

# Spinney Hill Primary School and Community Centre

Ventnor Street, Leicester, LE5 5EZ

<b>Inspection dates</b>	30 September–1 October 2015
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Require improvement
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching, learning and assessment require improvement because the planning and delivery of activities is not consistently addressing pupils' different abilities in Years 1 to 6.
- Teachers in Years 1 to 6 do not consistently check pupils' learning during, or at the end of, lessons. This limits learning for all pupils.
- The most-able pupils in Years 1 to 6 are not challenged sufficiently and so do not reach the higher levels of attainment that they should.
- Behaviour requires improvement. Pupils in Years 1 to 6 waste valuable learning time when they are not fully engaged in their learning and when pupils' behaviour is not well managed by staff.
- Outcomes require improvement because pupils in Years 1 to 6 do not consistently make good progress over time in reading, writing and mathematics.
- Leaders do not check teaching and learning rigorously enough. Improvement points are not successfully acted upon to enable teaching to become at least good.
- Senior leaders do not share the good practice in the school effectively to improve teaching in Years 1 to 6.
- Middle managers are not sufficiently involved in improving teaching and learning.
- A few parents are not happy with the response they get from staff when they raise a concern.

### The school has the following strengths

- The leadership of the new headteacher is good.
- Personal development and welfare are good. Attendance has improved since better systems to check attendance have been developed. Attendance is now broadly average.
- Children in the Nursery and Reception classes learn well. Planned activities address their needs.
- Teachers' marking supports pupils' learning well.
- There has been a good improvement in reorganising the governing body and defining roles and responsibilities. Governors are now well informed. They support and challenge the work of the school effectively.

## Full report

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

- Improve teaching in Years 1 to 6 so that it is at least good by ensuring that:
  - the good practice in the school is shared with all staff
  - activities are planned to take account of pupils' different abilities so that they are all fully engaged, and behave well and so do not waste valuable learning time
  - learning is checked regularly during every lesson so that all pupils make good gains in their learning
  - the most-able pupils are given challenging work that enables them to reach the highest levels in reading, writing and mathematics at the end of Year 6.
  
- Strengthen leadership and management by:
  - checking teaching and learning more rigorously so that improvement points are not only identified but also successfully acted upon
  - ensuring that middle managers are clear about their roles and responsibilities regarding improving teaching and learning
  - working with governors and staff to improve the way staff deal with parental concerns.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Although leadership requires improvement, the leadership of the newly appointed headteacher is good. She quickly identified the school's weaknesses and acknowledges that there is still a way to go. The headteacher, supported by her senior leaders, has a good grasp of the strengths and weaknesses in the school. Self-evaluation is now accurate.
- Although teaching and learning are monitored, the system used is not rigorous enough and not enough pupils in Years 1 to 6 receive effective teaching. Weaknesses are identified but improvements are still necessary.
- Middle managers, some of whom are new to their post, are aware of some of their responsibilities but are unclear of their role in improving teaching and learning.
- Not all parents feel they get a clear response when they raise a concern.
- Systems and processes, such as to develop pupil performance information for each year group and ensure that pupils receive quality feedback to move them on to the next step of learning, have been successfully established.
- A new electronic system to track pupils' progress has recently been introduced. Pupils' progress is now discussed regularly and teachers are beginning to understand that they are responsible for pupils' progress in their classes.
- The learning environment is attractively decorated and is immaculately clean. The school sparkles and is a safe place to learn. The newly implemented curriculum offers all pupils a wide range of activities in all subjects. Pupil performance information is already showing that boys' progress in writing is improving.
- Through the primary physical education and sport premium, pupils have many opportunities to take part in sporting events and teachers work with a specialist to develop their practice. The impact of this is that pupils receive at least good-quality physical education provision as they develop the skills needed to take part in physical exercise.
- Although there are improved outcomes for some disadvantaged children, the progress they make is not consistently good as they move through the school. Pupil premium spending is beginning to be linked to the promotion of individual pupils' progress.
- Discrimination is not tolerated, and through the curriculum and planned assemblies, pupils' spiritual, moral, social and cultural development is promoted well. Cultural development is particularly well focused on. From an early age, pupils begin to learn about world religions and celebrations. They quickly learn about different cultures and get along well with one another as they learn and play. Pupils develop an understanding of moral issues in the news. For example, they learnt about the refugees who leave their own countries and thought about how they add value to our country.
- Assembly themes focus on developing pupils' awareness of British Values as they learn about human rights and the rights of the child. Governors spoke of the ways they are developing this awareness by asking local government members to come in and talk about their role. In this way they are preparing pupils for life in modern Britain.
- **The governance of the school**
  - has had its roles and responsibilities clarified and its monitoring role has been developed. Each governor has been assigned to a year group and governors are building relationships with staff during visits to school
  - is well informed through these visits, meetings and the documentation it receives. Governors speak confidently of recent discussions and challenges that have taken place and the importance of linking spending to pupil outcomes
  - shows a good awareness of the systems and structures in place. Governors know, for example, how the performance management system links with the teachers' pay structure. Currently, they are working towards appraising the new headteacher for the first time
  - says teaching has improved over the last year because teachers are better supported and more focused and staff morale has been raised. Governors say that since the headteacher has focused on moderating teacher assessments, particularly in Year 2, the attainment of pupils is now more accurately assessed and recorded. They add that progress is improving. School data for 2014/15 show

