

Desford Community Primary School

Kirkby Road, Desford, Leicester, LE9 9JH

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The majority of pupils achieve well, often from low starting points, and learn successfully in many subjects.
- Children get off to a good start in the Early Years Foundation Stage because teaching is good.
- Teaching is good at both key stages and leads to pupils making strong personal development and good academic progress.
- Pupils, including disabled pupils and those who have special educational needs, enjoy the variety of activities in lessons.
- The school has a very welcoming atmosphere and adults provide excellent care and support for all pupils. Each pupil is highly valued and given an equal opportunity to succeed.
- Pupils' behaviour is consistently good in lessons and around school. They have good attitudes to learning and get on very well together.
- Bullying is rare, and pupils feel safe in school. Attendance is above average and exclusions are very low in number.
- Sustained effort, determined leadership and timely professional development have improved the quality of teaching overall, though a few shortcomings remain.
- All leaders, including governors, have focused successfully on raising the achievement of all pupils.
- Pupils' performance is closely tracked and the school has a clear picture of their progress.

It is not yet an outstanding school because

- the quality of teaching, although good, has some inconsistencies. Occasionally teachers' expectations of what pupils can achieve slow progress.
- some lessons do not ensure that all pupils make consistently good progress because a few teachers do not plan their lessons as thoroughly as others.

Information about this inspection

- This inspection was carried out with one day's notice.
- Inspectors visited 20 lessons led by nine of the school's teachers.
- Meetings were held with staff, parents and carers, as well as with members of the governing body and pupils.
- Inspectors observed the school's work and looked at development plans, records of pupils' progress, arrangements for safeguarding and documentation on monitoring teachers' performance.
- Inspectors took account of the 51 responses to the on-line questionnaire (Parent View), and one letter from a family.
- They also scrutinised 25 questionnaires returned by staff.

Inspection team

Andrew Stafford, Lead inspector

Additional inspector

Elizabeth Needham

Additional inspector

Patricia Hunt

Additional inspector

Full report

Information about this school

- The school is average in size compared with other primary schools.
- A very small proportion of pupils is known to be eligible for the pupil premium, and this is well below average.
- The proportion of pupils supported through school action is broadly average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current floor standards which sets the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching, eradicating the remaining weaknesses, by:
 - raising all teachers' expectations of what pupils can achieve
 - ensuring that all teachers plan lessons that engage pupils effectively to make sustained good progress.
- Focus professional development, through systematic performance management by senior leaders, to ensure that all teaching is of the highest quality.

Inspection judgements

The achievement of pupils is good

- When children join the school, many have skills below those expected for their age, especially in their social development and their communication. Progress is good and their skills are at the expected levels when they enter Year 1.
- Children's skills in linking letters and the sounds they make, and their ability to read and write, are better than in the past. This is because the school has successfully employed a structured approach to teaching literacy.
- The literacy scheme is well taught, and its impact is enhanced by all adults concentrating on the development of speaking and listening skills. For example, in a mixed Reception/Year 1 session, children were speaking sentences as the adults asked them what they could see in their picture stories.
- Pupils' progress in English and mathematics lessons is improving in Key Stage 1. Attainment is steady and has been broadly average for the previous three years, with writing being slightly stronger than reading and mathematics.
- Attainment has risen to above average in English and mathematics by the end of Key Stage 2, making progress for these pupils good. More pupils are reaching the higher Level 5 in English and mathematics than found nationally.
- There are occasional inconsistencies in some pupils' rate of progress because expectations are sometimes too low and work is not always set at the right level.
- Pupils are enthusiastic about their lessons because learning is brisk. When asked about why he was enjoying his work one boy replied that the challenge in mathematical conjecture made him think hard.
- Parents and carers rightly say that their children make good progress. Pupils who are disabled and those who have special educational needs make good progress because they receive well targeted and individual support, in class and in withdrawal groups. Pupils who are entitled to benefit from additional funding also progress well.

