

# Taylor Road Primary School

Taylor Road, St Matthew's Estate, Leicester, LE1 2JP

**Inspection dates** 30–31 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school is at the heart of its local community and this contributes strongly to its success. Its work is regarded highly by its families.
- Pupils show great respect for staff and make a special contribution to their learning through their exemplary attitudes.
- Pupils' behaviour around the school, and their spiritual, moral and social development, are outstanding. They value the school's rich multicultural diversity and this prepares them exceptionally well as future citizens.
- Teaching is consistently good or better throughout the school, and its outstanding elements have a much wider impact beyond the classroom.
- Leadership, management and governance are of high quality. This ensures excellent teamwork and consistent approaches to teaching.
- The school sets out to provide the best possible education for its pupils. The way it focuses on pupils' learning and personal development results in their excellent achievement and rapid progress.
- The school's continuous drive for improvement includes regular reviews of all aspects of its work; this is focused currently on reading.
- Senior staff actively help any less experienced teachers to develop their teaching and leadership skills.

## Information about this inspection

- Inspectors observed 30 lessons, including a joint observation with the headteacher. All class teachers and their teaching assistants were seen.
- Other direct observations included hearing pupils from Years 2 and 6 read and a scrutiny of pupils' work.
- Inspectors looked at a wide range of school documents, including: development plans; policies; self-evaluation reports; various monitoring files; development plans; safeguarding and curriculum materials; governing body documents; and information for families.
- Meetings were held with groups of pupils from Key Stages 1 and 2, including pupils whose circumstances make them more vulnerable. In addition, many informal opportunities were taken to talk with pupils.
- Discussions were held with the headteacher and deputy headteacher, class teachers, members of the governing body and a representative of the local authority.
- Inspectors took account of the 15 responses to the online questionnaire (Parent View), and spoke individually with several parents and carers during the course of the inspection.

## Inspection team

Michael Miller, Lead inspector	Additional Inspector
Margaret Lewis	Additional Inspector
Lynn Lowery	Additional Inspector
Edgar Hastings	Additional Inspector

## Full report

### Information about this school

- This is much larger than the average-sized primary school. There are four classes in the Early Years Foundation Stage, and three in each of Years 1 to 3; there are two classes in each of Years 4, 5 and 6. Numbers are expected to rise further over the next three school years.
- Since its last inspection in 2008, the school has moved to new, purpose-built accommodation on an adjacent site.
- The school meets the current government floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of Year 6.
- The majority of pupils, nearly 60%, have Black or Black British backgrounds, particularly from African heritages. A small minority, just under a third, come from Asian or Asian British backgrounds, especially from Indian heritage. A few pupils come from White, Mixed or other ethnic backgrounds.
- The percentage of pupils who speak English as an additional language is well above average. Most pupils speak English as their second language.
- The school is multi-ethnic and multilingual. Currently, the school's pupils speak 25 different languages and come from some 18 different ethnic heritages.
- The majority of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils who receive free school meals and children in local authority care.
- The proportions of disabled pupils and those who have special educational needs who are supported through school action is below average. The percentage supported through school action plus or a statement of special educational needs is average. Most of these pupils have either moderate learning difficulties or speech, language and communication needs.
- The school has achieved a very wide range of awards. It currently holds National Healthy Schools status; the Basic Skills Quality Mark; Artsmark Gold; a Sports England Active mark; an International Schools Award; an Information and Communication Technology (ICT) quality mark; the Inclusion Quality Mark; a Leading Parents' Partnership Quality Mark; a Circle Time Quality Mark; the Football Association's Charter Standard; a School Achievement Award; and the Geography Association's Quality Mark. It also holds Community Anti-Bullying status.

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

- Evaluate regularly the impact of the school's arrangements for helping pupils to gain even higher levels in reading to strengthen pupils' achievement.
- Extend the impact of the school's less-experienced leaders by developing fully the skills they need to support senior leaders in monitoring and evaluating the school's work.

