

Eyres Monsell Primary School

Simmins Crescent, Leicester, Leicestershire LE2 9AH

Inspection dates

22–23 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides ambitious and resolute leadership. She has an accurate view of the school's effectiveness. The school has improved since the previous inspection.
- A team of dedicated senior and middle leaders provide the headteacher with valuable support. Some actions taken to improve the effectiveness of the school are recently implemented. Early indications are positive but improvement has yet to be sustained.
- The quality of teaching is typically good. There are, however, some inconsistencies in teaching. At times, teachers do not provide pupils with enough challenge or sufficient opportunities to apply their reasoning skills in mathematics.
- Pupils make good progress in writing and mathematics. Pupils' progress in reading is above average. The girls, however, make faster progress than the boys.
- Disadvantaged pupils make good progress. Their progress is similar to other pupils nationally. At times, disadvantaged pupils' progress is stronger than that of their peers.
- Pupils of different ability groups each make good progress. A lower-than-average proportion of pupils, however, reach higher standards in their learning. This is especially true for the middle-ability pupils.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress. Teaching assistants usually support this group of pupils well but this is not consistent across the school.
- Leaders provide pupils with effective ways to help keep themselves safe. Pupils are considerate, tolerant of each other and respectful. Their behaviour is good.
- Leaders provide pupils with a wide and varied curriculum. The curriculum is enriched with opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- Pupils' attendance fell last year to below the national average. Leaders' actions have ensured that attendance is now improving again.
- Children in the early years make good progress. Independent learning, however, does not support some children's learning well enough.
- New governors, new systems and a higher level of commitment have improved the effectiveness of the governing body since the previous inspection. The governing body's work, however, has yet to be sustained to secure continued improvements.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, including the governing body, by ensuring that leaders, at all levels, maintain a sharp focus on the procedures they have established to accelerate pupils' progress.
- Improve the quality of teaching and strengthen pupils' progress by ensuring that all teachers:
 - provide pupils with more opportunities to practise their reasoning skills in mathematics
 - challenge pupils with harder activities and support them in reaching a greater depth in their learning, especially the middle-ability pupils
 - make effective use of teaching assistants to support pupils' learning
 - provide all groups of pupils with learning opportunities that secure equally good progress, especially the boys.
- Improve children's progress in the early years, especially the boys, by:
 - providing children with more opportunities to develop their skills across the curriculum
 - encouraging children to engage in the different activities and make independent choices to support their learning needs
 - developing the role of adults, during the free-flow sessions, to accelerate children's language development.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher communicates a clear vision for the school. Her determination and commitment to improving the school have been central to its success since the previous inspection. The headteacher has high expectations of herself, her staff and the pupils. She provides clear direction for her colleagues. Staff morale is high among the dedicated teaching team.
- The headteacher has an accurate understanding of the school's strengths and weaknesses. There are no excuses for pupils aiming for anything less than national standards at Eyres Monsell. Senior leaders ensure that their school improvement plans are sharply focused to achieve this.
- Senior leaders are thorough in the checks they make on improving the quality of teaching. They insist on the very best for pupils and have successfully improved weaker teaching where it has emerged. Leaders have made difficult decisions about teaching so that pupils continue to receive good-quality education.
- Senior leaders plan the curriculum well. They offer pupils many extra opportunities to broaden their life experiences. The curriculum, including after-school activities and educational visits, provides a rich variety of learning opportunities. It also supports pupils' academic, personal and social development. Leaders promote pupils' spiritual, moral, social and cultural development through the curriculum and through the ethos of the school. Leaders prepare pupils well for life in modern Britain.
- The school's assessment system to check on pupils' progress provides leaders with important information. Appropriate checks against standards in other schools enhance the accuracy of teachers' assessments. Leaders quickly identify any pupils who are falling behind. In-depth discussions between leaders and teachers ensure that pupils receive any extra support they may need to catch up. Overall, pupils make good progress in reading, writing, mathematics and a wide range of other subjects. Leaders have yet, however, to eliminate some of the inconsistencies that arise for some groups of pupils.
- Middle leaders throughout the school are passionate and determined to improve the areas for which they hold responsibility. They share the headteacher's vision and ambition. Subject leaders are knowledgeable. They share effective practice with leaders in other educational establishments, which they then use skilfully to improve their subjects areas. Subject leaders meticulously review the quality of teaching, plan for improvement and check on their effectiveness in improving pupils' progress. Some initiatives to improve the quality of teaching, however, have been recently introduced. Their long-term impact on accelerating pupils' progress has yet to be determined.
- Leaders make valuable use of the pupil premium funding to strengthen disadvantaged pupils' progress. They achieve this through a range of different approaches, for example improving pupils' attendance, improving their well-being and broadening their life experiences.
- The senior leader for pupils who have SEN and/or disabilities has been diligent in her approach to improving the effectiveness of this area of the school. The leader, who

was recently appointed, is fully aware that some areas are still at a developmental stage. There is effective liaison with external agencies so that pupils get the extra support they need to overcome their barriers to learning.