The quality of teaching is good

- Lesson observations provided strong evidence that teaching is good and is promoting good progress. Pupils say that they are particularly enthusiastic about their lessons where teachers use a variety of methods that include making learning enjoyable.
- For example, in a lesson for Year 2 pupils, they learnt descriptive writing skills by preparing adjectives. They demonstrated that they knew how to interest the reader through engaging starter sentences. 'Once there was a man who was kind but poor', read one girl showing her pleasure in learning well.
- Teachers' expectations of pupils' behaviour and achievements are usually high. However, the work set is sometimes not suitable for the lesson objective or appropriate to ensure that learning is secure and progress is good.
- Resources, including information and communication technology, are used effectively to support learning in lessons. For example, multiplication pyramids were displayed on

computer screens to help pupils understand the pattern and arrive at the next number.

- Pupils are given many opportunities to work together and they understand that usually more can be achieved than they could achieve alone. Relationships between pupils and staff are productive and encourage the development of confidence and resilience.
- Teaching assistants are skilled and knowledgeable and most make a positive contribution to pupils' good achievement, including for disabled pupils and those who have special educational needs. Most are good at questioning pupils to check their understanding and at reshaping their explanations for those who find learning more difficult.
- Pupils enjoy the generous praise that is often given. Most teachers review the learning in a lesson very effectively, but this good practice is not fully embedded across the school. Sometimes pupils reach the end of a lesson without a clear picture of what gains they have made in learning.
- Assessments are frequent and rigorous, enabling leaders and teachers to set challenging individual targets. Marking is generally good and tells pupils what they need to do to improve their work. However, there is variability in its effectiveness for some pupils.

The behaviour and safety of pupils are good

- Parents, carers, staff and pupils are all highly positive about behaviour, which are typically good. This is reflected in a calm atmosphere where pupils are consistently respectful of staff and thoughtful about the way they treat each other.
- Pupils have positive attitudes to learning. In a minority of lessons a small number of pupils find it difficult to sustain concentration when working on their own but are able to sustain their efforts if they are given a set amount of time to complete the task.
- Pupils work together well and are often keen to help each other in lessons. Playground 'Buddies' add to the positive atmosphere and all ages mix well together. This is particularly evident when groups of children play happily together on the large equipment installed in the extensive school grounds.
- Bullying is rare and pupils are emphatic when they say that they cannot think of any incidents or recall any racist comments. Pupils feel safe and say that adults look after them well. Pupils are aware of different kinds of bullying, including cyber bullying, and know how to keep themselves safe when using the internet.
- Behaviour is managed well by adults. There is a clear system where pupils understand that there will be consequences as a result of their actions. Attitudes and behaviour are rewarded and celebrated as much as good achievement. Attendance is above average.

The leadership and management are good

- Well focused leadership by the headteacher and senior leaders is reflected at all levels of management. Planning documents illustrate well the drive to continually improve the school and to provide a high-quality education for all pupils.
- Strong management of the performance of teaching and the well-developed programme for training have brought about improvement for most teachers. The monitoring of the quality

of teaching is sharply focused and highlights how teachers can improve their practice. However, a few teachers have yet to become consistently skilful in planning their work.

- Interesting activities are provided for all pupils across the subjects taught, especially through the termly topics. Assembly themes are studied further in class and make a very strong contribution to pupils' good spiritual, moral, social and cultural development.
 - Extensive opportunities to read and write, especially at Key Stage 2, in a range of contexts ensure that pupils make good progress. Pupils use stories to help them learn about topics in the humanities and are able to pursue their own interests or lines of enquiry. Through 'Brain Builders', pupils are set a series of assignments to be completed at home and provide much appreciated opportunities for extended study supported by parents.
 - Well-established systems for checking pupils' progress, in particular disabled pupils and those with special educational needs, are used regularly to identify and tackle any underperformance. Leaders and managers energetically promote equality and successfully deal with any discrimination, and this is reflected in the good progress made by pupils.
 - The local authority provides effective support for the teaching of English and mathematics which has improved the quality of teaching in these subjects.
- **The governance of the school:**
- accurate and well-focused self evaluation is the result of regular meetings between senior leaders and members of the governing body, and this extends to robust monitoring and management of the performance of all members of staff.
 - comprehensive checks are carried out by the governing body to make sure that the school's arrangements to keep the pupils safe are robust, and safeguarding arrangements fully meet requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119921
Local authority	Leicestershire
Inspection number	401887

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	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Jane Brennan
Headteacher	Martin Turnham
Date of previous school inspection	30 September 2009
Telephone number	01455 822379
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