## Inspection judgements

### The achievement of pupils is outstanding

- School data, from accurate and extensive assessments, show that most children start in the Early Years Foundation Stage with levels of knowledge and skills which are low compared with those typical for their age. Many children speak little or no English, and this affects their initial communication, language and literacy development.
- Most children make consistently good and often rapid year-by-year progress. By the end of Year 6, pupils are gaining standards in national tests which are in line with the national average. This represents outstanding achievement given their low starting points.
- Since its last inspection, the school has maintained a five-year trend of year-on-year improvement by the end of Key Stage 1. It has secured a three-year trend of outstanding achievement by its pupils at the end of Key Stage 2 between 2010 and 2012.
- There are significant overlaps in the various groups for whom the school receives additional funding. Data show that those pupils known to be eligible for free school meals make much better than expected progress during their time at the school. The standards they attain are higher than similar groups nationally. Their attainment by Years 2 and 6 is now broadly similar to that reached by all pupils nationally.
- Disabled pupils and those who have special educational needs similarly achieve well. Again, from much lower than expected starting points, the standards they reach by the end of Years 2 and 6 are in line with similar groups nationally.
- With such a high proportion of pupils who speak English is an additional language, the key to the school's success lies in its promotion of pupils' language and literacy skills. Pupils understand, both from the school and their own families, that mastering English and communication skills is vital to their success across the range of other subjects.
- Excellent teaching in the Nursery (Foundation Stage 1) and Reception (Foundation Stage 2) classes is supported by skilled multilingual teaching assistants. The language-rich environment this creates helps children to make good progress in their language and communication skills, alongside their numeracy development.
- There is a strong emphasis on the development of children's senses, particularly those of sight and hearing. Consequently speaking and listening, and looking and listening have a high priority. This is very effective in developing children's interaction with each other, and their social and spiritual development. Children's ability to explore creatively is strengthened, as is their knowledge and understanding of the world around them.
- The success of this focus on 'the senses' was seen in an excellent music lesson in a Reception class. Here children's understanding of musical vocabulary, such as loud/quiet, slow/fast, was enriched by the use of 'talking partners'. The teacher's questions gave children the opportunity to speak aloud and explain the sounds they heard and made. Children were motivated exceptionally well by the fun they were having.
- The school's programme for the teaching of letters and sounds is applied, with equally good success, in all year groups. A recent focus on writing has meant that pupils' attainment in this

skill, along with mathematics, has overtaken attainment in reading by both Years 2 and 6. The school has introduced a range of exciting new initiatives to close this gap; these are still in the process of being evaluated.

- In an outstanding mathematics lesson in Year 3, there were high levels of challenge in the work on using numbers up to 1000. The quiet, purposeful atmosphere boosted the pupils' confidence and, once again, there was good emphasis on the correct use of mathematical vocabulary. As one pupil said, 'I love maths!'

## **The quality of teaching** is outstanding

- The influence of the teaching extends well beyond lessons. The staff provide outstanding role models for the pupils. Working relationships are consistently excellent. There are mutually high expectations between teachers and pupils. They all strive to do their best for, and support each other. Pupils see their teachers as a strength of the school.
- The impact of one-to-one work for reading, including opportunities before and after school, is improving learning very effectively. The full impact of newer initiatives, involving sporting celebrities and volunteers from local businesses, is still being evaluated. However, this support is enabling pupils, particularly boys, to appreciate the importance of developing their reading skills.
- The very effective teaching of letters and sounds starts in the Early Years Foundation Stage. Notices labelling almost everything beginning with 'p', in the classroom and outside, were in evidence on one day. Parents and carers received information showing how they could reinforce this learning at home. Children's creativity was reinforced through their decoration with feathers of a picture of large letter 'P' with a parrot in its middle.
- Pupils appreciate the school's imaginative approach to creating ability groups for English and mathematics. This is clearly having a good impact on improving attainment and assisting pupils' progress throughout the school. The very effective pace and challenge of lessons is set not only by the teachers but also through the high levels of challenge pupils set themselves.
- In two very well prepared English lessons, pupils in Year 6 worked on character studies in preparation for their writing work. The use of discussion partners and dramatic reconstructions of the text added to the excitement of the lessons. Teachers' questioning also contributed significantly to the development of pupils' important critical thinking and analytical skills.
- The school's provision for pupils' spiritual, moral, social and cultural development is woven naturally into everyday teaching and learning. Pupils are given many opportunities to work together and to reflect on and share their thoughts and ideas with discussion partners. This strengthens and develops their confidence and self-esteem as well as their language and communication skills.
- There is a strong focus on the all-round, personal development of pupils, and not simply their academic achievement. Pupils appreciate the many ways their teachers are always there for them. The teaching helps pupils to understand and appreciate whatever they are learning.
- Pupils find the advice and guidance they receive very helpful, whether orally or through marking and other ways of assessment. This means pupils understand what to do next to improve their work and make better progress. Excellent teamwork, within year groups and key stages, helps to focus learning and allows pupils and teachers to work to their strengths.

- Teachers are fully aware of their responsibilities to maintain the highest possible standards as outlined in the new national Teaching Standards. There is an open approach to updating their personal skills through professional training.
- All 52 returns from the staff questionnaires were entirely positive, as were the 15 returns from the online Parent Voice questionnaire. As one teacher wrote, 'We are a very driven school, and all staff work extremely hard to meet the children's needs and progress their learning'. Inspectors agree.

