

Shaftesbury Junior School

Latimer Street, Leicester, LE3 0QE

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Requires Improvement	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 are now making good progress. Standards at the end of Year 6 in reading, writing and mathematics and English have improved considerably since the last inspection.
- Disabled pupils and those who have special educational needs are given the support they need to make good progress.
- Teachers have high expectations and use their subject knowledge effectively.
- Every opportunity is taken to make links between the teaching of skills in mathematics and English and other subjects.
- Pupils enjoy being at school and their attendance has improved so that it is in line with the national average.
- Pupils behave well in and out of lessons. They feel safe in school.
- The headteacher is ably supported by a strong team of leaders who work well together.
- The governing body and the school leaders have focused well on ensuring pupils make better progress in every year group. They have worked relentlessly to ensure the teaching is consistently good.

It is not yet an outstanding school because

- Despite making good progress, too few of the most able pupils reach the higher levels of attainment, particularly in mathematics.
- Progress in reading is not quite as fast as it is writing or mathematics. Not all staff are consistent in their approach to teaching the sounds that letters make.
- Teachers and subject leaders do not have enough opportunities to learn from other highly effective practitioners in the school.

Information about this inspection

- The inspectors observed teaching in 18 lessons. One of these was jointly observed with the head teacher. In addition the inspectors made a number of short visits to other lessons.
- Meetings and discussions took place with the headteacher and senior leaders, governors, pupils, staff and a local authority representative.
- Samples of pupils' work were examined. Some pupils read books with the inspectors.
- The inspectors scrutinised a variety of school documents, including the school's self-evaluation, the school development plan, governors' action plan, behaviour records, attendance data, performance management and policies aimed at keeping pupils safe.
- The views of 13 parents and carers were analysed through the 'Parent View' website.
- The views expressed by 22 staff who returned the questionnaire were also considered.

Inspection team

Margaret Lewis, Lead inspector

Additional Inspector

Charles Hart

Additional Inspector

Full report

Information about this school

- The school is an average size junior school.
- Almost three quarters of pupils are from minority ethnic groups and over half speak English as an additional language.
- The number of pupils starting or leaving the school at times other than Year 3 or Year 6 is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is average. The proportion supported at school action plus or a by statement of special educational needs is above average.
- A well-above average proportion of pupils are known to be eligible for the pupil premium funding which is additional government funding for pupils known to be eligible for free school meals or in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school provides a before- and after-school club for a small number of pupils.

What does the school need to do to improve further?

- Increase the rate of pupils' progress in reading by ensuring all staff are trained in a consistent approach to teaching the sounds that letters make (phonics).
- Increase the proportion of pupils reaching higher levels of attainment by making sure that the most able pupils are challenged and made to think hard, particularly in mathematics.
- Improve teaching so that standards continue to rise quickly by creating more opportunities for teachers to share and benefit from the best practice in the school.

Inspection judgements

The achievement of pupils is good.

