

# Taylor Road Primary School

Taylor Road, Abbey Park, Leicester, Leicestershire LE1 2JP

## Inspection dates

12 to 13 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have a good understanding of pupils' needs. Most pupils join the school with limited spoken English. Leaders' focus on developing pupils' communication and language skills helps pupils to make strong progress.
- Pupils with special educational needs and/or disabilities (SEND) make good progress because leaders have ensured that the support these pupils receive is well matched to meet their needs.
- Pupils' spiritual, moral, social and cultural education is developed well by adults. Pupils receive a wide range of opportunities to learn about their own and other cultures.
- Pupils behave well and work well together. They have a comprehensive understanding of diversity and tolerance.
- Leaders have ensured that the curriculum is broad and balanced. Examples of pupils' work across the curriculum are celebrated through the vibrant and high-quality displays around the school.
- The school's consistent approach to teaching in English and mathematics enables teachers to develop pupils' skills systematically. Occasionally the curriculum in these subjects does not provide the most able pupils with enough challenge.
- Parents and carers, and pupils, understand the importance of pupils' regular attendance at school. Rates of attendance are regularly above the national average. When pupils' attendance begins to fall below the school's expectations, staff work closely with families to make improvements.
- Staff in the early years are skilled at developing children's early reading, language and communication skills. Children are keen to take part in the activities that are available to them. Staff develop children's learning well through questioning and effective demonstration.
- Early reading skills are developed well. However, occasionally teachers focus too heavily on the retrieval of information and there is less focus on other reading skills.
- Effective teaching to develop mathematics knowledge ensures that pupils have a secure grounding in mathematical concepts. However, a few teachers do not routinely provide pupils with enough opportunities to develop their problem-solving and reasoning skills.
- Occasionally, teachers do not use their knowledge of what pupils can already do to set tasks that meet their needs. This is particularly the case for the most able pupils.

## Full report

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

- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers use assessment information carefully to set tasks that meet the needs of all pupils, in particular the most able pupils
  - teachers develop pupils' skills of inference and deduction when reading
  - pupils receive enough opportunities to apply their mathematical skills to problem-solving and reasoning.
- Improve the quality of leadership and management by ensuring that the curriculum for English and mathematics is challenging enough to meet the needs of all pupils, including the most able pupils and disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The senior leadership team is passionate about providing pupils at the school with the best possible opportunities. They have a good understanding of pupils' needs. Parents value the school highly. The school is seen as the heart of the community.
- Leaders have ensured that the school's effective approach to teaching in English and mathematics is consistently applied. Leaders use the information provided by their monitoring of the quality of teaching and learning to ensure that all staff understand the school's approach. There are multiple classes in each year group, but leaders ensure that all pupils receive the same opportunities across all classes.
- The leader with responsibility for pupils with SEND has high expectations for these pupils. There are clear and concise systems in place for monitoring the progress that pupils make. When it is necessary, leaders make adjustments quickly to the support that pupils receive to ensure that it is specifically targeted to their needs. Pupils with SEND consistently make strong progress.
- Leaders have ensured that the support provided for disadvantaged pupils has been strengthened since September 2018. Staff have identified the needs of disadvantaged pupils, and support has been put in place. As a result, disadvantaged pupils are making stronger progress than they have in the past.
- Staff receive targeted training to help them to develop their skills. Newly qualified teachers are well supported to help them plan learning using the school's well-established systems. Leaders ensure that teachers receive the support they need through in-school support and through their links with the Oadby Learning Partnership.
- The curriculum is broad and balanced. Pupils develop their knowledge and understanding across all subjects. Pupils' work across the broader curriculum is evident around the school, with displays celebrating their work, including in creative, expressive arts, music and French.
- Pupils' spiritual, moral, social and cultural education is developed well. The school's 'starfish story' sets the expectation for pupils, highlighting that they can make a difference to their world. Successes are celebrated through 'starfish' assemblies. From the early years foundation stage and throughout the school, pupils are expected to work together and learn cooperatively. Pupils frequently discuss concepts and share ideas. Pupils learn to appreciate the arts and to celebrate their cultural heritage. They have a good understanding of fundamental British values.
- The use of the sport premium is effective. Sports leaders work well to provide pupils with opportunities to try different sports. Local sports partnerships are utilised well to facilitate involvement in external competitions and talent spotting. Leaders have a clear understanding of the needs of pupils, and they successfully ensure that both boys and girls are involved in sport.
- The curriculum in English and mathematics has been designed to provide pupils with a clear structure to develop their learning. However, in recent years it has become evident that the curriculum in these subjects is not fully meeting the needs of some pupils, in particular the most able pupils. Leaders have recognised this and are

redesigning the curriculum to ensure that all pupils' needs are met.

- The local authority is working with leaders to support the developments to the curriculum. Through clear action plans, they are working closely with leaders to support the improvements that leaders are making.