### **The behaviour and safety of pupils** are outstanding

- The foundations for success are laid securely in the Nursery and Reception classes. Learning is exciting, because activities are imaginative, interesting and made fun. There is nearly always a song or rhyme for everything, whether using scales to weigh things, or clearing away and getting ready for the next activity. Cultural diversity is celebrated through song and story.
- Life at school is never dull. Pupils are simply too interested and involved in their work to become distracted. They want to come to school, and this is reflected in above-average attendance rates. Behaviour and safety are outstanding because children develop self-confidence, socialise exceptionally well, and sustain high levels of concentration throughout the school day.
- Pupils' approach to learning is a significant factor in underpinning their excellent progress. They develop very positive working relationships with their teachers and this partnership helps their teachers to do their job very effectively.
- Pupils feel entirely safe and secure while at school. They are adamant that there is no bullying or racism, and this is supported by the school's records. As one pupil said, 'Why should we hurt each other? We like each other too much!' Pupils are excellent ambassadors for their school, and understand their responsibilities to each other as young citizens.
- There is a consistent and sensitive approach to behaviour management which ensures that staff have the highest expectations of the pupils' behaviour. Pupils respond to this quickly, right from their first day at school. This helps reinforce effectively pupils' understanding of right and wrong.

### **The leadership and management** are outstanding

- The school's success is the result of many years of hard work and dedication. The headteacher sets a very fine example in the way he works alongside both staff and pupils. He uses his experience as a National Leader of Education, alongside other senior leaders, to ensure a consistently high quality of teaching. Consequently, staff understand very well what makes high quality learning for pupils.
- A few less-experienced teachers hold leadership posts and they are in the process of building the important skills they need to sustain the school's success and its outstanding capacity for further improvement. Strong and focused leadership from the headteacher and deputy headteacher is ensuring that monitoring and evaluation skills have a high priority in their professional development.
- The school's leaders have successfully provided support for other schools in the City of Leicester. This is thought of highly by the local authority. Leaders have been particularly successful in

helping other local schools whose test results have fallen below expected levels.

- There is a very positive working relationship between the school and local authority. This partnership has ensured the school's beneficial links with its local community have a wider impact across the City. Monitoring by the local authority is 'light touch' but effective, including helpful advice about performance management. The local authority provides good support for the governing body through advice and training.

■ **The governance of the school:**

- The governing body contributes significantly to the school's everyday life and work. It is well-informed, not only through the headteacher's reports but also through regular monitoring visits. The governing body checks systematically on the impact of teachers' performance management targets and, together with the senior leadership team, ensure such targets are linked directly to the quality of teaching, accountability and salary structure. This approach is focused very well on maintaining and developing further the quality of learning and ensuring pupils' progress.
- Systems and processes for safeguarding children are exemplary. The practical rigour of these was confirmed during the inspection. As one parent commented, 'All of my children have attended this school. I have the knowledge that their well-being is of the first priority.'
- The spending of funding through the pupil premium and for minority ethnic groups is monitored particularly well. This is accounted for on the school's website. Funds provide support for pupils through a range of activities. These include the one-to-one tuition, Saturday morning school support, breakfast club, after-school activities, and the school's work through its 'Role Model' initiatives. The impact of these is to be seen in the outstanding outcomes for the targeted pupils.
- There is a strong focus on family learning. 'Family learning days', where pupils and their parents work alongside each other, are especially popular. Links on the school's website to videos of lessons, ranging from handwriting to addition and subtraction methods, are helpful for families.
- During the inspection the school's courses for adults in ICT, and for those learning English as a new language, were seen to be particularly effective. These are helping parents, grandparents and carers to support their children's learning at home more effectively.
- The school has been recognised by the Home Office for the impact of its work with new immigrant families and its contribution to social cohesion and multicultural harmony in the community. This also provides recognition for of the school's effective approach to the promotion of equality and diversity.
- The success of the school was really summed up by one Year 6 pupil who, quoting the school motto 'Each day you must make a difference' said, 'This tells us we must never give up – ever.'

## 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>	120065
<b>Local authority</b>	Leicester
<b>Inspection number</b>	403425

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>	625
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mehrunnissa Issa
<b>Headteacher</b>	Christopher Hassall
<b>Date of previous school inspection</b>	30 January 2008
<b>Telephone number</b>	0116 262 4597
<b>Fax number</b>	0116 262 1562
<b>Email address</b>	office@taylor.leicester.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

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 2012