- The proportion of pupils who start school in Year 3 having reached the level expected for their age fluctuates from year to year. In some years the proportion is broadly average and other years it is below average. Many pupils join the school throughout Years 3 to 6 with very different experience of school and with some speaking little or no English.
- Since the last inspection attainment at the end of Year 6 has risen considerably. In 2012 pupils left the school six months behind their peers nationally in mathematics and writing, and a year behind in reading. In 2013 all of these gaps were reduced so that results in mathematics and writing were broadly average. In reading pupils were six months behind their peers nationally. Too few of the most able pupils reached the higher levels of attainment, particularly in mathematics.
- At the end of Year 6, last year, the attainment of the high proportions of pupils who speak English as an additional language and those who have joined the school after the start of Year 3 was similar to that of other pupils.
- Pupils, including those who have joined the school after the start of Year 3, are now making good progress. The information the school collects about the pupils' progress shows that most of the current Year 6 pupils are expected to reach at least the expected standards in reading, writing and mathematics. However, fewer of these pupils than nationally are working at the higher levels. Even so the current picture of progress shows that standards are continuing to rise.
- Pupils are making good progress in writing. Punctuation, grammar and spelling are taught well and this is having a positive impact on the quality of writing. The pupils present their work neatly. However, handwriting is sometimes not joined and letter formation incorrect, particularly with some of the less-able pupils.
- Progress in mathematics across the school is good. Work in the pupils' books illustrates well their ability and confidence to use the skills they have been taught to solve problems in different situations. For example pupils in a Year 4 class were encouraged to express opinions on how to find the perimeter of an irregular shape. Pupils gave detailed explanations, questioned their classmates and their teacher to deepen their understanding.
- Progress in reading is not quite as fast as it is in writing and mathematics. Support is in place for groups of pupils who need extra help. Most pupils read accurately, although some of the less able lack fluency and expression. When confronted by an unfamiliar word not all pupils are able to use their knowledge of letter sounds to successfully read the word. The school has recently introduced novel studies across the whole school to promote reading further.
- Standards are rising rapidly in other subjects. In a steel band music lesson pupils showed great confidence and performed with enjoyment and enthusiasm. A group of pupils at the early stages of learning English showed obvious delight in making model figures. This encouraged them to try and explain what they had been making and why.
- In 2013, at the end of Year 6, pupils supported by the pupil premium reached standards that were six months behind their classmates in reading and three months behind them in writing and mathematics. These pupils, this year, are attaining slightly higher standards than their classmates.

- Disabled pupils and those who have special educational needs receive effective extra help, often alongside their classmates and this is reflected in their current good progress. The pupils who speak English as an additional language make good and often rapid progress in learning English which supports their learning in other subjects.

The quality of teaching is good.

- Teachers have strong subject knowledge and explain clearly what they want the pupils to learn. They create a positive climate in the classroom, where pupils share in each other's success and are not afraid to voice an opinion.
- Teachers plan interesting lessons which enthuse the pupils. They ensure that the work is neither too easy nor too difficult. The pupils often take this learning beyond the classroom. One Year 5 girl had carried out a project on animals and the environment at home, her initial interest being stimulated in the classroom.
- Teachers have high expectations and use questioning well to check pupils' understanding. They take every opportunity to extend the pupils' vocabulary and to encourage pupils to give detailed answers.
- Teachers' positive relationships with the pupils lead to mutual respect. Classrooms are orderly, purposeful and productive. A good pace in most lessons ensures high levels of interest and engagement. Teachers' enthusiasm for topics is often transferred to the pupils. A good example of this is the Year 6 teacher's interest and enthusiasm for the World Cup, leading to a vibrant cross-curricular lesson on writing an engaging commentary on the 1990 World Cup penalty shoot-out.
- Although teachers plan effectively there are not enough opportunities for the most able pupils to do harder work. In a few mathematics lessons the most able pupils were not challenged to answer quickly or to explain the methods they had used.
- Teachers know their pupils well and are making increasingly good use of school information to measure pupil progress. This enables them to identify pupils who are falling behind and to set appropriately challenging targets.
- Teachers mark pupils' work thoroughly. They praise high quality work and give clear directions on how pupils can improve. Pupils frequently evaluate their own work and are developing skills in identifying what they need to do next to improve.
- Teachers use interactive whiteboards well to enhance their explanations and to make lessons more interesting. Some good opportunities are taken for pupils to use a variety of technology to help their learning. For example, a Year 4 class used digital cameras to 'freeze frame' expressions in a literacy and drama lesson.
- Targeted help from experienced and skilled teaching assistants makes a strong contribution to pupils' good progress and to their personal development. However, not all staff are fully trained to develop the pupils' knowledge and use of phonics to improve their reading and spelling.

The behaviour and safety of pupils are good.

