

Scraptoft Valley Primary School

Inspection report

Unique reference number	120086
Local authority	Leicester City
Inspection number	379947
Inspection dates	22–23 May 2012
Lead inspector	John Horwood

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	359
Appropriate authority	The governing body
Chair	Michael Burden
Headteacher	Barbara Kent
Date of previous school inspection	18 September 2007
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Age group	3–11
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Introduction

Inspection team

John Horwood Additional Inspector

Joanne Sanchez-Thompson Additional Inspector

Glen Goddard Additional Inspector

This inspection was carried out with two days' notice. The inspectors used a number of strategies to observe learning. These included lesson observations ranging from 10 to 40 minutes. Approximately 10 hours was spent observing teaching which included visiting 24 lessons taught by 13 teachers. Meetings were held with staff, the Chair of the Governing Body and a group of pupils. Informal discussions also took place with parents, carers, helpers, visitors from external agencies and pupils. The inspectors observed the school's work, and looked at documents including the school development plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to questionnaires from 100 parents and carers were examined and analysed.

Information about the school

This is a larger-than-average-size primary school. Some pupils are taught in mixed-age classes but classes are becoming single age group classes as the school expands to a two-form entry school. The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are rising steadily and are higher than found nationally. The proportion of pupils known to be eligible for free school meals is above that found nationally. The proportions of disabled pupils and those who have special educational needs who are supported at school action plus or have a statement of special educational needs are much higher than found in most schools. The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress. The school manages a daily breakfast club which is held within the school. The number of pupils who join or leave the school at other than the normal times is above average. The school has experienced significant staffing issues due to illness and maternity leave.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Effective leadership ensures that teaching has improved, enabling pupils to reach average levels of attainment. Their behaviour is good. The school is not outstanding because pupils make good rather than outstanding progress; most teaching is good with only a small minority being outstanding.
- All groups of pupils make good progress in all subjects. The upward trend in attainment is continuing with the current Year 6. Newly introduced strategies to improve pupils' knowledge of letters and sounds (phonics) are having a good impact on raising standards for younger pupils, but have not had time to impact on English attainment in Key Stage 2. There are, however, few opportunities to use mathematical skills in other subjects.
- Teachers make lessons enjoyable and the good pace motivates pupils. Teachers adapt activities well to meet the needs of all pupils enabling them to make good progress. Teachers mark pupils' work regularly and targets are well-used together with written comments to help pupils reach the next step in their learning.
- Pupils' behaviour and their attitudes to learning are good. Pupils say they feel safe in school and are taught how to keep secure and healthy. They have a good understanding of potential dangers and how to keep safe.
- Leaders have a shared vision to improve the school and of the opportunities it offers. There is a strong focus on developing the confidence and self-esteem of all pupils early in their education so that they have the skills to learn. School performance is monitored closely and the professional development provided for staff has ensured that the quality of teaching has improved, leading to greater achievement by pupils. The curriculum is good and fully supports all aspects of pupils' spiritual, moral, social and cultural development.

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What does the school need to do to improve further?

- Improve the proportion of good and outstanding teaching and so increase pupils' progress and raise standards further by:
 - increasing the opportunities for using and applying mathematical skills across the curriculum
 - maximising the impact on attainment in English in Key Stage 2 of the recently introduced system to develop pupils' phonics skills
 - sharing the strengths in teaching currently within the school.

Main report

Achievement of pupils

All pupils make good progress from their individual starting points and attainment has risen steadily since 2010.

Attainment on entry to the Nursery is well-below age-expected levels. Children make good progress, especially in their social and personal skills, but are still well-below expected levels in other areas when they enter Reception. Good progress continues in all areas of learning and when they move to Year 1 pupils are working at below expected levels.

In Key Stages 1 and 2 pupils continue to make good progress. At the end of Key Stage 1 attainment is broadly average. A considerable number of pupils join or leave the school during Key Stage 2. Pupils continue to make good progress, but inspection evidence shows that the majority of late entrants to the school are lower attainers. The impact of this is to keep standards currently at broadly average levels, though they are continuing to rise steadily. Currently, in mathematics and English, including reading, attainment levels are average in Year 2 and in Year 6. There are no significant variations in the achievement of any group, including those known to be eligible for free school meals. Disabled pupils and those who have special educational needs are usually fully integrated into activities and well supported by teaching assistants although, where appropriate, they are taught in small groups for short periods. Pupils who speak English as an additional language are integrated into activities with necessary support. The most able pupils are given more challenging activities. Pupils' good progress is confirmed by the work seen in their books, and reflected in the responses of the overwhelming majority of parents and carers who returned questionnaires.

All lessons are well-planned and designed to motivate pupils, with good resources and challenging activities. Pupils enjoy their learning and are keen to learn. This was typified in a Key Stage 1 mathematics lesson where achievement was outstanding, pupils showed real excitement at predicting and measuring lengths, ensuring an

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excellent pace to the learning. Children in Reception really enjoyed their lessons, which were well-planned and gave them stimulating opportunities both indoors and outdoors.

Quality of teaching

The Early Years Foundation Stage is a well-managed unit with a well-planned curriculum which links both indoor and outdoor learning. All adults work well as a team and children have good opportunities to choose their activities within a secure environment. There are good systems to monitor progress and the learning journals for each child are excellent records of their achievements.

