

Kestrels' Field Primary School

Maidenwell Avenue, Hamilton, Leicester, LE5 1TG

Inspection dates 27–28 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- Governors, school leaders and subject leaders monitor the quality of teaching and learning, but they do not use the data on pupils' performance effectively to raise standards and accelerate improvement.
- Teaching in mathematics does not identify and address gaps in pupils' knowledge and understanding. Pupils are not challenged enough to achieve well in mathematics.
- Not all teachers mark pupils' work to the high standard set out in the school's marking policy. Consequently, pupils are not sure what they need to do to improve their work and teachers do not require them to respond to the comments made on it.
- Few pupils make good progress, including in writing and mathematics.
- Disadvantaged pupils, disabled pupils, those who have special educational needs and the most able do not make good progress.
- Pupils lack opportunities to write. Teachers do not challenge boys sufficiently to make the most of the writing opportunities that are provided.
- Although children in the Early Years Foundation Stage develop their speaking and listening skills well, they do not progress as quickly in the other areas of learning. This is because assessment is not used effectively to address specific gaps. Fewer children than expected nationally achieve a good level of development.

The school has the following strengths

- Pupils are courteous, polite and welcoming. They show care and compassion to one another and treat each other with respect. Behaviour is good in lessons and around the school.
- The school's work to keep pupils safe is effective. As a result, pupils are happy and feel safe in school. They have confidence in teachers and know how to keep themselves safe in and out of school.
- Topic books show that pupils have many learning opportunities which they find engaging and creative. Pupils respond positively to teachers and enjoy lessons.
- The good variety of educational visits, after-school clubs and activities supports pupils' spiritual, moral, social and cultural development well. Pupils speak with maturity and understanding about personal responsibility.

Information about this inspection

- Inspectors observed 18 lessons. Five of these observations were completed jointly with members of the senior leadership team. Inspectors also observed pupils at breaks and lunchtimes and attended the breakfast club and registration.
- Discussions were held with pupils, staff, governors, the headteacher and the local authority adviser.
- Inspectors took account of the 12 responses to the online questionnaire, Parent View. They also took account of the 40 responses to staff questionnaires.
- A wide range of documents was examined including: samples of pupils' work, information about pupils' progress, the school's development plan and self-evaluation, records of any poor behaviour, records of governing body meetings, consultation with parents, and safeguarding documents.
- Inspectors listened to pupils read, and observed reading-support lessons and the teaching of phonics (the sounds that letters make).

Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

Stephen Johnson

Additional Inspector

Amarjit Cheema

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school. The school provides either a morning or afternoon session in the Nursery which children attend part-time. Those in Reception are full time.
- The school population is diverse with pupils having varied heritages; 11% are White British, the majority of pupils are Asian or Asian British. Around half of the pupils speak English as an additional language.
- At around 23%, the proportion of disadvantaged pupils supported by the pupil premium is broadly average. The pupil premium is additional funding for pupils in care and those known to be eligible for free school meals.
- About 12% of pupils are disabled or have special educational needs. This proportion is below the national average. The main special educational need of pupils is behavioural, emotional and social development.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school has recently experienced a number of changes in staffing. It has expanded to accommodate more pupils year on year. Building work is currently under way so that, on completion, Key Stage 2 pupils can be accommodated on a separate nearby site.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement by:
 - ensuring teachers set high expectations and provide appropriate challenge for pupils of all abilities, particularly the most able
 - checking that teaching in mathematics identifies and tackles pupils' misconceptions and addresses gaps in their knowledge
 - increasing opportunities for pupils to write at length in a range of subjects, and that boys, in particular, make the most of these opportunities
 - rigorously monitoring the quality of teachers' marking so that it is in line with the high standards set out in the school's marking policy, including specific comments about how pupils should improve their work, and checking that pupils follow the advice they are given
 - using information from the assessment of children's skills on entry to the school, to guide teachers' planning of work, so that each specific area of learning identified for development is addressed through focused and effective teaching.
- Ensure that all leaders and managers use the information on pupils' progress and attainment to improve teaching and learning, and raise standards.

