

Mayflower Primary School

Evington Drive, , Leicester, LE5 5PH

Inspection dates 23-24 January 2013

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.

- Pupils achieve well. They enjoy their learning and are making good progress in all year groups.
- Children make good progress in the Early Years Foundation Stage, developing good learning and social skills.
- Teaching is good and some is outstanding. Tasks are well matched to pupils' individual abilities and experience and well focused on developing their language and literacy skills.
- Pupils behave well in lessons and around the school. They understand how to keep themselves safe and older pupils support younger ones.
- The school's leaders have ensured that the quality of teaching has improved since the previous inspection and this has resulted in pupils' improved achievement.
- The school is a harmonious and cohesive community where pupils from different backgrounds and faiths work and play very well together. Their spiritual, moral, social and cultural development is outstanding.

It is not yet an outstanding school because

- Management procedures for tracking pupils' progress from their starting points towards reaching challenging targets are not rigorous enough.
- The use of assessment data by middle leaders and governors to compare pupils' performance with that seen nationally is under-developed.
- Inconsistencies in the quality of written marking mean that pupils do not always know how to improve their work.
- A small minority of teachers do not provide sufficient challenge for the most able pupils, and miss opportunities to move them on with their learning quickly enough.
- Opportunities for subject leaders to check on the quality of teaching are currently limited.

Information about this inspection

- Inspectors observed 24 lessons, three of which were seen together with the headteacher. They also made a number of further short visits to lessons.
- Meetings were held with pupils, governors, a representative from the local authority and staff, including subject leaders.
- The inspectors observed the school's work and looked at policies, self-evaluation and development planning, monitoring records, information about pupils' progress, safeguarding documents, and samples of pupils' work.
- The views of six parents and carers who responded to the online questionnaire (Parent View) were taken into account, along with seven responses to the staff questionnaires. The school's own recent survey of parent views was also taken into account.

Inspection team

Mary Davis, Lead inspector

Additional Inspector

Alan Brewerton

Additional Inspector

Philip Scull

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is low, while the proportion supported at school action plus or with a statement of special educational needs is below average.
- All pupils are from minority ethnic heritages, the largest group being of Indian heritage. The proportion of pupils who speak English as an additional language is high.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed forces serving overseas, is below average.
- Children transfer to Reception (Foundation 2) from the school's nursery or from other providers. Some children have had no previous nursery education.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the rigour of management procedures to further raise achievement by:
 - rigorously checking on pupils' progress from their starting points towards meeting their challenging targets, fully analysing the progress made by different groups in all years to enable any under-performance to be tackled quickly
 - building the capacity of middle leaders by providing support and training in the use of assessment data so that they can evaluate all pupils' progress precisely, and take a more active role in ensuring high quality teaching
 - developing the effectiveness of the governing body by providing training to enable them to compare the school's performance with national patterns, and to challenge the school's leaders and hold them fully to account.
- Raise the proportion of outstanding teaching and learning, by:
 - providing clear written feedback on pupils' work and appropriate opportunities for them to respond to the advice given so that they can take responsibility for their own progress, and reach or exceed their targets
 - ensuring that all teachers provide work that stretches the more able pupils and moves their learning forward as soon as they are ready for more challenge.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery with skills, knowledge and understanding that are typically well below the levels expected for their age. Most start in Foundation 2 at a level typically below expectations, although there is some variance year-on-year. Children make good progress during the Early Years Foundation Stage and develop good language and communication skills, playing and cooperating well together. In 2012, children began in Year 1 in line with nationally expected levels in all areas of learning.
- Pupils continue to make good progress in Key Stage 1 although standards of attainment vary due to some year groups having a lower starting point. In 2012, the results of the national screening test for reading for pupils in Year 1 were broadly average.
- Attainment by the end of Year 6 has improved since the last inspection. In 2012, it was significantly above the national average in both English and mathematics. The proportion of pupils attaining the highest levels in reading was also above average.
- Pupils make good progress in all year groups. They develop good learning and social skills, supporting their progress, are excited by the tasks set for them and keen to contribute their ideas. They say that teachers make their lessons fun. They develop independence through many opportunities to make decisions about their learning. For example, in a Year 6 mathematics lesson, the more able pupils were able to work out a complex problem without help from their teacher by discussing together how best to tackle it. This generated great excitement and pride in their achievement.
- Pupils in all years show pleasure and enjoyment in reading. In the Early Years Foundation Stage, children quickly learn to sound out words and to form the letters. The strong focus on language and vocabulary provides good support for children at an early stage of learning to speak English.
- Disabled pupils and those who have special educational needs make good progress as a result of the highly personalised specialist support they receive both in lessons and in small withdrawal groups.
- Pupils known to be eligible for free school meals achieved better than this group nationally in last year's national tests and their average point score was above other groups in the school. The well-targeted pupil premium funding has enabled this group to benefit from extra support, including one-to-one tuition, and achieve successfully.
- Pupils who speak English as an additional language make good progress in their communication skills as a result of teachers' strong focus on practising key words, ensuring that pupils clearly understand what they mean and use them in their writing.

The quality of teaching is good

- Leaders' regular checking shows that all teaching is consistently good or outstanding and inspectors observed a significant proportion of high quality teaching, enabling pupils to be fully involved in their learning and make rapid progress.
- Clear routines are well established in lessons and resources are well prepared so that no time is wasted. For example, in Year 1 pupils are regularly encouraged to sing the class song while

moving from one activity to another to prevent them from being distracted. This promotes an orderly atmosphere and sense of purpose.