Parents and carers who returned the questionnaires correctly identify teaching as good. Throughout the school teachers have excellent relationships with pupils and have high expectations of their academic ability and behaviour. This contributes strongly to the good progress pupils make. Planning in most cases effectively supports progressive learning and challenge. The teaching of phonics, recently revised, is thoroughly enjoyed by pupils. For a group of pupils in Key Stage 2 rapid progress was made in phonics because the outstanding teaching provided a good range of activities of short, sharp duration supported by expressive teaching and role play. In a small minority of lessons pupils were not given enough initial guidance to tackle the tasks quickly and the pace slowed. The support required for disabled pupils and those who have special educational needs is identified early and put in place. In addition to good support from the teaching assistants the school makes good use of additional support teachers and local authority expertise where needed. This is particularly focused on supporting the pupils at school action plus and those with statements for their specific need, as well as the growing number of pupils who speak English as an additional language. Teachers have good subject knowledge and good classroom management skills. They use targets well to motivate pupils and they mark pupils' work carefully to help them know exactly how to get to the next level in their learning. Teachers are good role models and use curriculum content well to extend learning of a wide range of faiths and cultures. The personal, social and health education provision is good and ensures that teaching makes a significant contribution to pupils' good spiritual, moral, social and cultural development.

Behaviour and safety of pupils

The behaviour and attitudes to learning seen during the inspection were good. Parents and carers, as well as pupils and staff, confirm that this is the normal situation in the school. The questionnaire responses about behaviour and bullying are very positive about behaviour. A few parents and carers identified some disruption in lessons but school records show that this is associated with the behaviour of a very few pupils with behavioural difficulties which was seen to be well-managed. Pupils say they feel extremely safe in school, a view shared by staff, parents and carers. There have been exclusions during recent years but records show that they have been used as part of a well-managed behaviour policy and the frequency is reducing. There is no evidence of bullying of any kind in the school.

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Pupils are aware of the dangers of internet use and say they have not experienced cyber-bullying within school. Children in the Early Years Foundation Stage are well cared for and feel safe. They play and learn together well, and have positive attitudes and good behaviour. Pupils throughout the school are aware of the school's high expectations of behaviour and respect this. They take on responsibilities enthusiastically such as being playground buddies, assisting in the dining hall and being members of the school council. The school is a very harmonious community with excellent relationships throughout.

Leadership and management

The senior leadership team and the governing body provide good leadership and management. The headteacher provides strong leadership and is well-supported by staff at all levels. Her vision to provide pupils with a high quality education is shared by all leaders and is the basis for the clear school improvement plan. Parents and carers are overwhelmingly satisfied with the school. A typical comment was 'This is a very good school, an asset for the area.' Since the previous inspection, staff have been enabled to take ownership of pupils' progress with pupil progress meetings now well-established. Good progress has been made on the areas for development identified in the previous inspection. Leaders have dealt effectively with the challenges presented by staff absences. The school has a good capacity for sustained improvement, demonstrated by the steady rise in standards by Year 6. The governing body is well led and provides good support and challenge to the school. Governors are actively involved in monitoring progress and have developed their own five-year strategic plan. The school self-evaluation is accurate and the school development plan demonstrates the clear vision of leaders. Leaders at all levels are actively involved in monitoring school improvement.

Leaders ensure teaching improves by providing a good range of professional support for teachers and through a rigid monitoring process of both teaching and pupils' progress. The effectiveness of actions taken to support groups of pupils is also monitored. Teachers are given opportunities to work with other teachers and visiting specialists as well as visiting other schools to see their methods. Leaders are aware that the best practices now need to be shared across the school and this includes the recently introduced teaching of phonics. The excellent relationships throughout the school mean that every pupil is well known by adults and their individual needs are addressed to ensure they all have equal opportunities to succeed. The progress of all pupils is similar and there is no evidence of discrimination of any kind. Safeguarding requirements are met. Supervision and organisation of the breakfast club are excellent and pupils behave well and demonstrate excellent relationships with all age groups who attend.

The curriculum has a strong focus on literacy and numeracy as a basis for improving academic standards. The breadth and balance are extended through links between subjects although opportunities are not taken to promote mathematical skills through other subjects and so raise attainment in mathematics. Information and communication technology is used throughout the curriculum. Pupils say they have a

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wide range of clubs and activities at lunch time and after school. Visits to places such as 'The Warning Zone' make a significant impact on pupils' understanding of risk and choices. The curriculum is adapted well to support disabled pupils and those with special educational needs, as well as providing opportunities for the specific gifts and talents of pupils. The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 May 2012

Dear Pupils

Inspection of Scraftoft Valley Primary School, Leicester, LE5 1NH

Thank you for making us welcome when we visited your school. We enjoyed talking with you, reading the questionnaires some of you completed, and looking at the work you do. It was good to see you enjoying your lessons and your playtime. Your school provides you with a good education.

There are many things we admired about your school and these are a few of them.

- Relationships within the school are excellent.
- Your behaviour and how you keep yourself safe are good.
- You all get on very well together and enjoy coming to school.
- Teaching is good in your school and lessons are made enjoyable.
- You make good progress while you are at the school.
- The headteacher provides good leadership and ensures that all aspects of the school are well led and managed.
- You are well cared for in school.
- The questionnaires that some of you and some of your parents and carers completed show how pleased you are with all aspects of the school.

For the school to become better, we have asked your headteacher to:

- help you do better in mathematics by giving you more opportunities to practise your mathematical skills in other subjects
- review how the recently introduced system for teaching you phonics skills can be best used to help you all make as much progress as possible in English
- increase the proportion of good and outstanding teaching by teachers sharing the methods that work best in their lessons.

All of you can help the school to move forward by continuing to work hard. I wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

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