An external review of governance, including the use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- The school's evaluation of its own work is not accurate. Leaders have not evaluated the impact of the actions they have taken to raise standards. The actions undertaken to improve teaching and raise achievement are not fully effective because they are not applied consistently across the school. The loss of a number of established staff to promotions elsewhere has affected standards.
- Governors, senior leaders and subject coordinators are not rigorous enough in checking the quality of teaching and they do not make effective use of the information on pupils' performance to drive improvement forward.
- In 2014, fewer children than expected nationally achieved a good level of development by the end of the Early Years Foundation Stage. Pupils did not make good progress in writing and mathematics by the end of Key Stages 1 and 2. Leaders do not check teaching sufficiently to ensure that teachers' mark pupils' work according to the school's policy, set high expectations, and provide challenging learning activities which are well matched to pupils' abilities. Misconceptions, and gaps in pupils' knowledge and skills in mathematics, are not identified and addressed.
- Staff appraisal is managed well by the headteacher and governors. Staff performance targets are linked to the national *Teachers' Standards* and the key areas identified for improvement in the school development plan. A lot of thought underpins the performance targets of each member of staff, and these are beginning to bring about improvement in teaching.
- The local authority has worked well with school leaders to improve teaching and learning through joint lesson observations and examination of pupils' work and progress. This is helping to improve teaching and support subject coordinators in their roles.
- Pupils are welcomed from diverse cultural backgrounds, including those who join the school unable to speak English. Pupils settle quickly into school life because leaders and staff provide good care and support. Pupils develop good social skills, collaborate successfully and behave with courtesy and consideration. Leaders treat everyone equally and fairly. Discrimination is not tolerated.
- The pupil premium is used to provide disadvantaged pupils with access to residential trips, after-school clubs, sports, cultural activities and academic support, and these enriching experiences enable eligible pupils to improve their social skills. However, disadvantaged pupils do not generally make good progress across subjects, including in reading, writing and mathematics. Leaders have not evaluated the impact of the use of the pupil premium in raising the attainment of eligible pupils.
- The sport premium is used to provide additional sports equipment and a broader range of sports and activities, including street dance, multi-sports. It has also enabled the school to take part in inter-school tournaments. Coaching sessions by Leicestershire cricket club have developed pupils' understanding and skills in this game. The physical education coordinator has received additional training to support colleagues' teaching of physical education.
- A broad range of subjects is provided and some teachers present topics in an exciting and creative way. The rich variety of after-school clubs, educational visits, visitors to assemblies and cultural experiences in music and the theatre support pupils' spiritual, moral, social and cultural development well. Pupils understand the value of living in a democracy. For example, they are knowledgeable about the recent Scottish independence referendum. In this ethnically diverse school, pupils understand cultural difference and get on well together. Pupils are well prepared for life in modern Britain.
- Leaders ensure that statutory requirements for safeguarding pupils are met. All necessary checks are made on staff, and child protection training for staff is up to date.

■ The governance of the school:

- Governors are committed to the school. They are aware of the impact that staffing changes have had on pupils' progress. New staff have been appointed and they are supported through coaching and pairing with more experienced teachers.
- Governors have benefited from training in safeguarding, understanding information on pupils' progress and finance.
- Governors understand the school's strengths and areas for development. They visit the school regularly, and the information and reports provided by the headteacher also help to keep them informed. However, governors have not checked the effectiveness of the actions taken to improve the quality of teaching and raise standards.
- With the support of the local authority adviser, governors manage the headteacher's performance closely. Pay rises and promotions for teachers must be approved by the governing body and teachers must meet their targets for pupils' progress and good teaching to receive an increase in pay. Governors manage the school's finances prudently.
- Governors make sure the school's safeguarding arrangements are effective and meet statutory requirements. While they know how the pupil premium has been used, they have not ensured that its impact has been fully evaluated.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes to learning and their relationships with adults working in the school are harmonious. Pupils possess a good understanding of right and wrong, and demonstrate courtesy, politeness and respect. They show care, compassion and consideration for others through their daily interactions, as well as through such things as sponsoring a guide dog for the blind and fundraising for the national charity, Kidscape.
- In lessons where teachers set high expectations, pupils respond well, producing work of a high standard. They listen politely to the teacher and to each other, and take turns to contribute thoughtfully to discussions. The large majority of pupils present their work with care and apply themselves well to the learning activities that teachers set for them to do in the classroom and at home.
- Rewards are used effectively to motivate pupils to work hard and acknowledge their effort and achievement. Pupils respond well to rewards, valuing their table points, stickers and handwriting pens. Pupils spoke enthusiastically about the various roles and responsibilities they were able to take on, such as 'eco warriors' and 'playground pals'. Through these initiatives, pupils grow in their understanding of how to care for the environment and each another.
- Care is taken to record and report unacceptable behaviour, and keep parents and carers informed. Fixed-term exclusions are rare.
- The school provides good support for disabled pupils and those who have special educational needs, including those who have behavioural difficulties. Good links with parents and external agencies, and involvement of pupils in how their behavioural needs can be met, result in clear, workable support plans. Pupils are helped successfully to grow in self-esteem, confidence and understanding, so that they can manage their own behaviour more effectively.