that pupils are not underachieving in Years 3 to 6, as they have in previous years

- talks knowledgeably about the sports premium and of how many pupils and teachers benefit from this funding.
- The arrangements for safeguarding are effective. Thorough systems are in place to ensure that pupils are safe. All staff have appropriate training to develop their awareness of all safeguarding issues. A range of linked policies effectively emphasise safeguarding procedures; for example, clear guidance is provided in the comprehensive staff handbook. The most recent questionnaire sent out to parents and the responses from the online survey indicate that most parents are positive about the provision their children receive, particularly in relation to safety.

### **Quality of teaching, learning and assessment** requires improvement

- Pupils in Years 1 to 6 do not consistently learn effectively. Teachers do not always use performance information, which they collect on all pupils, to plan activities matched to their abilities. Consequently, pupils were seen trying to do activities that were too complicated and then had difficulty staying on task.
- Teachers generally manage pupils' behaviour well. However, when activities are not pitched at the correct level, pupils either sit passively or low-level disruption occurs and then learning is disrupted.
- Teachers' expectations are not always high enough. The most-able pupils do not do as well as they should in reading, writing and mathematics, because they often finish their activities quickly and then sit and waste time.
- During lessons where learning is less effective, teachers do not check that their pupils understand what they are learning. When this happens, pupils do not make the expected gains in their learning.
- The new headteacher knows where the better practice is in Years 1 to 6. In these lessons, teachers' expectations are high and activities are suitably planned to challenge all pupil groups, whatever their abilities. As a result, all pupils learn well because they enjoy learning and pupils are interested in what they are doing. Currently, this practice is not being shared effectively.
- Information collected during the inspection shows that a few parents have concerns about the teaching their children receive. Inspection evidence shows that not all pupils learn well.
- Teachers' marking of pupils' work often supports learning well. In Years 2 and 6, pupils spoke of teachers' comments being helpful in improving their skills and understanding. Pupils' previous work shows that teachers' marking is usually supporting learning well as they develop English skills. In mathematics and science, marking is not consistently good.
- Some effective teaching in the wider curriculum was observed. In Year 3, pupils recreated a Stone Age painting. They crushed berries to make paint and used sticks to paint with. Learning was good. Much fun was had by all as pupils learnt about life in the Stone Age.
- The teaching of physical education is effective. Teachers, along with the physical education specialist, devise interesting and exciting lessons. Learning is at least good. Pupils are keen to participate and have good attitudes towards healthy pursuits. The many extra-curricular sporting activities are well attended.

