

# Water Leys Primary School

## Inspection report

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 120079           |
| <b>Local Authority</b>         | Leicestershire   |
| <b>Inspection number</b>       | 358687           |
| <b>Inspection dates</b>        | 28–29 March 2011 |
| <b>Reporting inspector</b>     | Krishan Sharma   |

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

---

|  |   |
|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 4–10  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 347   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | John Crook  |
| <b>Headteacher</b>                         | Denise Randell  |
| <b>Date of previous school inspection</b>  | 19 September 2007                                     |
| <b>School address</b>                      | Guilford Drive<br>Wigston Fields, Wigston<br>LE18 1HG |
| <b>Telephone number</b>                    | 0116 2884135  |
| <b>Fax number</b>                          | 0116 2573728  |
| <b>Email address</b>                       | office@waterleys.leics.sch.uk                         |

---

|                          |                  |
|--------------------------|------------------|
| <b>Age group</b>         | 4–10             |
| <b>Inspection dates</b>  | 28–29 March 2011 |
| <b>Inspection number</b> | 358687           |

---

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](mailto: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 documentation 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'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors, who observed 12 teachers and 18 lessons or part of lessons. Meetings were held with the Chair and Vice-Chair of the Governing Body, middle and senior leaders and a group of pupils. They looked at some of the school's policies and procedures, samples of pupils' written work and the tracking data used to monitor their progress. Responses from 115 parental questionnaires were analysed, as well as those completed by Key Stage 2 pupils and by staff.

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

- How well does the school monitor pupils' progress and attainment from Years 3 to 5 and how well does it build on the broadly average attainment usually achieved at the end of Year 2?
- How does the planning of the curriculum meet the needs and interests of different groups of pupils, particularly those who speak English as an additional language and the more able?
- How rigorous are monitoring and evaluation, particularly of teaching and learning and of the implementation of strategic plans, and how well do leaders at all levels contribute to them?

## Information about the school

Water Leys is a larger-than-average sized primary school. Two-thirds of pupils come from White British backgrounds. The remaining one-third are from a variety of minority ethnic groups, of whom those from an Indian background are by far the largest group. A large majority of these pupils speak English as an additional language and very few are at an early stage of acquiring the language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of those with special educational needs and/or disabilities. Their needs range from moderate to serious learning difficulties, such as those with hearing impairment and autistic spectrum disorder. The school holds national Healthy School status, the International School Award, the International ECO-Schools Award and the Activemark award.

**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

Since its last inspection, when it was judged to be satisfactory, the school has improved on many fronts and is now a good school. Pupils' achievement, the quality of teaching and learning and leadership and management, are all now much stronger. This transformation is the result of the clear and sustained leadership provided by the headteacher, ably supported by other senior leaders and an effective governing body. The school enjoys outstanding relationships with its parents and carers, who are very pleased with what it does for their children. A new parent summed this up well by saying, 'Nothing is too much trouble for staff who take great care of making my children feel welcome'.

Pupils' achievement is good in Reception, where pupils make rapid progress, and throughout Key Stage 1. As a result, over the years, pupils' attainment at the end of Year 2 has been at least average and often significantly above average. It varies between subjects. For example, it is not as strong in writing as it is in reading and mathematics. Pupils continue to make good progress in Key Stage 2, so that the proportion of pupils who leave the school at or above national expectations for Year 5 is often high. It is not as high for the current Year 5 pupils because their starting points were lower than they usually are. Most pupils who speak English as an additional language make good progress and many of them gain at least the expected levels of attainment because their linguistic needs are precisely identified and are effectively met. Most of the more able pupils achieve levels that are above those expected for their age.

Teaching is good. The curriculum meets the needs and interests of all groups of pupils, including the more able and those who speak English as an additional language. Although in most lessons pupils are challenged to do their best, this is not always reflected in teachers' questioning across the school. Occasionally, questions are closed and do not probe pupils enough or require them to think hard. As a result, their learning is not stretched beyond the level at which they feel comfortable. Pupils have a good understanding of what they must do to stay healthy and their knowledge reflects the school's concentrated work towards gaining National Healthy School status. All groups of pupils are very well supported through the school's outstanding arrangements for care, guidance and support, as well as the outstanding use of external partnerships.

The school's self-evaluation is effective and has enabled it to maintain its good capacity for sustained improvement since the last inspection. There is a good range of monitoring and evaluation activities that are regularly undertaken by senior leaders, which provide them with accurate information on the impact of the school's policies and practice. The school's analysis of assessment data assists it in tracking the progress of individual and different groups of pupils. Occasionally, the assessment information is not used precisely enough to show individual pupils how to improve their writing.

