

# Stafford Leys Community Primary School

Stafford Leys, Leicester Forest East, Leicester, LE3 3LJ

## Inspection dates

12–13 March 2014

| Overall effectiveness          | Previous inspection: | Not previously inspected |          |
|--------------------------------|----------------------|--------------------------|----------|
|                                | This inspection:     | <b>Good</b>              | <b>2</b> |
| 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 of all abilities and from all backgrounds make at least good progress from their different starting points in reading, writing and mathematics.
- Current standards are above and sometimes well above national averages, especially in reading.
- Teaching is good. Staff have effective working relationships with pupils and praise the efforts they make to improve.
- The marking of pupils' work has improved considerably during this school year and makes clear what they need to do next.
- Pupils' behaviour is good and they get on well together. They have a good understanding of how to keep themselves and others safe.
- Senior staff drive school improvement well. They make clear their expectation that everyone is seeking further success.
- Governance is good. Governors have extended their knowledge and understanding of data on pupils' performance, and their ability to question the decisions the school makes.
- Parents and carers are usually pleased with the quality of education and care provided for their children.

### It is not yet an outstanding school because

- Standards in mathematics are not as high as in other subjects. Pupils are not always able to solve mental mathematics problems quickly.
- The outdoor areas for the youngest children do not provide a highly stimulating learning environment.
- Staff do not always ask searching questions to encourage pupils to think more deeply and answer in greater detail.
- Pupils do not always develop the confidence to solve problems in different subjects and sometimes wait for guidance from staff.

## Information about this inspection

- Inspectors observed parts of 25 lessons and some shorter activities across the full age range of the school. Several of these were joint observations with senior staff.
- Meetings were held with the headteacher and deputy headteachers, the Early Years Foundation Stage leader, the special educational needs coordinator and the literacy and numeracy leaders. Discussions also took place with groups of pupils and representatives of the governing body. A discussion with an external adviser took place.
- Inspectors took account of the views of 46 parents and carers from the online questionnaire (Parent View). They also spoke to several parents at the start of the school day. Inspectors also reviewed the 51 responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including data on pupils' progress and planning and monitoring information. Inspectors also listened to several pupils reading individually and scrutinised samples of recent work. They also considered in detail records relating to behaviour, attendance and safeguarding.

## Inspection team

|                          |                      |
|--------------------------|----------------------|
| Sue Hall, Lead inspector | Additional Inspector |
| Sara Storer              | Additional Inspector |
| Nicholas Jones           | Additional Inspector |

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- Stafford Leys Primary School converted to become an academy school on 30 June 2012. When its predecessor school, of the same name, was last inspected by Ofsted it was judged to be good. The school joins together with a group of other local academies for some staff training and other activities.
- Around 11% of pupils are known to be eligible for the pupil premium, which is less than half the national average. In this school, this provides additional funding for pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs identified at school action is a little over half the national average. The percentage identified at school action plus or with a statement of special educational needs is less than half the national average.
- Around 19% of pupils are from minority ethnic groups, which is below the national average. Fewer than half of these pupils speak English as an additional language, and most of these are bilingual.
- In recent years the school has taken pupils to Year 5 when they then transferred to other schools. In the current academic year, the school has had a group of nine pupils in Year 6, and from September 2014 there will be three classes of pupils in Year 6.
- No judgement can be made on whether the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Key Stage 2, because Year 6 have not yet taken the national tests.