- Senior leaders make effective use of the school's physical education and sport premium funding. They have trained staff and increased their confidence in the delivery of physical education lessons. Leaders also use this funding to promote pupils' participation in active play. Pupils understand the link between health and well-being and taking part in exercise and sport.
- Leaders work effectively to engage parents in their children's learning. They provide many opportunities for parents to find out what their children do at school. Reports on children's progress provide parents with helpful guidance on how they can contribute to their children's learning at home. Parents are positive about the school.
- Leaders have benefited from strong support from the local authority. The local authority has been effective in developing the governing body. It has also played an active role in supporting leaders in improving the quality of teaching.

Governance of the school

- The governing body shares the passion of the headteacher and other leaders to raise standards in the school. Although few in number, governors are a committed and dedicated group of individuals. They have undertaken appropriate training to develop their skills. They now have an increased understanding of their roles and responsibilities.
- Members of the governing body have a realistic view and understanding of the school's strengths and weaknesses. They work effectively in partnership with the leadership team to secure continuous improvement in the school. Members of the governing body provide leaders with support and an increasing level of challenge. They have, however, yet to demonstrate that their increased effectiveness will be sustained.
- Governors are knowledgeable about the use of extra funding, especially the pupil premium funding and its impact on disadvantaged pupils. They are fully aware that some of the SEN funding has not brought about the improvement intended. They have taken quick and decisive action to rectify this.

Safeguarding

- The arrangements for safeguarding are effective. Leaders, including governors, place a high importance on safeguarding. They ensure that all safeguarding arrangements are fit for purpose. Checks to ensure the suitability of staff and volunteers are carried out correctly. There is a culture within the school of vigilance.
- The designated teachers for child protection and safeguarding ensure that procedures to keep pupils safe are implemented thoroughly. Records are detailed and well maintained. Staff and governors are trained effectively. Staff understand the systems to report concerns, including those associated with radicalisation and extremism. Partnership working with parents and external agencies is effective in supporting pupils and keeping them safe.

- Leaders have created a nurturing environment where pupils feel well supported. The family-support worker liaises closely with pupils and parents, providing them with strong support. Groups of pupils who spoke with the inspectors said that they feel safe in the school. The curriculum contributes to raising pupils' awareness of safe practices, such as when using the internet. Parents who responded to the school's own surveys, and those spoken with during the inspection, agreed that their children are safe and well cared for.

Quality of teaching, learning and assessment

Good

- Leaders' sharp focus on improving the quality of teaching ensures that teaching, learning and assessment are typically good. Where teachers and teaching assistants need extra support, leaders provide clear guidance and advice.
- The teaching of phonics is strong and provides pupils with a secure foundation for the development of reading skills. Teachers check pupils' understanding thoroughly and provide pupils with opportunities to apply their phonic skills. Leaders promote a love of reading and pupils' progress in reading is rapid. Pupils read with confidence to the inspectors.
- Teachers provide pupils with opportunities to write for different purposes and in a range of different styles. Handwriting, grammar, spelling and punctuation are taught effectively. For example, pupils are encouraged to edit their own writing to reinforce their accurate use of spelling and grammar.
- Teachers consistently apply the school's marking and feedback policy. Teachers make effective use of the policy to check pupils' understanding. They also use it to provide pupils with guidance on how they can improve. Teachers are adept at spotting inaccuracies in pupils' work, which they quickly rectify. In English, the teacher and teaching assistant worked well together to correct pupils' mistakes during a writing skills lesson.
- Teachers' secure subject knowledge contributes well to the progress that pupils make. They use their subject knowledge to plan activities that are interesting and relevant. Teachers also use their subject knowledge to ask pupils pertinent questions. Sometimes, however, teachers do not use questions effectively enough to make pupils think harder.
- Teachers usually make strong use of pupils' prior learning. They plan activities to build on pupils' understanding and to challenge their thinking. For example, in mathematics, the teacher provided some pupils with an extra challenge to find missing numbers during their work on arrays. Sometimes, however, teachers do not use what they know about pupils' prior learning well enough. On these occasions, teachers do not provide work that is hard enough, and which pupils are capable of achieving. This is especially true for the middle-ability pupils.
- The leader for the SEN provision works closely with teachers to review each pupil's progress. Effective planning for pupils' next steps supports pupils' good progress. Teaching assistants are usually effective in providing pupils who have SEN and/or disabilities with good-quality support. For example, in key stage 2, the teaching assistant used skilful questions and simplified the tasks set. This helped pupils understand the different properties of materials they were considering. At times,

however, teaching assistants do not make a positive enough difference to pupils' learning. This is especially true during the teacher-led sessions.