- Pupils thoroughly enjoy school both socially and academically and this is reflected in an improvement in attendance. They have excellent relationships and treat each other kindly and with respect. Positive relationships between adults and pupils help to create a school that is both caring and supportive. One boy who had recently arrived in England said he found everyone so kind to him when he first arrived.
- The behaviour of pupils is good. They behave well both in the classroom and around the school. They are keen to succeed in the class and work hard. There are very few disruptions to learning and those that do occur are managed well. Pupils' collaborative skills are good and they share ideas and equipment amicably. They are confident in asking questions if they are puzzled and show initiative in offering suggestions in class. They have strong views on a variety of issues which they are able to express both clearly, articulately and politely.
- Pupils themselves are very positive about behaviour and are confident that adults will address any minor lapses quickly and, most importantly, fairly. Pupils say that teachers always listen to both sides of any disputes and resolve them to everyone's satisfaction.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel extremely safe in and around the school. They have a sound knowledge of how they can keep themselves safe. The older pupils are more aware of how to keep themselves safe on the internet than the younger pupils. They have learnt about different kinds of bullying and are clear on what to do and how it would be dealt with should it occur.
- Pupils' moral and social development is good. They are sensitive to other people's view and values. They show tolerance for people from other countries and for other religions. The diverse nature of the school means that equality of opportunity for all races, religions and disabilities is fulfilled through the broad curriculum, sporting and musical opportunities and through mutual respect.
- A breakfast club and after care club, supported by pupil premium funding, provides care for a small number of pupils. A simple breakfast consisting of cereal, toast and a drink is provided at breakfast club whilst a snack and drink are provided in the afternoon.

The leadership and management are good

- The strong direction given by the headteacher and the governing body has resulted in improved teaching, faster progress and higher standards. The actions of all staff and the governing body are focused on improving pupils' achievement through helping teachers improve their practice. This has been successful because of the effective teamwork of all concerned.
- Careful tracking of the progress of individuals and groups of pupils contributes significantly to the good provision to promote equal opportunities and combat discrimination. Any pupils not making the progress they should are given extra help to catch up quickly.
- The pupil premium is used well to fund the support offered to eligible pupils and also to ensure all eligible pupils are able to be involved in the full life of the school. The governing body works with the headteacher to decide the best use for this funding.
- The systematic monitoring of progress and teaching by all leaders means that mutual support and constructive criticism are helping staff to improve their practice. Setting targets for teachers

contributes well to this process and is properly linked to a programme of further training to help teachers meet these targets. The targets set are a balance between school priorities, issues linked to teachers' leadership roles and classroom practice. Although there are opportunities for teachers to share and benefit from best practice in the school, these need to be extended to ensure that all teachers benefit.

- The wide range of subjects and activities support pupils' behaviour and safety as well as their academic achievement. The themes provide good opportunities for links between subjects and generate excitement and interest in lessons. For example excellent progress was seen in a geography lesson because of the great enthusiasm engendered by the subject content and the teacher.
- The primary school sports funding is being used well to promote sport and a healthy lifestyle. As a result the pupils' performances in physical education and games are improving.
- The local authority has provided good support for the school. This has included help to improve teaching and governance.

■ **The governance of the school:**

- The governing body holds leaders to account for the performance of the school. The governors have a good awareness of the quality of teaching provided by the school. They receive analyses of pupils' progress which gives them a deep insight into the school's strengths and weaknesses and allows them to compare the school's performance with other schools nationally.
- The governing body works well with senior staff to evaluate the school's performance and to set improvement priorities.
- The governors have an effective oversight of the management of finances and resources and ensure that the salary progression of the staff is justified. They ensure that additional funding is focused appropriately to improve the achievement of the pupils who are entitled to it. The governors rigorously check the school's safeguarding arrangements. As a result, safeguarding procedures meet current requirements.

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	120026
Local authority	Leicester
Inspection number	441882

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Michael Laurent-Regisse
Head Teacher	Karl Stewart
Date of previous school inspection	12 December 2012
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