Safety

- The school's work to keep pupils safe and secure is good. The school helps pupils understand risk, including when using the internet. There is helpful advice and support for parents about how to keep their children safe when using computers at home.
- Pupils feel safe in the school and playground, which is well supervised at break and lunchtimes. Pupils understand how to risk assess danger. They know about road safety and danger from strangers.
- Pupils are knowledgeable about bullying, including cyber-bullying, and the harm it can cause to the feelings of others. They know what to do if bullying occurs.

- Pupils say that, although there is some unpleasantness in the form of name-calling, they are confident that teachers will deal with it when it is reported. Rare incidents of a sexist, homophobic or racist nature are reported and dealt with firmly. Parents expressed support for the school and said that the concerns they reported about the behaviour of any particular year groups were dealt with effectively when they raised them with the school.
- Pupils enjoy coming to school. Attendance is below average, but it has improved in the current school year. The school is improving its immediate response when pupils are first absent. The pupil premium funding is used to improve the attendance of disadvantaged pupils. Punctuality to school is good and school begins on time. The good links with parents formed through the phonics workshops, open afternoons, coffee mornings and 'stay and play' sessions are helping parents to value good attendance and learning.

The quality of teaching

requires improvement

- Teachers do not consistently set high expectations and challenge pupils to achieve their best. Work set is not always challenging enough to enable all pupils to achieve well. Consequently, some pupils are set work that is too hard or too easy, and their progress slows.
- In mathematics lessons, pupils' misconceptions and gaps in their knowledge and skills are not always identified during the lesson and addressed. This is often the case when teachers mark pupils' class and homework. Consequently, over time, pupils lose confidence in their mathematical ability and are left with gaps in their basic knowledge and understanding.
- Teachers do not use the school's marking policy consistently well when they mark pupils' work. Comments on pupils' work do not give pupils a clear picture of what they need to do to improve, and teachers do not check that pupils respond to these comments and make the necessary improvements.
- Regular meetings to check pupils' progress enable staff to identify those who are not progressing as well as they should. Support is provided through small-group sessions, booster classes and one-to-one tuition to help pupils close gaps in their knowledge and understanding. Not enough pupils make good progress as a result of these opportunities, particularly disadvantaged pupils, disabled pupils and those who have special educational needs. The effectiveness of support is not fully evaluated so it is unclear to leaders and staff which practice is most effective.
- Teaching assistants benefit from good training. They deliver well-planned phonics sessions that help pupils make good progress.
- Reading is taught well. Pupils demonstrate understanding and apply their knowledge of phonics well to their reading and writing. In literacy lessons, there are good examples of pupils' writing, but they have too few opportunities to write at length in other subjects. Many boys do not make the most of the opportunities they already have to write more, and teachers do not challenge them through their marking to produce more detailed pieces of work.
- Where teaching is most effective, teachers plan learning using the information they have about pupils' attainment to design activities that are engaging and challenging for all pupils. Pupils respond with good application and enjoyment, and make good progress. Leaders have not ensured that all teachers use assessment effectively to plan learning and fill gaps in pupils' knowledge and understanding.