**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

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

- Raise attainment in English and mathematics in Years 1 to 5 by:
  - using assessment information more effectively to identify the next steps in learning for individual pupils, especially in writing
  - increasing the level of challenge for all pupils by using open-ended questions that provoke their thinking and extend learning in lessons
  - providing consistently, through written and oral comments, precise guidance on how pupils could improve their work and by giving them time to reflect on and respond to the guidance given.

## Outcomes for individuals and groups of pupils

**2**

Pupils work hard in lessons and demonstrate a good attitude to their learning. They concentrate for a long time and can be trusted to work on their own. In lessons where pupils feel motivated their engagement and enjoyment is palpable. In one Year 4 lesson, pupils were preparing for their end of term production. Their understanding of what they would need to do to make their roles come alive was sharpened by the clear explanations and the examples presented by adults. They organised themselves sensibly and enjoyed rehearsing their scenes. All groups were observed by fellow pupils who knew what to observe and how to comment on their peers' performance.

Children's skills on entry to Reception are usually below the levels expected for children of this age, particularly in their communication and numeracy skills. As a result of the good progress they make, the proportion of children who reach close to the expected levels by the time they enter Year 1 is growing year-on-year. Currently, most pupils in Year 2 are on target to achieve at least the national average and some to exceed it. In Year 5, a large majority are on target to reach the nationally expected levels for their age, particularly in reading and mathematics. Pupils with special educational needs and/or disabilities make good progress because their needs are meticulously identified and the interventions provided effectively meet them.

Behaviour is good and it contributes to pupils' good learning. Pupils say they feel safe at school and their parents agree with them. They take on responsibility for a range of tasks in the life of the school and help others in the wider community by raising funds for good causes. Pupils are keen to attend school and their attendance is now above average. Their good achievement in acquiring average basic skills and well-developed personal qualities, such as getting on with each other and working in groups, prepare pupils well for the future. Pupils have a good understanding of what is right or wrong and what they should do when they have a choice to make. The celebration of different cultural events has increased their appreciation of cultural diversity.

**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

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 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        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</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>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</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

## How effective is the provision?

In all lessons, teachers make their intentions clear. The support of additional adults is clearly targeted and it improves the learning and progress of pupils who receive it, such as the hearing impaired. In the most effective lessons pupils learn at a good pace because tasks are well matched to their needs as a result of good assessment. Occasionally, tasks set are insufficiently challenging and teachers' questioning is less probing. There are many examples of teachers' written and oral comments that clearly guide pupils on how they could do better. However, it does not happen in all cases. Sometimes pupils continue to make the same mistakes, because they have not followed the teachers' guidance to improve their work.

The curriculum provides effective opportunities for most pupils to learn and apply their basic skills of literacy, numeracy and information and communication technology (ICT). Planning for the curriculum is adjusted to provide appropriate challenge for the more able pupils. External partnerships are effectively used to extend their learning and experiences. The regular provision of personal, social and health education contributes well to pupils' well-being and development. The focus on improving pupils' phonic skills to improve their reading and spelling has strengthened pupils' literacy skills across the school, particularly pupils who speak English as an additional language. A range of extra-curricular activities, educational visits, and partnerships with other schools and agencies, contribute well to pupils' learning. The school's achievement of the International School Award and the

**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

International ECO-Schools Award reflects its success in introducing global and environmental dimensions into its curriculum.

Support for pupils who have additional and specific needs is very well targeted from within the school's own, and, where appropriate, from external sources. As a result, these pupils make significant gains in their confidence and achievement. Staff know these pupils well and work with their families, who have a high level of trust in the school's ability to help them and their children. The effectiveness of the support is thoroughly monitored to ensure that the needs of pupils with identified special educational needs and other vulnerable pupils continue to be met.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

The headteacher's clear leadership has been effective in giving the school a sense of purpose, which is now embedded in all aspects of its work. Raising pupils' attainment and improving their personal skills are at the heart of the school's ambition. Increasingly challenging targets are being set. Arrangements for monitoring and the evaluation of teaching and learning are good, as are those for checking the implementation of the school's various plans for improvement. These provide an accurate view of its strengths and weaknesses. The effectiveness of the governing body is good. It has successfully contributed to the strategic direction the school has taken since its previous inspection. As a result of its systematic involvement with the school, it knows its strengths and weakness well.

