning in ensuring that children are challenged and making good progress in the Early Years Foundation Stage?

Information about the school

This is a larger than average-sized primary school where almost all of the pupils are from Indian backgrounds. A small proportion is from African backgrounds, with the rest coming from a wide range of ethnic backgrounds. The vast majority speak English as an additional language and the majority are at the early stages of learning English when they start school. The proportion of pupils known to be eligible for free school meals is above average. The proportion with special educational needs and/or disabilities, including those with a statement of special educational needs is larger than that found in most schools. A new headteacher was appointed after the previous inspection following a period of instability in the senior management team. A new staffing structure has been put in place. An assistant headteacher is currently temporarily acting as deputy headteacher and the inclusion manager is also sharing some of the deputy headteacher's responsibilities to cover a period of staff absence.

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?

2

The school's capacity for sustained improvement

2

Main findings

Shenton Primary School has improved significantly since its previous inspection and now provides a good quality of education in most respects. The headteacher, supported by the senior leadership team, is the driving force behind these improvements. Staff and the governing body share her vision that all pupils will succeed. Pupils are now making good progress in their learning because the quality of teaching has improved, with the majority being good or better. Pupils are inspired by a curriculum which captures their interest and imagination. Adults are supportive and form trusting relationships with pupils within the stimulating learning environment. These, together with pupils' good behaviour and positive attitudes to learning, underpin pupils' good achievement.

Standards are broadly average, but a pattern of improvement is emerging. Year 6 pupils' attainment has risen steadily from being low in 2008 to just above average in 2010. The school's most recent assessment information and evidence in pupils' work indicate that pupils' good progress is leading to similar outcomes again this year. An increasing number of pupils are achieving the higher grades in assessments at the end of Key Stage 1 and Key Stage 2, though not all of the most-able pupils reach these levels. Pupils with special educational needs and/or disabilities and those who begin school at the early stages of learning English are supported well, and the vast majority of these pupils make good progress.

Almost all pupils say that they enjoy school and the vast majority of their parents and carers endorse their views. Nonetheless, attendance figures remain average and some pupils lose valuable learning time, for example, when they are taken out of school for holidays in term-time.

The skills of senior and middle leaders have been successfully developed. They play their full part in monitoring and ensuring the evaluation of the school's work is accurate. They can demonstrate their impact on improvements made to the curriculum and to teaching and learning. However, a few instances remain where teaching is satisfactory because teachers are not using assessment well enough to plan activities that meet the needs of all pupils. This is particularly evident in Year 1, for example, where all pupils enter not having achieved the Early Learning Goals but spend too long engaged in the same quite formal teacher-directed activity rather than engaging in planned and purposeful play appropriate for their needs.

There has been a period of uncertainty in staffing and leadership of the Early Years Foundation Stage which has contributed to some inconsistency. Children make a good start to school life in Foundation Stage One. However, in Foundation Stage Two their progress slows because, for example, adults do not make as effective use of the good assessment information available to plan the next stages of learning which will challenge

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children of all abilities, and not enough use is made of the outdoor area to promote learning.

However, the school demonstrates its good capacity to improve by its strong track record of improving leadership, provision and outcomes for pupils. Staff demonstrate their commitment to reflect on their practice and to continue to work as a team to drive improvements.

What does the school need to do to improve further?

- Raise attainment in English and mathematics so that it is consistently above average by ensuring all teachers use assessments to plan activities which challenge all pupils to do well, particularly the most able.
- Improve the effectiveness of the Early Years Foundation Stage by:
 - making more effective use of assessment to plan the next steps of learning
 - making more effective use of the outdoor areas to support all areas of learning
 - improving the organisation of activities and adults to ensure opportunities to extend learning in other than teacher-directed activities are not missed, particularly for the most able
 - display more labels and visual clues in classrooms, including those in the first languages spoken by children
- Raise attendance to above average by working closely with parents and carers to reduce the number of absences in term-time for family holidays.

Outcomes for individuals and groups of pupils

2

Children's skills on entry to the school are low. Evidence presented in school and observed in lessons confirms that the rate at which they progress varies over time. They get off to a good start, their progress slows at the end of the Early Years Foundation Stage and Year 1 and quickens at the end of Key Stages 1 and 2. The achievement of all groups by the time they leave the school is good because the school takes swift action to intervene if it identifies any differences in their performance. Those pupils with special educational needs and/or disabilities and those in the early stages of learning English also do well, though for a very few of these pupils, progress slows when appropriate visual and other resources are not available to better promote early vocabulary skills and help them access the curriculum more easily. In lessons, pupils concentrate well and work well with a partner or in groups and this helps them to develop and offer their ideas readily. The school has become more successful in ensuring pupils reach the higher grade levels of which they are capable, though there are still more who could excel if they were always given activities which challenge them. For example, in a lesson in Year 4, pupils made excellent progress in their writing and vocabulary skills because they were given individual targets to work on with clear steps to learning success which were revised as the teacher checked understanding and moved learning on swiftly. In contrast, in a lesson in Year 3, pupils made only satisfactory progress in their ability to recognise and create compound sentences because all pupils were set a similar task, which was too hard for some and not challenging enough for others.

