

# Knighton Fields Primary School and Community Centre

Knighton Fields Road West, Leicester, LE2 6LG

**Inspection dates** 18–19 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The teaching requires improvement because there is not yet enough that is of consistently good quality to ensure all pupils make sufficient progress.
- Many pupils do not reach the levels expected for their ages although standards in English and mathematics are rising.
- Standards in writing are rising more slowly than those in reading and mathematics.
- The quality of pupils' learning has been inconsistent in recent years leading to some underachievement. Although this has been addressed some pupils are still not always actively involved in lessons and do not always understand how well they are doing or what they need to do to improve.
- Some of the underachievement is due to parents and carers not taking a full part in school life or ensuring their children attend school regularly enough.
- Leadership and management require improvement because, although there have been many changes for the better, these have not yet had time to make a sufficient difference to pupils' results.

### The school has the following strengths

- The school has a warm, welcoming and friendly feel. Pupils are kept safe and well looked after. Their behaviour is better than it has been in the recent past.
- Teaching has improved through a range of approaches including further training.
- The Early Years Foundation Stage provides a good start to the youngest children's education.
- The headteacher, together with senior staff and the governing body, has identified and rapidly tackled many of the school's weaknesses, especially in teaching.
- The school's plans for improving are detailed and well thought out. They provide a good basis for making sure things continue to improve.

## Information about this inspection

- Eighteen lessons or parts of lessons were observed.
- Meetings took place with the headteacher, staff, pupils, members of the governing body and two representatives of the local authority.
- A number of pupils read to the inspectors and talked about their work. Samples of pupils' past and current work were scrutinised.
- Six parents made their views about the work of the school known through the Parent View website.

## Inspection team

Geof Timms, Lead inspector

Additional inspector

Joanne Sanchez-Thompson

Additional inspector

## Full report

### Information about this school

- Knighton Fields is a broadly average-sized primary school.
- An above average proportion of disabled pupils and those who have special educational needs are supported by school action.
- An above average proportion of the pupils are supported at school action plus or with a statement of special educational needs.
- A well-above average proportion of the pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- At the time of the inspection the headteacher had been in post for one year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make more of the teaching consistently good or better by:
  - ensuring pupils are more actively involved and participating in all lessons
  - ensuring the feedback given to pupils is effective in helping them understand what they need to do to improve and that they are given time to respond to this
  - making sure pupils are clear about the purpose of what they are doing and how it will help them achieve their targets
  - ensuring all small-group or one-to-one work is closely focused on pupils' identified needs.
- Raise standards in writing, so that more pupils reach the levels of which they are capable, by:
  - providing more opportunities for talk, drama and role play
  - giving pupils more opportunities to write at length and for different purposes
  - improving pupils' handwriting, punctuation and spelling.
- Increase parents' and carers' participation in school life so they become more active partners in their children's learning and ensure children's full attendance.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start in the Nursery class with knowledge and skills that are below those typically expected for their ages. Their speaking skills are particularly poor. Progress through the Nursery and Reception classes is good. Even so, by the time they are ready to start Year 1, many of their communication and number skills remain below those expected.
- In Years 1 and 2, progress has been uneven in the past but is currently good. Standards, especially in reading and mathematics, have risen. The teaching of sounds and letters is more structured and teachers' skills have improved. However, early writing skills are at a lower level than expected. In one lesson in Year 1, there was a clear improvement in pupils' number skills during an activity where they estimated and counted numbers of objects.
- The current progress in Years 3 to 6 is good. The school's results in the last national test for Year 6 were the best they have been for a long time, although still below average. The best progress is currently being made in mathematics, as this has been a focus for improvement throughout the school.
- Although good progress is also evident in reading, it is less secure in writing, partly because of poorer basic skills such as spelling, punctuation and handwriting, but also because pupils do not have enough opportunities to write longer pieces or in different styles.
- The current good overall progress seen throughout the school is due to improvements made to the quality of teaching and learning. Teachers are better at matching activities to pupils' prior attainment and the skills they have already acquired.
- Leaders are aware that poor attenders make less progress and they are vigilant in trying to ensure this is kept to a minimum. The school is using its pupil premium money appropriately to provide better liaison with difficult to reach families and to narrow any identified gaps in achievement.
- Pupils who find learning more difficult are well supported and because of this they make progress that is in line with their peers. Support for mathematics has clearly had a positive impact on standards. However, some of the work with small groups of pupils or on a one-to-one basis, including some of the work on sounds and letters, is not as well-matched to the needs of the individual pupils and so progress is more inconsistent.