Parents, including those from minority ethnic groups, feel included and supported through the wide range of links with them. The use of external partnerships is outstanding in providing effective support for pupils whose circumstances make them vulnerable, strengthening teaching and learning and enriching sporting and creative areas of the curriculum. All groups of pupils are treated fairly and discrimination of any kind is not tolerated. The monitoring of the performance of different groups has enabled the school to ensure that no significant gaps develop in their relative performance. Safeguarding arrangements in place meet requirements and match the recommended good practice in this field. Their application is consistent across the school and reflects the excellent care pupils receive. The school is a cohesive community in which cultural and religious diversity is recognised and celebrated. There is a regular focus on developing pupils' global awareness through international links with a school in France and other activities, such as 'Around the World Week'.

**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

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <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>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

From their starting points on entry to Reception, most children make good progress towards the early learning goal in most areas of learning. Their progress is less strong in early literacy and calculation. Those who speak English as an additional language make rapid progress, because of the support they receive from bilingual assistants. Children of different cultural backgrounds relate very well to each other. All of them are interested in the activities offered to them. Curriculum planning ensures that children have a range of enjoyable experiences in all areas of their learning, both inside and outdoors. A good balance of activities is offered daily, including those that children choose for themselves and others that are directed by adults. During the inspection, a group of children was taking on different roles at a garden centre. They were buying and selling, which required them to enter into a dialogue with each other and to spend the correct amount for their purchases.

The regular provision for the teaching of linking letters with sounds improves children's reading skills and encourages them to write. All adults are highly skilled in observing children and making accurate assessments of their achievements, which are effectively used in planning the next steps in their learning. Both Reception rooms provide a stimulating learning environment in which children feel safe. Leadership and management are effective and the work of the Early Years Foundation Stage is regularly monitored. There is a strong team spirit. Links with parents and carers are strong and are valued.



**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

*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        |

## Views of parents and carers

The proportion of parents and carers' who responded to questionnaires is average for primary schools. Of these, the vast majority agree with almost all 13 statements. They feel their children like being at school, feel safe and make enough progress. The inspection team found evidence that demonstrated that the school has improved considerably in all areas of its work since its last inspection. It still has more work to do in raising attainment.

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

Ofsted invited all the registered parents and carers of pupils registered at Water Leys 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 72             | 63 | 40    | 35 | 3        | 3 | 0                 | 0 |
| The school keeps my child safe  | 83             | 72 | 31    | 27 | 1        | 1 | 0                 | 0 |
| My school informs me about my child's progress  | 64             | 56 | 44    | 38 | 4        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 58             | 50 | 52    | 45 | 3        | 3 | 0                 | 0 |
| The teaching is good at this school   | 64             | 56 | 45    | 39 | 2        | 2 | 0                 | 0 |
| The school helps me to support my child's learning  | 58             | 50 | 48    | 42 | 5        | 4 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 66             | 57 | 46    | 40 | 1        | 1 | 1                 | 1 |
| 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) | 48             | 42 | 49    | 43 | 4        | 3 | 1                 | 1 |
| The school meets my child's particular needs  | 50             | 43 | 57    | 50 | 5        | 4 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 43             | 37 | 60    | 52 | 2        | 2 | 2                 | 2 |
| The school takes account of my suggestions and concerns   | 39             | 34 | 61    | 53 | 4        | 3 | 3                 | 3 |
| The school is led and managed effectively   | 48             | 42 | 61    | 53 | 2        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 64             | 56 | 48    | 42 | 2        | 2 | 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

| 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](http://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"><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.   |

**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.**



30 March 2011

Dear Pupils

**Inspection of Water Leys Primary School, Wigston, LE18 1HG**

Thank you very much for welcoming the inspection team to your school. We enjoyed looking at your work and talking to you about it. It was good to have a long chat with a group of you who came to see me and share your thoughts about the school with me. We judged your school to be good. It has many strengths but it can still do some things better.

These are the things we found out about your school.

Most of you make good progress in lessons.

Teaching is good and helps you learn.

Your behaviour, in and around the school, is good.

You enjoy coming to school and attend regularly.

You receive excellent care and support at school.

The school has excellent relationships with your parents and carers.

Your school is very good at using outside help to help you in your work.

Mrs Randell and the Chair of the Governing Body, Mr Crook, have worked hard to improve your school since its last inspection.

To improve your school further, the headteacher, other teachers and the governing body should do the following.

Make sure you improve your work in English and mathematics so that you achieve better standards.

Make sure teachers ask you more searching questions that make you think harder before you answer them.

You can also play your part by trying harder in lessons, particularly with your writing, by always following the guidance teachers give you and the comments they write in your books.

Yours sincerely

Krishan Sharma

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).**