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Pupils develop many good personal skills. They are polite, respectful and know right from wrong. They are thoughtful of others and regularly raise money for local and national charities to help those who are less fortunate than themselves. They have a good understanding of ethnic and cultural diversity, helped by the study of other countries and joint activities with pupils from schools in contrasting communities. Most pupils say that they feel safe and know to whom to turn if they are worried or upset. They have a good understanding of how to live a healthy lifestyle. Pupils put forward ideas and views through the school council and learn about civic duty. Many pupils willingly take on a range of responsibilities that contribute to the smooth running of the school. Those which help promote sustainability, for example through recycling, litter picking and saving energy, are particularly popular. Pupils' enterprise skills are advanced through opportunities to produce and sell products at a profit, for example, through their own 'Ka-Cow Cafe'. They are prepared suitably for the next stage of their education and lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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?

The quality of teaching is good because the large majority of it enables pupils to make good progress. During the inspection, none was seen to be inadequate and some was outstanding. Many consistent strengths have been established. The planning format is well established and all teachers plan lessons with prior achievement in mind. Teachers' short-term lesson planning aims to meet the needs of different groups so that all pupils are

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challenged. In the best lessons, there is very good use of assessment with teachers modifying their plans as a result so that learning is highly individualised. In practice, however, there remain instances where, for example, starting and ending points are the same for all. Good-quality additional support is provided for those who find tasks more difficult, but the more able are not always given the opportunity to explore more deeply and to stride ahead. Pupils are given good opportunities to work and talk with a partner or in groups to solve problems and explain their ideas.

The relatively new curriculum is already well embedded and designed to excite and inspire. Enrichment opportunities are varied; they are enjoyed by pupils and have a high take-up. Topics chosen for study reflect the interests of both pupils and teachers and, consequently, their enthusiasm shines through. Topic themes often begin with the 'wow' factor of an exciting visit or outdoor pursuit and the positive impact of these is often reflected in the quality of the work which is done as a result. The curriculum also contributes well to pupils' personal development and well-being. Effective links are made between subjects, particularly between literacy and other subjects, and have contributed to a significant improvement in pupils' writing. For example, pupils in Year 4 developed their writing skills linked to their study of an African country. They wrote about a visit to the country using sophisticated language and similes to describe the climate, traditional clothing and 'mouthwatering tastes'. In a very few cases, teachers are not as skilled in delivering the rich, varied and hands-on curriculum that is appropriate to the needs of the children. This is particularly the case when pupils enter Year 1 who are not yet ready to leave behind many aspects of the Early Years Foundation Stage curriculum.

Good-quality care for all pupils lies at the heart of the school's ethos and is particularly evident in the welcome offered to all and the friendly, positive relationships in lessons and around school. New arrivals are settled in carefully and structured programmes for those who need additional nurture and support are swiftly put in place, often in partnership with a wide range of other agencies. The progress of pupils with additional needs is particularly closely tracked so that interventions are well targeted and secure good progress. On occasion, there are not enough resources, particularly visual aids, visual images and vocabulary prompts to promote even swifter early language development.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management have improved significantly in most respects since the previous inspection. The school's continuous drive to raise aspirations for pupils and staff has generated high morale. Senior leaders and the governing body are involved in

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monitoring and evaluating the effectiveness of provision and its impact on learning. Data are presented clearly, interpreted accurately and used to set future priorities for improvement. The impact of initiatives is tracked carefully and ensures the school provides good value for money. Priorities are clear, but milestones, expressed in terms of outcomes for pupils, are not always set, so that the school can closely evaluate its progress towards them. At the time of the inspection, good arrangements were in place to safeguard pupils and parents through clear policies and strategies, and parents and carers are confident that their children are safe in school.

The school is inclusive and the performance of groups is tracked to ensure equality of opportunity. For example, gaps between the performance of girls and boys and those entitled to free school meals and other pupils are closed, and sometimes reversed, because of the effective intervention strategies that are employed. The school tackles discrimination determinedly and all pupils, whatever their need or disability, are integrated and included in all that the school has to offer. Community cohesion is promoted well within and beyond the school's locality, For example, established links with other schools in different areas of the country have had a measurable impact on pupils' understanding and interest in the diverse nature of the many different communities to which they belong.