- The teaching of mathematics is effective. Teachers ensure that pupils are fluent in using their skills and provide opportunities for them to solve problems. The school's chosen mathematics programme is well designed to develop pupils' reasoning skills. Teachers do not, however, routinely provide opportunities for pupils to deepen their mathematical understanding.
- Teachers use homework to reinforce pupils' learning and to provide pupils with opportunities to develop new skills. Pupils explained to the inspectors how teachers routinely use homework to help them practise their newly acquired skills.
- Teachers have high expectations of pupils' behaviour. Most pupils respond well and are keen to engage in the learning activities teachers set. At times, a few pupils lose focus and do not concentrate well enough on the tasks they have been set. This is also the case when activities do not provide pupils with enough challenge.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The inclusive nature of the school helps everybody to understand how to overcome barriers to learning. Leaders provide the most vulnerable pupils and their families with effective support. Pupils are confident and they are mostly respectful towards each other and adults. They are welcoming to visitors and happy to talk about their school, in which they take great pride.
- Pupils feel safe in school and their parents agree with this. Pupils know how to keep safe in different situations. For example, they talked confidently to the inspectors about their internet safety days. Visitors to the school reinforce important messages about staying safe. Pupils understand about the different types of bullying and racism. They say that when incidents of bullying or racism do occur they are always dealt with. Pupils also learn how to be healthy and take care of their own well-being. They take part in a variety of sports-based clubs to keep themselves active and fit.
- Leaders provide pupils with many opportunities to learn about spiritual, moral, social and cultural issues. Pupils work together constructively and this develops their social skills well. They understand right and wrong. Pupils also develop a good sense of their own culture as well as learning about other cultures and different faiths.
- Pupils are able to explore themes such as democracy when they vote for representatives on the school council and other bodies. Pupils have many opportunities to contribute as leaders in their school community, for example as eco or digital leaders.

Behaviour

- The behaviour of pupils is good. Pupils are well mannered and most pupils conduct themselves well. Pupils are smartly dressed and they take pride in how they wear their school uniform and their physical education kit.

- Leaders make effective use of the system for recording incidents of poor behaviour to spot patterns and trends over time. They use this information effectively to support individual pupils and improve behaviour throughout the school. The proportion of pupils who receive a fixed-term exclusion is low and reducing.
- Pupils understand the school's new behaviour policy. Most pupils manage their behaviour well in lessons. At times, a few pupils do not engage in their learning well enough, especially when the activities are not sufficiently challenging.
- Pupils' behaviour during playtime is good. Pupils mingle happily together and make good use of the facilities available. The vast majority of pupils are punctual and ready for learning. A few pupils, however, remain stubbornly late. Pupils and parents both agree that behaviour is typically good.
- Pupils' attendance fell during 2016 and 2017. Leaders have taken decisive action to remedy this. Pupils' attendance for the current year has improved but remains below the national average. Attendance gaps between different groups of pupils are reducing. The proportion of pupils persistently absent also increased last year. Leaders' actions to rectify this have been very successful. The proportion of pupils who are persistently absent is now average.

Outcomes for pupils

Good

- Pupils make good progress in reading, writing and mathematics across the school. Pupils also make good progress in different subjects across the curriculum. Leaders prepare pupils well for their transition to secondary school.
- Pupils make good progress in their phonic skills development. They achieve similar standards to those seen nationally in the Year 1 phonics screening check. This is also typically the case for disadvantaged pupils.
- Pupils, including disadvantaged pupils, make good progress by the end of key stage 1. A greater proportion of pupils are achieving higher standards than have done in previous years. Attainment gaps to other pupils nationally are diminishing.
- Pupils, including disadvantaged pupils, make good progress during key stage 2. In 2017, pupils' progress in reading accelerated and was well above the national average. This enabled pupils to reach standards in reading well above those seen nationally. In 2017, pupils' attainment in writing and mathematics increased and was similar to the national averages. Pupils currently in key stage 2 continue to make good progress. The school's assessment information indicates, however, some inconsistencies in pupils' attainment. Pupils who join the school mid-key stage contribute to the variations seen in pupils' attainment.
- Pupils who have SEN and/or disabilities make good progress, especially in reading. Some of these pupils reach standards similar to those seen nationally. A few pupils, who have more complex SEN and/or disabilities, do not make the progress that they should. Leaders have taken effective action to rectify this.
- Each of the different ability groups makes good progress, including the most able pupils. A smaller proportion of pupils than average, however, reach greater depth. This is especially true for the middle-ability pupils. Pupils who speak English as an additional language make good progress. Boys' progress, however, is not as rapid as the girls',

especially during key stage 2.