- Teachers plan tasks well to match pupils' individual needs and abilities. Disabled pupils and those with special educational needs are very well supported by teaching assistants who are a real strength of the school's staff. They know pupils well, and this enables them to provide appropriate support and to promote their independence.
- In a minority of the lessons observed, the most able pupils were occasionally insufficiently challenged so that they found the work too easy. Occasionally, teachers miss opportunities to move learning forward quickly for these pupils, particularly when they have demonstrated a good understanding.
- In the best lessons teachers plan tasks where pupils can build on their prior learning and progressively develop skills step-by-step. For example in Year 6, outstanding teaching enables pupils to develop their numeracy skills while focusing on ensuring that their language skills are also sufficiently developed to understand complex questions. Here, pupils learned the difference between ratio and proportion, practicing carefully the correct way of describing the relationship between numbers and then applying their knowledge to solving realistic word-problems.
- Information and communication technology is used well to enrich learning. For example Year 6 pupils used tablet computers to photograph their work and to share their ideas enthusiastically with pupils at the school and across the country through an expertly devised 'blog'.
- Teachers generally promote pupils' independence well. For example, one teacher encouraged pupils to improve their own creative writing by using a variety of different ways to produce more interesting narrative by using adverbs or by starting their sentences with a connective.
- Teachers mark pupils work regularly and use this assessment information to plan lessons effectively. However, there are inconsistencies in the quality of written advice they provide to enable pupils to have a clear understanding of how to improve. Opportunities are often missed to further promote pupils' independence by enabling them to respond to comments, practice skills, or take more responsibility for working towards their targets.

The behaviour and safety of pupils are good

- Warm relationships are evident throughout the school. Pupils from different backgrounds and faiths work very well together, and support each other, both in their learning and around the school.
 - Behaviour in lessons is good and often exemplary. Pupils become engrossed in their work and display the ability to concentrate well even when working unsupervised. They express pride in the new 'Respect' agenda, devised by the 'Young Consultants', that is promoting good behaviour and strong relationships. Pupils in all years are knowledgeable about sanctions and rewards and see the system as 'fair'.
 - Around the school behaviour is calm and movement orderly. However, pupils told inspectors that there are sometimes disagreements in the playground, particularly when older boys are playing football. Younger ones complain this is sometimes too boisterous.
 - Pupils have a good understanding of different forms of bullying but say that it there is very little.
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They say that they are encouraged to sort out their own arguments wherever possible but that adults provide support when they need it. The 'Young Consultants' are very active in promoting pupils well-being.

- The school provides good support for children whose circumstances may make them vulnerable and for their families. Pupils are well known and cared for, enabling all to feel safe.
- Attendance rates are above average and the school's survey of the views of parents and carers indicate that all say that their children are happy at school and feel safe.

The leadership and management are good

- The headteacher, well supported by his deputy, has been successful in significantly raising the quality of teaching and achievement across the school since the previous inspection. They have introduced new initiatives to ensure that pupils are fully engaged in their learning and make at least good progress. They make careful checks to ensure that these are fully embedded.
- Self-evaluation is robust and enables appropriate improvement targets to be identified, including the further training of governors to enable them to provide effective challenge for leaders. Leaders track pupils' progress regularly, but the analysis of this information is not sufficiently robust to identify patterns of progress or to fully ensure that any under-performance is identified quickly.
- The management of teaching is closely linked to teachers' standards, to the school's priorities and to salary progression. Training needs are appropriately identified and responded to effectively. Leaders have successfully ensured high quality of teaching in all year groups.
- Middle leaders are effective in role and well focused on improving standards. However, they told inspectors that they currently have insufficient understanding of national achievement data to make comparisons with other pupils and do not currently have enough opportunities to check the quality of teaching in the areas for which they are responsible.
- Pupil premium funding is checked closely to ensure that interventions, such as one-to-one tuition lead to improved outcomes for these pupils.
- The good range of subjects is well matched to pupils needs and leaders ensure that exciting and stimulating experiences are provided. These include many opportunities for pupils to develop creativity, for example in music, art and pottery. Pupils develop their literacy and numeracy skills well across all subjects. The school is very effective in promoting British culture in addition to celebrating the diverse ethnic heritages of its pupils.
- The school's provision to ensure pupils' spiritual, moral, social and cultural development is outstanding. Pupils develop a deep understanding of those in different circumstances to their own through well established links with a school in Cornwall and six international schools. Their knowledge and understanding of other cultures and faiths is strong, and the school's harmonious ethos successfully promotes tolerance and understanding within the wider community.
- Parents and carers are fully involved in the life of the school, particularly in the Early Years Foundation Stage and in Key Stage 1 where they are regularly welcomed into school to work alongside their children. Workshops are provided to enable them to help in their child's learning,

and learning journals enable pupils to explore projects at home with their parents and carers.

- The local authority provides a light touch support for the school's leaders, including providing support and training for the governing body.

■ **The governance of the school:**

- Governors are enthusiastic and fully involved in the school, showing a strong commitment to the community. They are keen to improve their own effectiveness and have undertaken a wide range of training, including in performance management. They ensure that this relates appropriately to salary progression and check the effectiveness of the use of pupil premium funding closely. Governors undertake their role effectively in ensuring safeguarding procedures and policies meet requirements. They currently lack sufficient understanding of national achievement data and, as a result are unable to check on the school's performance compared to other schools and national expectations. This limits their ability to challenge the school's leaders and fully hold them to account.
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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	120018
Local authority	Leicester
Inspection number	401898

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	440
Appropriate authority	The governing body
Chair	Anita Madhani
Headteacher	Glyn Millinship
Date of previous school inspection	25 May 2010
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