Partnerships are developing well through a range of events to promote the development of parents' and carers' skills in supporting their children's learning and the high visibility and accessibility of staff. Links with other local schools are used well, for example, for academic coaching of particular pupils. Education and health professionals contribute effectively to the promotion of pupils' good learning and well-being as do community police officers. The curriculum and care are supported well by local partners from industry, for example, in offering to support vulnerable families and by their personnel coming in to school regularly to read with pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage and form trusting relationships with adults to whom they are happy to go with any worries. They soon learn how to behave, to get on well with each other and with classroom routines. They learn about how to keep themselves safe, for example, they understand the dangers of charging around the outdoor area. Strong relationships are formed early on with parents and carers through home visits, and then an ongoing warm welcome is extended into the setting to share children's work.

Children enter the setting with lower levels of knowledge and skills than are expected for their age. They are carefully assessed and their performance is tracked. This information is used well in Foundation Stage One to plan a good balance of purposeful play activities and teacher-directed tasks which are well matched to children's needs and abilities and help them to make good progress. An adult is always on hand to catch those moments while children are at play to intervene and ask appropriate questions and extend learning further. In Foundation Stage Two, the good-quality assessment data available are used less effectively to plan the next steps of learning, and children spend too long all engaged in the same activity or listening to an adult rather than exploring and finding things out for themselves. Adults often focus on one activity and miss opportunities to intervene and extend the learning of other children with whom they are not working directly. The outdoor area is underused and there is a lack of labels and other visual clues throughout the setting. As a consequence, progress slows in Foundation Stage Two and is satisfactory in the Early Years Foundation Stage overall with most children not attaining the levels expected for their age by the time they enter Year 1.

There has been a period of inconsistency for the leadership of the Early Years Foundation Stage and the school's senior leaders have not been able to secure the same level of impact here as in the rest of the school. However, the school has taken appropriate steps to strengthen leadership and is very clear about what needs to be done to improve.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A slightly lower proportion of parents and carers of pupils registered at the school responded to the questionnaire than is usual. The responses received indicate parents' and carers' confidence and satisfaction with all that the school provides. A very few parents and carers raised individual concerns. These were discussed with the school while preserving the respondents' anonymity. One view expressed by a parent or carer and

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which was representative of several received noted that, 'Shenton has a wonderful, helpful headteacher and all her teachers are the same too. I am pleased with their teaching methods and the teachers are very helpful.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shenton 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	70	31	30	0	0	0	0
The school keeps my child safe	73	72	29	28	0	0	0	0
My school informs me about my child's progress	70	69	30	29	1	1	0	0
My child is making enough progress at this school	57	56	37	36	5	5	0	0
The teaching is good at this school	64	63	31	30	1	1	0	0
The school helps me to support my child's learning	62	61	37	36	2	2	0	0
The school helps my child to have a healthy lifestyle	54	53	46	45	1	1	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)	59	58	39	38	0	0	0	0
The school meets my child's particular needs	46	45	47	46	3	3	1	1
The school deals effectively with unacceptable behaviour	51	50	48	47	1	1	0	0
The school takes account of my suggestions and concerns	47	46	49	48	3	3	1	1
The school is led and managed effectively	45	44	48	47	2	2	0	0
Overall, I am happy with my child's experience at this school	68	67	30	29	1	1	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



18 March 2011

Dear Pupils

Inspection of Shenton Primary School, Leicester, LE5 3FP

Thank you for your contribution to your school's recent inspection. Special thanks go to those of you who completed questionnaires for us or spoke directly with inspectors. We learnt a lot about the school from these activities and watching you at work and play. We were impressed with your politeness and good manners.

We found that yours is a good school. We were struck immediately by the friendly and welcoming atmosphere when we arrived. You study interesting topics and enjoy learning. This, together with your good behaviour, is contributing to your good achievement. Your teachers are good at their job. They mostly make sure that your work is pitched at the right level for you, but we have asked them to make sure that this is always the case so that you all reach the levels of which you are capable.

Your school has moved from satisfactory to good since it was inspected three years ago. Your headteacher has made a huge contribution to this improvement with the help and support of the governing body, senior leaders and all of the staff. Your parents and carers have played their part too, through their encouragement and support for all that the school provides. Everyone is keen for the school to continue to get even better. Therefore, we have asked that all the adults in the Early Years Foundation Stage and the teachers in Year 1 plan and organise activities in the way which will help you learn best. We have asked them to make better use of the outdoor area and to display more labels in the languages that you all speak.

We noticed also that, although most of you attend school regularly, sometimes you take extra holidays in term-time and miss out on valuable learning time. So, we have asked the school to look at ways of reducing this by working with your parents and carers.

On behalf of the team, I wish you all every success in the future.

Yours sincerely

Joanne Harvey

Her Majesty's Inspector

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