

Inspection of a good school: Medway Community Primary School

St Stephens Road, Highfields, Leicester, Leicestershire LE2 1GH

Inspection dates:

11 and 12 October 2022

Outcome

Medway Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils are immensely proud of their school. They confidently explain the core values of 'belonging, knowledge, trust and equality'. They talk about how they live these values every day. They show respect for each other and celebrate everyone's differences.

Leaders have high expectations for pupils in all areas of their learning. Pupils work hard and want to succeed. They understand how collaborating with others helps them all to achieve more.

Pupils say they feel happy and safe. They behave very well. They understand the clear expectations set out by teachers. Incidents of bullying are rare. Pupils say that any issues are dealt with swiftly and fairly by adults.

Leaders plan a range of interesting experiences for pupils. These include visits to local museums and parks. Leaders aim to involve parents and carers in their children's education as often as possible. There are many opportunities for pupils to develop their leadership skills and have their voice heard. As well as the school council, there is also the 'friendly faces' team. These pupils help new pupils to feel welcome. They are there if anyone needs a helping hand on the playground.

What does the school do well and what does it need to do better?

Leaders have carefully designed an ambitious curriculum that starts in early years. Subject leaders have decided what knowledge and vocabulary all pupils should learn and when. This helps pupils build their knowledge layer by layer. For example, in science pupils in Year 5 learn about irreversible changes after observing a range of experiments. They are taught how to use their knowledge as they think scientifically. In a small number of subjects, leaders have not yet precisely identified the knowledge and vocabulary they want pupils to learn.

Leaders prioritise reading. They plan carefully so that pupils read increasingly challenging books. For example, pupils in Year 6 read 'Beowulf' and 'Great Expectations'. Pupils across the school say they love reading. Phonics teaching begins in the early years. Teachers check that pupils are remembering new sounds. They use this information to identify pupils who are not keeping up. These pupils receive extra help. Teachers generally match early reading books to the sounds pupils know. However, on occasion some younger pupils find the books they are given too difficult. Although pupils keep trying, this makes it harder for them to become more fluent readers.

Teachers present learning in a clear way. They use a range of strategies to ensure that pupils know and remember more of the subject content. New concepts are generally introduced in small, manageable chunks. Teachers consider how much information pupils can process and retain. They make sure that pupils build on what they already know. As a result, pupils, including those with special educational needs and/or disabilities (SEND), are learning the curriculum well.

Leaders' focus on developing pupils' ability to express themselves clearly and with confidence is evident across the school. Staff have high expectations of pupils' responses. Pupils explain their thinking very well. They are well prepared for the demands of secondary school.

Children in early years get off to a great start. The curriculum is well planned so that children develop a broad range of knowledge. Children are supported to develop their speaking and listening skills as well as their knowledge of phonics and numbers. Children and adults develop trusting and warm relationships. They are prepared well for Year 1.

Pupils come from a diverse range of communities and families. They are taught to understand and respect cultures and ways of life that are different from their own. This is important for pupils' personal development while at this school, but also for future life.

Governors have made sure that there are staff who can go the extra mile when a family needs help. Parents and carers are very positive about the school. Typically, they make comments such as: 'I just wish all schools could be like Medway; my child really feels part of the Medway family.'

Leaders and governors help staff to manage their workload effectively. They promote staff's well-being with great thought and care. Staff enjoy working with pupils and value the relationships they have with their colleagues. They feel supported by senior leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff and governors receive regular training. Staff understand their responsibilities to keep a close eye on pupils and to pass on any concerns they have. They are alert to the possibility that even little changes in a pupil's behaviour could indicate that something is wrong. Leaders follow up concerns quickly. They work closely with external

agencies when necessary. Governors regularly check the school's safeguarding procedures.

The curriculum helps pupils to understand how to keep themselves safe in a range of situations, including when they are using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made sure they have a well planned and sequenced curriculum in place for all subjects. In a small number of subjects, such as religious education and design technology, leaders have not yet identified the most important vocabulary and knowledge that they want all pupils to know and remember. This means that pupils do not learn as well as they should. Leaders should continue to refine the curriculum in these subjects to ensure that they set out clearly the precise knowledge and vocabulary that they want all pupils to learn.
- Some younger pupils receive books which are too hard for them to read. This limits the development of pupils' reading fluency. Leaders need to make sure that teachers consistently give these pupils books which successfully develop their reading fluency and confidence.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	120108
Local authority	Leicester
Inspection number	10240802
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair of governing body	Michael Berriman
Headteacher	Steve Williams
Website	www.medway.leicester.sch.uk
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- This school has a nursery which caters for three-year-old children.
- The school does not use any alternative provision.
- The governors manage a before- and after-school club for pupils.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteachers, curriculum leaders and groups of staff.
- The inspector spoke with three members of the governing body, including the chair of governors.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and science. For each deep dive, the inspector visited lessons, discussed the curriculum with leaders, reviewed pupils' work and spoke with pupils and teachers

about their lessons. The inspector also looked at curriculum documentation for computing, religious education and design technology.

- The inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspector met with a group of pupils and spoke to other pupils during social times. A wide range of documents were scrutinised, including those relating to safeguarding, attendance and behaviour. The inspector scrutinised the school's single central record.
- The inspector reviewed responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. The inspector also considered responses to the staff survey.

Inspection team

Joanne Sanchez-Thompson, lead inspector

Ofsted Inspector

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