### **Personal development, behaviour and welfare** require improvement

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they feel safe and know what to do if they have a concern. Through their physical education programme they learn about the importance of taking exercise to stay healthy. All have many opportunities to take part in sporting events and from an early age are encouraged to eat healthy snacks.
- Pupils in Year 6 speak confidently about many issues; for example, about democracy and about criminal law. They know how to behave and pupils from many different backgrounds get on amicably with each other. Spiritual, moral, social and cultural development is promoted well within the curriculum. In addition, a carefully designed calendar for assemblies is linked to promoting personal development and an awareness of issues in the local community and beyond. This prepares pupils to become good citizens.
- Pupils say that bullying is not a problem in the school. Racist incidents, they say, are rare and dealt with quickly. Pupils of all ages usually interact well with each other.

## Behaviour

- The behaviour of pupils requires improvement.
- In some lessons in Years 1 to 6 pupils are not engaged well and there is low-level disruption. On occasion, when behaviour is not well managed by teachers, a few pupils exhibit signs of being disrespectful. For example, pupils were seen talking among themselves when they should have been listening to a teacher. Others did not respond quickly enough when given simple instructions by teachers. Pupils were also observed not joining in with the lesson. Attitudes to learning are not always positive.
- At times, for example during assemblies, pupils are not always attentive and do not move quietly back to their classrooms, despite being told by their teachers to be quiet.
- As pupils move around the school or interact with each other during breaks behaviour is generally good.
- There are systems to log incidents of different kinds of poor behaviour, but these incidents are few.
- Pupils say they think behaviour is good. A few parents do not think pupils are well behaved or that bullying is dealt with effectively. Inspection evidence shows that pupils' behaviour is better during playtimes than during some lessons and that incidents of bullying are rare and dealt with quickly if they occur.
- Attendance has improved since the previous inspection. A family support worker has been appointed and monitoring procedures have improved. She has worked closely with families to promote the necessity to attend regularly. The most recent figures, for 2014/15, show that attendance is broadly average and that the proportion of pupils persistently absent from school has declined.

## Outcomes for pupils

### require improvement

- At the end of Year 2, the trend over the last three years shows average attainment in reading, writing and mathematics. Progress is not good as pupils move through Years 1 and 2.
- The trend over the last three years shows below-average attainment at the end of Year 6. The most current school performance information shows an improvement in 2014/15, when attainment was broadly average. The rate of progress in Years 3 to 6 also improved during 2014/15. Although progress was not good overall, pupils generally made at least expected progress.
- Progress as pupils move through Years 1 to 6 is inconsistent and determined by the variable quality of teaching that pupils receive. There is evidence to show that when pupils who are identified as disabled or having special educational needs receive support they make good progress.
- In addition, when pupils who are learning to speak English are given additional support in their classrooms they learn well. However, in Years 1 to 6, these pupil groups make similar progress to their classmates overall, which is less than good and requires improvement.
- The most-able pupils are not challenged sufficiently in Years 1 to 6. This results in them not reaching the highest levels in the Year 2 assessments and the Year 6 national tests for reading, writing and mathematics.
- In all classes, children are heard to read and teachers keep notes on their progress, and guided reading lessons are planned which focus specifically on the teaching of reading. Pupils' progress in reading is determined by the quality of teaching they receive. In Year 1, the national screening check in phonics (the sounds that letters represent) shows that the proportion of pupils who reach the expected level is average.
- Leaders and managers track the progress of individuals and pupil groups to narrow the gap between the achievement of disadvantaged pupils and their classmates. The gap is narrowing in reading, writing and mathematics. However, the headteacher acknowledges that there is still a way to go because of inconsistencies in the quality of teaching which result in inconsistencies in the progress all pupils make.
- Children get off to a good start in the Nursery because they are offered a suitable curriculum which addresses their needs.
- Progress as children move through Reception is good in relation to their starting points. Activities are interesting. The children enjoy all that is on offer and focus enthusiastically whether they work on activities they choose for themselves, with an adult or in a larger group. Consequently they learn well in lessons and their progress over time is good.
- By the time pupils leave in Year 6, levels of attainment are broadly average and so pupils are adequately prepared, academically, for their next school.

