

Thurnby Lodge Primary School and Speech and Language Unit

Dudley Avenue, Leicester, LE5 2EG

Inspection dates 27–28 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.

- As a result of good teaching, children make good progress in the Early Years Foundation Stage from starting points that are often well below those expected for their age.
- Because teaching and learning are good, pupils' good progress continues and, at the end of Year 6, their attainment is similar to that of pupils in most schools.
- All groups of pupils, including those in the speech and language unit, make equally good progress.
- Teaching assistants provide good support for any pupils who need additional help.
- Good school leadership has successfully improved the quality of teaching and raised pupils' achievement and attendance.
- Pupils have positive attitudes to learning, and behaviour is good in lessons and around the school.
- Pupils feel safe and well cared for at school
- Governors are very supportive and provide good levels of challenge.

It is not yet an outstanding school because

- The planning of topic work does not provide enough opportunities for pupils to apply their basic skills across a wide range of subjects and to develop their creative abilities.
- Subject leaders have yet to develop their skills of checking, evaluating and improving the work of the school through lesson observation and detailed analysis of information about pupils' progress.

Information about this inspection

- This inspection was carried out with one day's notice.
- The inspectors observed teaching and learning in 18 lessons, four of which were joint observations with the headteacher.
- They held discussions with the headteacher, other staff, local authority staff, external advisers, the Chair of the Governing Body, pupils and some parents and carers at the start of the school day.
- Pupils were heard reading.
- The inspectors took account of eight responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the breakfast club, and looked at the school's policies, assessment information, a wide range of pupils' work, teachers' plans and school improvement planning.
- The inspectors analysed 21 questionnaires completed by staff.

Inspection team

Kenneth Thomas, Lead inspector	Additional inspector
Mehar Brar	Additional inspector
Fatiha Maitland	Additional inspector

Full report

Information about this school

- Thurnby Lodge is an average-sized primary school.
- The movement of pupils in and out of the school throughout the school year is well above that in most other schools.
- An above average proportion of the pupils, about a quarter, are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils with English as an additional language.
- While the proportion of pupils supported through school action is below the average, about one-fifth of pupils are supported at school action plus or with a statement of special educational needs. This is well above the national average.
- The school has specially resourced provision for pupils with special educational needs. Eighteen pupils are taught in the speech and language unit which serves both Leicester City and Leicestershire.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher took up her post five weeks before the start of the inspection.

What does the school need to do to improve further?

- Ensure that the planning of the different subjects taught through topic work provide pupils with more opportunities to apply their literacy and numeracy skills in a variety of contexts and to develop their creative abilities.
- Ensure that all subject leaders develop the skills necessary to monitor, evaluate and improve work in their areas of responsibility and so make a full contribution to continuing school improvement.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the last inspection.
- Children enter the Nursery class with knowledge, understanding and skills that are often well below those expected for their age, particularly in communication, language and literacy, and social and emotional development. Because provision in the Nursery and Reception classes is good, most children make good progress in their learning and many children are achieving standards closer to average when they enter Year 1.
- Pupils in Key Stage 1 make good progress and, although attainment in reading, writing and mathematics at the end of Year 2 is below average, more pupils are reaching or exceeding the levels expected for their age. As attainment in the Early Years Foundation Stage improves, pupils have a more secure foundation on which to build.
- At the end of Year 6, attainment in reading, writing and mathematics has risen steadily over the last three years and is now average. Although boys' reading and writing skills are still below those of girls, the gap is smaller than that seen nationally.
- A regular and systematic programme for the teaching of phonics (letters and the sounds they make) helps to ensure that pupils acquire essential basic reading skills. Many say that they read at home and by Year 6 most are competent in the use of their reading skills to gather information.
- The good use of teaching assistants helps to ensure that disabled pupils and those who have special educational needs make good progress because they are helped to achieve targets that are well matched to their individual needs.
- Pupils achieve equally well irrespective of ethnic heritage, and pupils who speak English as an additional language make progress in line with their peers.
- Leaders' close tracking of pupils' progress ensures that gaps in learning are identified and addressed quickly. This reflects the school's good promotion of equality of opportunity and freedom from discrimination.
- Well-organised, specialist, small group and individual support for pupils with speech and language difficulties underpins their good progress.
- Pupils for whom the school receives additional funding through the pupil premium make good progress. This funding is used well to improve provision through, for example, additional staff and specialist literacy and numeracy resources.