### The quality of teaching

### requires improvement

- The headteacher has had a clear focus on improving the quality of teaching and learning since she was appointed and this continues. The use of appraisal and performance management, supported by appropriate professional development, has had a positive impact. The current team of teachers and teaching assistants is working hard to raise standards. However, the teaching requires improvement because too few lessons are consistently good or better.
- The best teaching ensures pupils' full participation and keeps them actively involved in their learning. For example, in one outstanding session the teacher used an imaginative role play that kept all pupils completely engrossed in the task of devising vocabulary to describe actions and objects. However, this excellence is rare and insufficient opportunities for pupils to talk, act and role play in a range of activities hinder their progress in writing.
- Teachers usually deal with those pupils who have behavioural difficulties effectively and this

ensures there is little disruption to learning for the majority. Work is often targeted at different groups because of assessments made of their previous learning. When it is done well this leads to teachers identifying pupils' individual learning needs for the next lesson.

- There are times when the work is too easy or too difficult and does not lead to effective learning. In some lessons, pupils are not as actively involved in their learning, or do not understand the purpose of what they are doing well enough, to support good progress. This is also sometimes the case in small-group or one-to-one interventions. Even so, the support is often targeted well. This happens, for example, in Year 6 where a group of pupils needing extra help to achieve the appropriate level in mathematics receive targeted support.
- The school has worked to improve the effectiveness of marking and the feedback given to pupils. This work is at an early stage and is yet to have a full impact consistently in all year groups.

### **The behaviour and safety of pupils** requires improvement

- The improved behaviour of pupils has been a significant focus for the headteacher since she was appointed. This has been very effective in creating a calmer, more purposeful environment. Exclusions and incidents of poor behaviour have been carefully monitored, and have reduced significantly over the last twelve months.
- Behaviour in lessons and outside still requires improvement as there are occasions when low level disruption causes the pace of lessons to drop and some pupils to become distracted. A number of the pupils find it difficult to interact positively with others. Even so, such incidents are less common and the school has a more consistent way of dealing with them if they do occur.
- Pupils say they feel safe at school and that if any bullying occurred they are confident it would be dealt with well by adults. This is supported by the parents' and carers' views. However, the small number of responses to Parent View reflects the difficulty the school has in engaging with parents and involving them in their children's learning.
- Pupils have growing opportunities to work cooperatively and collaboratively in lessons, and to develop their social skills. The arrival of newly-hatched chicks was greeted with delight by pupils and the caring for the school's fully grown hens supports their spiritual, moral, social and cultural development well.
- Attendance remains a significant issue for the school as it is well below average. Although the school has worked extremely hard to reduce the number of persistent absentees, using local authority support and the courts when needed, it remains a barrier to some pupils' progress.

### **The leadership and management** requires improvement

- Since her appointment, the headteacher has worked closely and very effectively with staff from the local authority to address the weaknesses identified. The local authority has provided effective support and challenge. This has had an impact on the rapid improvements now being made.
- The school's view of its work is accurate. This is helping staff recognise areas of weakness and to make the improvements needed. In addition, there is a willingness to seek outside support and expertise as required. For example, the school works closely with another local

school to share and spread good practice in leadership and in classroom teaching.

- The current senior staff team are working very effectively, with the headteacher to raise standards and improve the quality of teaching and learning. Subject leadership in English and mathematics is strong. Good monitoring activities include talking with pupils and scrutinising their work as well as working alongside staff to spread good practice.
- Although there have been significant improvements to all aspects of the school's work, many of these are recent and have yet to become fully embedded in day-to-day practice. However there is a shared vision and all staff are working together as an effective team to make the improvements needed. They all say they are proud to be a member of staff at Knighton Fields. One illustrated this team effort by writing, 'I love making a difference to these children's lives.'
- The curriculum provided for pupils is broad and balanced but the school is at an early stage of reviewing this and has identified that there are gaps, especially in the opportunities provided to write at length and in different subjects.
- **The governance of the school:**
  - has improved since the last inspection and is now providing the school with good support
  - has improved the monitoring of the school's work so governors have a better understanding of strengths and weaknesses
  - has well-structured committees with regular visits to school and meetings with the headteacher.

## 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

<b>Unique reference number</b>	120066
<b>Local authority</b>	Leicester
<b>Inspection number</b>	401902

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Clark
<b>Headteacher</b>	Helen Tarokh
<b>Date of previous school inspection</b>	5 July 2010
<b>Telephone number</b>	0116 233 0666
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