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

- Accelerate the rate of pupils' progress and raise standards even further by:
  - enabling pupils to develop secure skills in mental mathematics so that they can carry out calculations speedily
  - ensuring that children in the Early Years Foundation Stage have access to high quality accommodation and resources to extend their learning outdoors.
- Ensure that teaching is even more effective by:
  - making full use of additional questions in lessons to extend pupils' learning and deepen their understanding
  - enabling pupils to apply what they already know to find things out and solve problems in a range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Children in the Early Years Foundation Stage settle very quickly to school. They make good progress and quickly become chatty and confident young learners who want to do well. They make consistently good and sometimes outstanding progress in classroom-based activities but the outdoor area does little to stimulate their learning.
- Children currently in the Reception Year made good progress when using a number line to find out how to subtract the numbers one, two or three from numbers up to twenty. Because they were interested in the task, they carefully ensured their fingers 'jumped back' the required number of times and that their friends did this accurately.
- Checks of pupils' knowledge of letters and the sounds they make (phonics) show that at the end of Year 1 their skills are well above average. This was confirmed in short observations in Year 2 that showed staff have good subject knowledge of how to teach pupils these skills. Staff ensure that the pupils not only recognise the letters but also pronounce the sounds accurately, which helps them then blend these together to work out new words.
- As pupils, including the most able and those speaking English as an additional language, move through the school they make at least good progress. Data show that in 2013 pupils in Year 2 did very well in national tests and particularly in reading and writing. This reflects a good improvement since the school converted to academy status, as standards in 2012 were in line with national averages.
- There is no end of Key Stage 2 data available, because the school's first Year 6 pupils have not yet taken the national tests. School records show that pupils currently in Years 3 to 6 make good and sometimes better progress.
- Pupils often read very well and most become confident and accurate readers. For example, pupils of different abilities in Year 6 read unfamiliar books correctly and explain the meaning of new words by referring to the context of the story.
- Pupils also make at least good progress in writing. This was seen in Year 4 when pupils were writing a persuasive letter to the headteacher. Because the pupils were interested in the task and challenged well by teachers prompting them to think how to improve their work, almost all produced at least two paragraphs of high quality writing.
- Pupils eligible for support from the pupil premium make similar progress to their classmates. Because there were no pupils previously in Year 6 and the current group of eligible pupils is very small, it is not possible to comment on their attainment without identifying individuals.
- Disabled pupils and those who have special educational needs make good progress. While last year some groups of pupils in Year 2 did not do as well as similar pupils nationally in mathematics, they did slightly better in reading and writing.
- Pupils do not do as well in mathematics as in English. This is partly because several do not have speedy mental mathematics skills and work things out quite slowly. This was also seen where some pupils struggled to recognise or work out the inverse of a number when completing multiplication and division calculations.

**The quality of teaching is good.**

- The school has a strong commitment to improving teaching and learning. Leaders' recent monitoring records, lesson observations and samples of pupils' work show that teaching is typically good and improving. A notable feature of teaching across the school is the strong working relationship between staff and pupils. The support and praise given to pupils raises their self-esteem and confidence.
- Pupils' books show that the marking of work has considerably improved during the year and it is clear to pupils what they have to do to improve. Most pupils know the individual targets set for improving their work, which prompt them to do better.
- In the Early Years Foundation Stage children made excellent progress when making their own model vehicles and testing how far they could travel. Staff developed the children's initial enthusiasm very well into thinking about the forces needed to make the vehicles travel further. By labelling, organising, taking turns and adapting their ideas, children achieved both great enjoyment and success.
- Excellent progress was also made in Year 6 when pupils identified the purpose of a piece of writing and the features of a specific text. They chose one of five 'would you rather' statements, such as 'would you rather invent flying shoes or flying wings', and used this to form an explanation that they then presented in front of the whole group.
- Senior leaders and the special educational needs coordinator work effectively with other staff, including teaching assistants, to check where most help is needed, including for disabled pupils and those who have special educational needs. Appropriate support for pupils learning English as an additional language enables them to make good progress.
- Occasionally, teaching is less effective when staff do not ask questions that require pupils to come up with more complex explanations, or to produce more work. For example, when pupils in Year 3 discussed what a paragraph was, staff did not encourage them to explain this in more detail. Likewise, in another lesson not enough was demanded of pupils when deciding if a letter was formal or informal in style and content.
- Very occasionally staff do not always encourage pupils enough to use what they already know to solve problems in a range of subjects. For example, pupils in an otherwise well-planned activity in Year 5 were not fully focused or motivated to find 10% or 20% of a number, and became restless.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils typically behave well both in lessons and when moving around the school. They are generally polite to each other and share resources happily, as seen in their willingness to take turns when using equipment. Attendance is above average and pupils arrive punctually to lessons.
- Older pupils, particularly the very small group in Year 6, show a clear sense of pride in being role models for the others. These pupils get on particularly well together, shown by the response of one to the question, 'Is there anything you would like to improve in the school?' saying, 'Bigger tables at lunchtime so all nine of us can sit together.'
- Pupils value the close working relationships they have with adults. Unprompted, many hold

doors open for others and they behave well in whole-school assemblies. Parents indicate how happy most of their children are at the school and only a small minority have concerns about behaviour.