The achievement of pupils

requires improvement

- Children join the Reception class with skills and abilities that are broadly typical for children of their age, but lower in personal and social development, and communication, language and literacy.
- In 2014, children did not progress as well in the other areas of learning as they did in communication,

language and literacy, and fewer than expected achieved a good level of development. School information shows the proportion predicted to achieve a good level of development in 2015 is similar to 2014. The many children who speak English as an additional language make good progress in learning English.

- Pupils accurately apply phonics to their reading and writing. Recent training for teachers in phonics and its application to writing has significantly improved the quality of teaching of this key skill. Pupils demonstrate good confidence, knowledge and skill in their reading. This is reflected in the good improvement in the 2014 national phonics screening check, which was above the national average. The school's assessment information shows that Year 1 pupils are on track to achieve similar outcomes in 2015.
- Year 2 pupils' attainment was a little below average in 2014. Results in writing were weaker than results in reading and mathematics. Systematic teaching of phonics and more opportunities for pupils to start to write in the Early Years Foundation Stage are helping to improve writing. However, pupils in Years 1 and 2 do not have enough opportunities to write and this slows their progress.
- In 2014, Year 6 pupils attained below-average standards overall, pulled down by relatively weak performance in mathematics, where they were around two terms behind pupils nationally. Boys did not attain as well as girls, and boys' results in writing and mathematics were a little weaker than in reading. The school is addressing boys' underperformance through targeted support in small groups and one-to-one tuition. These actions have yet to demonstrate their effectiveness in raising standards.
- Year 6 pupils did not make good progress in reading, writing and mathematics in 2014. Progress in writing and mathematics was weaker than in reading. School information shows that the large majority of current Year 6 pupils are on track to make the progress they should.
- Disadvantaged pupils in Year 6 in 2014 did not make good progress in reading, writing and mathematics, in 2014. On average, they were about three terms behind their peers in school in reading and writing, and four terms behind in mathematics. The gap with pupils nationally was wider: disadvantaged pupils were three terms behind pupils nationally in reading, four terms behind in writing and five terms behind in mathematics. School information shows that disadvantaged pupils are slowly reducing the gap with their classmates but the school has not completed an evaluation of the effectiveness of the specific support it provides for these pupils.
- In 2014, the most-able pupils did not make good progress. Learning in the classroom does not always stretch and challenge these pupils to achieve their best because they are set work that is too easy for them.
- Disabled pupils and those who have special educational needs did not progress as well as other pupils in 2014. Careful support, provided through small-group sessions and one-to-one tuition, is addressing gaps in these pupils' knowledge and understanding and is helping them to catch up. The majority are currently making the progress they should.

The early years provision

requires improvement

- Children join the Nursery with skills and abilities which are typical for children of their age but lower in communication, language and literacy, and personal and social development. Adults strengthen children's language skills by helping them to speak well. Consequently, children acquire knowledge and understanding of English quickly and make good progress in their speaking and listening. However, children do not progress as quickly in the other areas of learning and so do not make good progress overall.
- In both Nursery and Reception, there is a mix of adult-led and child-initiated learning activities which makes use of the internal and external areas available. Adults provide good care for children and help them to develop the confidence to learn and play together and on their own. Children's progress is recorded well in records of their 'learning journeys'.

- Teachers and teaching assistants provide the children with many varied learning opportunities. Staff are skilled in planning activities for small groups of children that promote curiosity and hold their attention. Children make better progress in these small-group activities. For instance, during the 'what's in the bag?' session, children worked with motivation and excitement as they took turns to discover and describe objects that were hidden in a bag. Through lively questioning, the class teacher and teaching assistants helped children develop their use of comparative language. Classroom learning is supported by educational visits and children deepen their learning through their experiences.

- Leadership and management of the early years requires improvement because it has not ensured the children make consistently good progress across all areas of learning. Leaders ensure that safeguarding checks are completed on all staff. Staff adhere to the school's policy in relation to photographs, and the use of cameras and digital equipment. Staff receive good training in child protection and first aid.

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	120103
Local authority	Leicester
Inspection number	455991

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	450
Appropriate authority	The governing body
Chair	Lee Matts
Headteacher	Jo Higgins
Date of previous school inspection	30 January 2012
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