### **Governance of the school**

- Governors have a good understanding of the areas for improvement at the school. They know that the curriculum in English and mathematics is not fully meeting the needs of all learners. They are determined to support and challenge leaders to bring about improvements.
- Governors have precise action plans in place with which they hold leaders to account. They have evaluated the skills of the governing body well and have matched governors to school leadership areas. For example, the school's safeguarding governor is very experienced in child protection matters.
- Governors foster strong relationships with the local community. Parents are typically well informed, and they are consulted regarding significant changes.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's systems for monitoring safeguarding cases are well managed. The deputy designated safeguarding leaders monitor safeguarding concerns for their key stage, and these are reviewed regularly by the designated safeguarding leader.
- Staff have a good understanding of the safeguarding procedures around the school. Staff fully understand that pupils at the school maybe at risk, with one saying, 'It can happen here.' Annual training, refresher training and briefings are carried out to ensure that staff are kept up to date with national and local concerns. Staff are particularly aware of issues that may affect pupils locally.

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

**Good**

- Teachers are well trained in the school's approach to teaching. Throughout the school there is consistent use of paired talk and shared discussion to develop pupils' learning. Pupils take on different roles within a lesson to ensure that all pupils participate in different ways with their learning.
- Teachers are skilled in developing children's learning. They use questioning well to probe, consolidate and deepen pupils' understanding. Teachers encourage pupils to reflect on their own work or to work with their peers to make improvements.
- Teachers use a range of strategies successfully to help pupils understand different concepts. For example, in an English lesson a teacher deliberately made mistakes in their writing, which pupils immediately identified and then corrected.
- The development of pupils' vocabulary and breadth of knowledge is at the core of the curriculum. As many pupils speak English as an additional language, staff focus on providing pupils with rich and varied language, which will help them to understand

their learning across the curriculum. Pupils in all year groups learn new and challenging vocabulary which they may not encounter in every day conversation. They are encouraged to use these words in spoken and written English.

- Pupils are skilled at using self-assessment to demonstrate what they have learned. They are unafraid to acknowledge when they have not totally understood something. Teachers frequently check pupils' learning and intervene if pupils need further support to understand concepts.
- In English, teachers plan learning that develops most pupils' skills systematically. Teaching focuses on helping pupils understand different types of texts. This enables pupils to write effectively for a range of purposes. Teachers adapt learning sequences to ensure that learning is targeted to meet the needs of the pupils in the class. However, occasionally, teachers do not provide the most able pupils with enough challenge to enable them to fully develop their skills.
- Teaching assistants who support pupils with SEND are skilled in ensuring that the task set meets their needs. Effective partnerships between teaching assistants, teachers and the leader for pupils with SEND ensures that staff receive the guidance they need to help pupils make progress.
- Pupils' early reading skills are developed well. Teachers and teaching assistants introduce new letter sounds sequentially and encourage pupils to use their phonics knowledge to read and spell words. Reading books are well matched to pupils' phonics stages, enabling them to read independently. Occasionally, when developing pupils' reading skills, teachers do not provide them with enough opportunities to develop the skills of inference and deduction.
- Pupils' skills are developed sequentially in mathematics. Generally, teachers introduce, embed or extend these skills effectively. In some classes, however, pupils do not have enough opportunities to demonstrate their understanding of concepts through problem-solving and reasoning activities.
- Occasionally, teaching does not meet effectively the needs of the most able pupils. When this happens, their work is too easy and so some pupils do not make the progress over time that they should.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a strong understanding of equality and diversity. They experience many different cultures, faiths and languages. They understand tolerance and that people have different identities that should be respected.
- The school's 'starfish' ethos drives the school's philosophy that all pupils can make a difference. This approach is used in all classes and is evident around the school. Pupils understand that when they receive a 'starfish' award they have demonstrated the school's values.
- Pupils' emotional well-being is developed well through personal, social and health education. When required, pupils receive additional emotional support through

individual or group support in the school's 'fish' room, which is linked with the school's 'starfish' values.

- Pupils know how to keep themselves safe in and around the school. They understand 'stranger danger', and how to keep themselves safe online. They know that they must report concerns to an adult as soon as they arise.
- The development of pupils' understanding of a healthy lifestyle is evident across the school. They know that physical activity and eating a healthy balanced diet are vital.
- Pupils' attitudes to learning are strong. They demonstrate high levels of concentration and participation in lessons. Pupils enjoy sharing their views with others, including visitors to the school, with whom they talk happily and confidently.
- Pupils' independent learning skills are less well developed. While pupils are keen to learn, sometimes the activities teachers provide do not provide pupils with enough opportunities to learn without prompting and support from adults.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct is of an exceptionally high standard. During the inspection, pupils were seen to be highly respectful of each other and adults. They listen and respond to each other well and demonstrate high levels of self-discipline.
- Pupils say that incidents of poor behaviour or bullying are exceptionally rare. This is supported by the school's behaviour records which show there have been very few incidents. When they do occur, they are dealt with well by adults. Pupils feel safe and have confidence that staff will look after them. This view is shared by parents.
- Pupils take pride in their work. Presentation and handwriting are of a high standard and pupils are proud to share their work with others.