- Pupils' attitudes to learning are good. While most concentrate and try hard a few, make limited effort to join in discussions and often leave it to others to provide ideas. Similarly, when taking part in activities some pupils do not push themselves to solve problems but wait for ideas from staff or other pupils.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves and others safe. They know that bullying is not acceptable and the different forms this might take, including cyber bullying and racism. They explain the acronym of STOP as 'several times on purpose' and are confident that staff would respond to any concerns they may have.

### **The leadership and management are good**

- The senior leadership team takes a strong and resolute approach to driving school improvement forwards. This forceful determination has contributed to rising standards and more effective teaching.
- The school is extending the use of data on pupils' performance to check and track the progress they make. One of the deputy headteachers leads on managing the data, which are being used increasingly well to close any gaps that may arise between the achievement of different groups.
- Senior leaders and those in other key roles, including the literacy and numeracy leaders, check and track the quality of teaching and learning. This has played a key role in identifying any underperformance and addressing it. The programme of monitoring is linked well to additional training activities, including those with a group of local schools.
- The school has recently introduced the role of year group leader to replace that of key stage leaders. This is extending the number of staff involved in reviewing performance and sharing the role of developing teaching in an effective manner.
- Data are used well to identify which pupils need additional support. Disabled pupils and those who have special educational needs are well supported and make good progress towards their individual targets. Senior staff are working to ensure that all pupils eligible for support from the pupil premium receive the help and guidance they need.
- Leadership of the Early Years Foundation Stage is effective, including through the modelling of effective teaching. The school recognises that the facilities for outdoor learning are not yet sufficiently stimulating to promote all areas of the youngest children's learning, including their imagination and creative development.
- Senior staff have a good awareness of the key strengths of the school. They are working hard to ensure they are objective about where they are on the school's journey of improvement.
- Most parents who responded to the inspection questionnaire say their children are well looked after and are happy. A few say that the school does not respond well to, or act upon, their concerns.
- The school provides an interesting range of subjects and activities including visits which are appropriate to the age and stage of development of the pupils. The use of the primary school

sport funding is carefully considered. The school is employing additional sports coaches who work with pupils and staff to raise skill levels in performance and teaching. This is also used to support after-school sports coaching and for release time for school physical education leaders to monitor the quality of provision. This appears to be making a positive contribution to developing pupils' physical skills and well-being.

- The pupils' spiritual, moral, social and cultural development is promoted well. There are opportunities for pupils to celebrate the work of individual classes which are well supported by the pupils' families. Many opportunities for pupils to work together promote their social development well. Pupils celebrate their local cultures and those of others.
  
- Procedures to safeguard pupils meet current national requirements. Staff ensure that pupils have equal access to activities and the school fosters positive relationships and tackles discrimination. With the many improvements made since converting to an academy, the school shows that it has the capacity to continue to improve.
  
- **The governance of the school:**
  - Governance is good with several improving aspects. Governors are supportive but are also working successfully to develop the effectiveness of their role in holding leaders to account for the school's performance. They are aware that they have a responsibility in a school with an established leadership team to stand back and increasingly ask more challenging questions of senior staff.
  - Governors have recently undertaken training to ensure they have a stronger grasp of what published data tell them about pupils' achievement. They also take part in 'learning walks' to learn more about different aspects of the subjects covered in school. Governors are well informed about the quality of teaching and learning. They support the headteacher in managing teachers' performance and pay-related issues. Governors check that additional funding, including the pupil premium and sports funding, is used as intended to improve standards.

## 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> | 138154         |
| <b>Local authority</b>         | Leicestershire |
| <b>Inspection number</b>       | 431551         |

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>                     | Academy converter                |
| <b>Age range of pupils</b>                 | 4–11                             |
| <b>Gender of pupils</b>                    | Mixed                            |
| <b>Number of pupils on the school roll</b> | 516                              |
| <b>Appropriate authority</b>               | The governing body               |
| <b>Chair</b>                               | Grace Fox                        |
| <b>Headteacher</b>                         | Ed McGovern                      |
| <b>Date of previous school inspection</b>  | Not previously inspected         |
| <b>Telephone number</b>                    | 0116 239 2482                    |
| <b>Fax number</b>                          | 0116 239 5777                    |
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