Early years provision

Good

- Children start in the early years with skills well below those typical for their age. They make good progress in both the Nursery and Reception. An increasing number of children are now reaching standards similar to those seen nationally by the end of the Reception Year. Children are becoming better prepared for entry into Year 1.
- The early years is well led. The leader demonstrates the same enthusiasm and determination as that displayed by other leaders throughout the school. She is very clear about the areas in need of further development. The committed team of adults share the same enthusiasm to see young children thrive.
- Adults establish positive relationships with children. Behaviour is good and children are happy to share and take turns. The children generally show good levels of concentration and sustain their play well. For example, children played for long periods in the construction area and with the 'small world' figures.
- The early years environment is a safe space for children. The effective safeguarding culture that permeates the school is equally strong in the early years. All safeguarding and welfare requirements are met.
- Leaders plan the curriculum, which is broad and balanced, based on accommodating children's interests and extending their experiences. Children enjoy the well-resourced learning environment. The indoor area is bright, rich and well organised. The outdoor environment is spacious, colourful and stimulating.
- The quality of teaching in early years is good. The teaching of phonics is strong. Basic skills in reading, writing and numbers are taught effectively. Teachers plan engaging activities to make sure that children enjoy writing. Leaders have introduced a series of non-negotiable mathematics activities. During the adult-led sessions, adults support children's learning through prompts, skilled questioning and targeted support.
- Adults routinely check on children's progress. They make effective use of the wide range of assessment information they gather. Leaders provide children with effective support to help them catch up quickly when they fall behind.
- Leaders provide children with opportunities to develop a range of skills during the continuous provision time. Some children do not, however, make effective use of this, especially some boys. They are not eager to explore and learn across the different activities provided. Adults do not guide the children to specific activities well enough to develop specific skills. Equally, adults do not make enough use of the continuous provision to support children's language development.
- Leaders use the extra funding to support the learning of vulnerable children well. Most disadvantaged children make rapid gains in their learning. Children who have SEN and/or disabilities also make good progress from their starting points. More children, especially the most able, are now reaching higher levels in their learning than have done in previous years. The boys, however, do not reach the same standards as the girls.
- Adults establish positive relationships with parents. They encourage parents to

contribute to their children's learning. For example, the 'stay and play' sessions help parents to understand how their children learn new skills. Leaders also make effective use of external agencies to provide any extra support that children may need.

School details

Unique reference number	120069
Local authority	Leicester
Inspection number	10047990

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair (Interim)	Amy Tully
Headteacher	Kerry Hill
Telephone number	01162 773855
Website	www.eyresmonsell.leicester.sch.uk
Email address	admin@eyresmonsell.leicester.sch.uk
Date of previous inspection	20–21 April 2016

Information about this school

- Eyres Monsell is an average-sized primary school. The school has appointed five teachers since the previous inspection to accommodate its growth. The deputy headteacher joined the school in January 2017.
- The proportion of disadvantaged pupils is well above average. Just over two thirds of the pupils are White British, with the rest coming from a wide range of minority ethnic groups. The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils who have SEN and/or disabilities or who have a statement of special educational needs or an education, health and care plan is average.
- The school provides a breakfast club for its pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed pupils' learning in 18 lessons. Some of this learning was observed jointly with the headteacher.
- Discussions took place with school staff, members of the local governing body and a local authority representative.
- The inspectors met with two groups of pupils and talked informally with pupils. Pupils did not respond to Ofsted's survey but inspectors considered the school's own pupil surveys. Inspectors also listened to Year 1, Year 2 and Year 3 pupils reading. They observed assembly and pupils' playtime.
- Inspectors took into account the six free-text comments from parents to Ofsted's online survey, Parent View. There were insufficient responses to the survey to generate a full report. The school's own parental survey was considered. Inspectors also considered the 22 staff responses to Ofsted's online survey.
- Inspectors observed the work of the school and looked at a broad range of evidence, including the school's analysis of its strengths and weaknesses, planning and monitoring documentation, the work in pupils' books, records relating to attendance and behaviour and the school's information on pupils' current progress and attainment in English, mathematics and a range of other subjects.
- The school's child protection and safeguarding procedures were scrutinised. Inspectors reviewed the school's website to confirm whether it met the requirements on the publication of specified information.

Inspection team

Vondra Mays, lead inspector	Ofsted Inspector
Graham Boyd	Ofsted Inspector
Donna Moulds	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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