The quality of teaching is good

- Good teaching enables pupils of all backgrounds and abilities to learn successfully make good progress and achieve well.
- Parents and carers say that they are very satisfied with the provision in the Early Years Foundation Stage where there are some examples of outstanding teaching. Adults take every

opportunity to promote learning and personal development, and encourage children to talk about their learning.

- Teachers' good classroom management skills, together with high expectations of pupils' behaviour, ensure that there is a calm and purposeful learning climate in virtually all lessons.
- In lessons and around school, staff promote good relationships and treat pupils with respect and courtesy. This, together with the respect shown for different cultures, underpins pupils' good spiritual, moral, social and cultural development.
- Accurate assessment information provides teachers with a clear understanding of how well pupils are doing and the action they should take to support their learning.
- When they mark the pupils' books, teachers provide constructive feedback on pupils' performance. Good work is acknowledged and helpful comments guide improvement.
- The sharing of pupils' thinking with others in paired or small-group work helps to develop their speaking and listening skills.
- Tasks given to pupils with special educational needs are carefully planned to ensure that they make good progress towards their individual targets.
- Teachers and support staff ensure that appropriate resources are provided for pupils with speech and language difficulties so that their needs are fully met and good progress is made both in lessons and withdrawal groups.
- The planning of topic work does not provide pupils with enough opportunities to develop their creative potential and to apply their literacy and numeracy skills in a wider range of contexts.

The behaviour and safety of pupils are good

- The vast majority of pupils behave well in lessons and around the school. Teachers, pupils, parents and carers who spoke to the inspectors said that behaviour is good.
- Pupils develop increasingly positive attitudes towards learning as they move through the school. They work cooperatively in small groups and respond well to the requests of adults. For example, pupils in Year 4 worked well in pairs and small groups when identifying and classifying different symmetrical shapes because they responded enthusiastically to the teacher's support and encouragement.
- This is a harmonious school where pupils are friendly and care for each other well. Pupils from all backgrounds get on well with each other.
- The caring nature of the school has resulted in barriers to learning being overcome for pupils who find some aspects of school life difficult. For example, the 'Jungle Cubs' nurture groups make a positive contribution to pupils' social and emotional development.
- Incidents of bullying are rare. Any incidents of physical bullying or persistent name calling and are recorded carefully by the school and swift action is taken to ensure that they are not

repeated.

- Staff have successfully improved pupils' attendance, which was an area recommended for improvement at the last inspection. Attendance is now average and pupils arrive on time.

The leadership and management are good

- Effective leadership and management have had a significant impact on pupils' progress and achievement since the last inspection. High expectations are communicated to all staff, and there is a strong sense of teamwork. Procedures to manage teachers' performance, linked to on-going training, have improved teaching from satisfactory to good.
- The recently appointed headteacher has quickly established a clear understanding of the school's strengths and where improvement is needed. Regular checks are being carried out to improve teaching further, and systems are in place to make sure teachers are held to account for the progress of pupils in their classes. Teachers and other staff say that they are well supported through training to achieve their targets.
- A number of subject coordinators have only recently been appointed to their new roles. They do not, as yet, have the necessary skills to monitor trends in pupils' achievement and to evaluate the impact of teaching on pupils' learning in lessons.
- The curriculum is enriched well by a variety of after-school clubs, visits out of school and residential experiences. Pupils' spiritual and cultural development is nurtured well through, for example, music and the arts. Social and moral development is promoted through regular opportunities for pupils to talk to each other about their learning and through the acceptance of clearly defined boundaries of what is right or wrong.
- The local authority's support for the school over recent years, together with the effective consultancy advice, has contributed well to the improvements in teaching and the analysis of assessment of information.
- Relationships with parents and carers are very positive and many respond positively to the school's strategies to engage them in their children's learning. For example, over sixty attended the school's harvest assembly on the first day of the inspection.
- **The governance of the school:**
 - is effective, because the governing body fulfils its duties well and, with appropriate guidance, is rigorous in setting and reviewing the headteacher's management objectives
 - is well informed by detailed reports from the headteacher and staff, regular visits to lessons and focused discussion on school performance information
 - manages funding conscientiously to ensure that all income is spent for the purposes intended.

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	120057
Local authority	Leicester
Inspection number	401900

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	228
Appropriate authority	The governing body
Chair	Peter Oldfield
Headteacher	Cleo Adediran
Date of previous school inspection	18 January
Telephone number	0116 2413086
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