## Early years provision

is good

- The leadership and management of early years provision are effective. Consequently, the provision in the Nursery and Reception classes is good and a strength of the school. These children make better progress than those in Years 1 to 6 because teaching is consistently good. Children are taught classroom routines from when they start in Nursery. Safeguarding arrangements are secure both inside and out.
- The proportion of children who reached a good level of development in 2014/15 was similar to what is expected nationally and an improvement on the previous year. Children are adequately prepared for their next class, in Year 1.
- In both the Nursery and Reception, children have opportunities to play inside and outside. Activities are interesting and motivate the children well. Adult expectations are high and activities are suitably planned to support the children's ages and stages. Children behave well. In both the Nursery and Reception, children were seen listening and paying attention well as they sat in a large circle during circle time sessions where speaking and listening was effectively focused.
- The environment is structured well to enable children to learn effectively as they choose activities themselves, learn with an adult either individually or in a small or larger group. Adults understand how these young children learn. Interactions are carefully thought out to enhance and reinforce learning.
- In the Nursery, children were seen playing as builders using bricks and carrying them in a wheelbarrow. Good teamwork was encouraged by the adult who was supporting them. Children worked effectively and showed much enjoyment as they used their imagination to construct a building. The adult interacted expertly to develop their understanding of the importance of working together and getting on with everyone.
- As a small group sat and ate snacks, they spoke confidently about 'germs' and why they have to wash their hands before they eat and drink anything.
- All children have good opportunities to develop literacy skills. Children in the Nursery were observed having great fun making marks on a chalkboard outside. Although letters were not recognisable they confidently used paintbrushes and took turns without a fuss. In Reception, children were supported well by an adult as they identified initial, middle and final sounds in simple words. They worked in a small group and waited patiently for their turn. At times, sounds were linked to actions to help lower-attaining children.
- All children have many opportunities to develop their mathematical skills. For example, in Nursery, children counted the bricks they used to build their building and in Reception children were seen working well together, with good independence, as they counted and sorted super-heroes.
- There were no parental concerns about this provision.

## School details

<b>Unique reference number</b>	120084
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10001839

This inspection 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>	685
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Imtiaz Girach
<b>Headteacher</b>	Catherine Stretton
<b>Telephone number</b>	0116 273 7047
<b>Website</b>	<a href="http://www.spinneyhill.leicester.sch.uk">www.spinneyhill.leicester.sch.uk</a>
<b>Email address</b>	<a href="mailto:cstretton@spinneyhill.leicester.sch.uk">cstretton@spinneyhill.leicester.sch.uk</a>
<b>Date of previous inspection</b>	19–20 September 2013

## Information about this school

- The school is much larger than the average-sized primary school.
- Approximately one third of the pupils come from Indian backgrounds. The remainder originate from a range of different ethnic groups. Hardly any pupils come from White British families.
- The proportion of children who speak English as an additional language is high. Few pupils are at the early stages of learning English.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium, which is the additional government funding for pupils eligible for free school meals, is average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The headteacher has been appointed since the previous inspection and has been in post just over one year.

## Information about this inspection

- The inspectors observed pupils' learning in 28 parts of lessons taught by 26 teachers.
- The headteacher was involved in one observation. The inspectors looked at many documents such as the school's self-evaluation, the school development plan, pupils' previous and current work in Years 1 to 6, 'learning journeys' from the children in Reception and safeguarding documents.
- Meetings were held with the headteacher, senior and middle leaders, children, a representative from the local authority and members of the governing body.
- The views of parents were considered by analysing 15 responses to Parent View, the online survey, and the 152 responses to the questionnaire sent out to parents approximately six months ago.

## Inspection team

Nina Bee, lead inspector	Ofsted Inspector
Sarah Chadwick	Ofsted Inspector
Ian Hart	Ofsted Inspector
John Savage	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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