## Outcomes for pupils

**Good**

- The proportion of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2 is similar to the national average. Pupils leave the school well prepared for the next stage in their education.
- At the end of key stage 1, most pupils achieve the expected standard in reading, writing and mathematics. In 2018, the proportion of pupils achieving this standard fell, and in writing the proportion dropped below the national average. This was due to a larger number of pupils than usual joining this cohort during key stage 1. Many of the pupils new to the school came from abroad and had no spoken English. Many had not previously received any formal schooling.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check is consistently above the national average. The small number of pupils who do not achieve this milestone receive targeted support which enables them to catch up.
- The school's own assessment information shows that disadvantaged pupils are beginning to make strong progress, and in some year groups pupils are making very

strong progress. In most year groups, the proportion of disadvantaged pupils at the school's expected standard is increasing.

- Pupils with SEND make strong progress. Leaders and staff who work with these pupils have a good understanding of pupils' next steps.
- Pupils' workbooks show that most pupils are making strong progress and are achieving the school's expected standards for each year group. However, a small minority of pupils are not making as much progress as they are capable of because teaching does not always meet their needs. Most-able pupils are not routinely provided with enough opportunities to develop and extend their learning.

### Early years provision

**Good**

- Leaders are effective and have a clear vision for the early years. They fully understand the needs of the children, and the curriculum is designed to meet these needs. Due to the high number of children who speak English as a second language, staff are skilled in developing children's language and communication skills. The curriculum is designed to provide pupils with many opportunities to experience aspects of life in Britain that they may not have experienced.
- Children in the early years are enthusiastic about their learning and want to show adults what they have achieved. Routines are well established, and children treat each other with respect. They play well together and participate well with activities. They show high levels of focus when completing tasks. For example, in one class children were doubling single-digit numbers. They independently used the resources available to work out doubles of numbers up to 20.
- Teachers support children to develop their learning through effective questioning, which helps to deepen and develop children's understanding. The consistent approach to developing children's early reading and writing skills helps them to read and write unfamiliar words. Teachers' approach to developing children's handwriting is consistent, and many children demonstrate good letter formation and pencil control.
- Staff use assessment information to plan for children's next steps in learning. Many children join the school with knowledge and skills below those typical for their age. Children's learning journals show that they are making strong progress.
- Parents are encouraged to share children's 'wow moments' with the school. These are recorded in the children's learning journals and form part of the school's assessment information about how well children are progressing.
- Transition to the school's early years is effective. Children visit the Reception classes in the summer term to help them become familiar with their new teachers and to begin to learn the school's routines.
- When necessary, leaders seek external support to ensure that they are meeting the needs of all pupils. This could be to support children with SEND or with speech and language difficulties. The early years pupil premium is used well to support children's needs, for example by providing additional support with phonics, or language development.
- The statutory requirements for the early years and for safeguarding are met.

## School details

Unique reference number	120065
Local authority	Leicester
Inspection number	10086756

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	758
Appropriate authority	The governing body
Chair	Patsy Freer
Headteacher	Chris Hassell
Telephone number	0116 262 4597
Website	<a href="http://www.taylorroadprimary.co.uk">www.taylorroadprimary.co.uk</a>
Email address	<a href="mailto:head@taylor.leicester.sch.uk">head@taylor.leicester.sch.uk</a>
Date of previous inspection	30 to 31 October 2012

## Information about this school

- The vast majority of the pupils join the school with English not spoken at home. Many speak English as a second or third language.
- The school is situated within an area of high deprivation. The proportion of pupils eligible for free school meals is above the national average.
- The proportion of pupils with SEND is above the national average.
- The school is a larger than average primary school.
- Due to the absence of the headteacher, the school is currently being led by the acting headteacher and the acting deputy headteacher.



## Information about this inspection

- The inspectors observed learning in a number of lessons, some of which were observed jointly with the acting headteacher and acting deputy headteacher. They observed the teaching of early reading skills and listened to pupils read. The inspectors also talked with pupils about their school and looked at examples of pupils' work to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher, acting headteacher, acting deputy headteacher, subject leaders, early years leader, teachers, support staff and representatives of the governing body.
- The inspectors spoke with parents informally and considered the 12 responses to the online parents' questionnaire, Parent View.
- The inspectors looked at a range of documents, including: the school's self-evaluation and plans for improvement; the most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; and the most recent data relating to the attendance of pupils.
- The inspectors considered the range and quality of information provided on the school's website.

## Inspection team

Helen Williams, lead inspector	Her Majesty's Inspector
Debbie Beeston	Ofsted Inspector
Andy Lakatos	Ofsted Inspector
Pete Strauss	Ofsted Inspector
Jane Burton	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019