

Inspection of Scraftoft Valley Primary School

New Romney Crescent, Netherhall Estate, Leicester, Leicestershire LE5 1NG

Inspection dates: 28 and 29 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils get a good deal here. All staff expect pupils to behave well and work hard. The vast majority do. Pupils respond well to the 'good to be green' behaviour system. Many older pupils are rewarded with 'VIP lanyards' for behaving consistently well or for being noticeably polite or kind. Pupils say that any rare instances of bullying are dealt with promptly. There are many staff for pupils to turn to, should they have a concern or worry.

Pupils are taught to develop their 'character muscles'. These help pupils improve their resilience, empathy and communication skills. Pupils enjoy 'Well-being Wednesdays'. These sessions encourage pupils to practise yoga and breathing techniques. They help pupils to concentrate and to remain calm. Pupils practise and improve their social and cookery skills in the training kitchen.

Pupils say that they are happy and that they feel safe. There are a range of different clubs and activities for them to try. There is a breakfast and after-school club for pupils to attend.

Parents and carers have positive views of the school. One typical comment is, 'The staff take care of my children very well. They learn something new every day and have developed so much since starting at the school.'

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

Leaders have ensured that the English and mathematics curriculums are well established and sequenced. In these subjects, teachers are clear about what pupils, including pupils with special educational needs and/or disabilities (SEND), should learn. However, in a small number of subjects, leaders have not yet been precise enough. The key knowledge and vocabulary that pupils should learn have not been set out well enough.

Teachers check frequently what pupils know. In mathematics, pupils benefit from 'Flashback Fridays'. Here, pupils recap some of the content that they have already learned. This helps pupils to remember long-term what they have been taught. End-of-unit assessments help teachers to understand any aspects that need to be revisited with pupils.

Leaders have prioritised the teaching of phonics and early reading. A new phonics scheme has been carefully and thoughtfully introduced. Staff have received appropriate training. One pupil said, 'We look at the letters, make the sounds, then blend the sounds together.' Staff ensure that pupils' reading books match the sounds that they are learning. Pupils are encouraged to read some books again to improve their confidence and fluency. They read frequently at home and school. The school libraries have a broad range of books from which pupils can choose. Pupils benefit from different 'spotlight authors' who visit the school. They talk about their books and allow pupils to ask questions about their work and inspiration.

The vast majority of pupils have a positive attitude to school. They contribute well in class and try their best. Pupils move around the school calmly and sensibly. They are polite. Pupils' attendance and punctuality have improved considerably since the pandemic. This is because leaders engage very well with those families whose children do not attend every day.

Leaders have thought carefully about pupils' personal development. There is an appropriate personal, social, health and economic curriculum in place. Pupils are taught about different faiths and cultures. They visit various places of worship and celebrate different festivals. Pupils are taught about equality and how to keep fit. They are taught about healthy relationships and the potential dangers of using the internet. Pupils understand democracy. There are enrichment afternoons for pupils to try new sporting activities. After-school sports and singing clubs are popular.

Leaders have robust procedures in place for the identification and support given to pupils with SEND. This includes those pupils in the Discovery Room. Teachers ensure that lessons and activities meet pupils' needs. They want pupils to 'feel the success inside'. Support plans are meaningful and appropriate. Communication with parents and outside agencies, such as the speech and language team, are strong.

Children in the early years benefit from a well-thought-out and planned curriculum that leads to purposeful activities. Children can sustain their concentration. Relationships between children and adults are warm and caring. There is a busy, purposeful, yet calm, atmosphere in all classrooms and the well-resourced outdoor area.

Leadership at all levels is a strength. The headteacher and deputy headteacher know the school, and understand the local community, very well. Staff appreciate the training opportunities that are on offer. They say that leaders are sensitive to their well-being and their workload.

The governing body has a good mix of skills and experience. They receive appropriate information from leaders. They ask challenging questions during meetings. However, they do not always find out for themselves how well the school is doing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. The safeguarding policy contains the necessary statutory guidance. Staff are vigilant to the signs of potential harm or neglect. Any records of such signs are detailed and thorough. Leaders are prompt in contacting outside agencies, should the need arise. Therefore, pupils and families are getting the support that they need.

The single central record meets requirements. All necessary checks are undertaken before an adult can start working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the precise knowledge and key vocabulary that leaders want pupils to learn, and by when, is not as clear as it could be. Leaders should ensure that there is clarity and precision around the knowledge and vocabulary that they want pupils to learn, and by when, across these subjects, from the early years through to Year 6.
- Governors are too reliant on the headteacher and other leaders when gathering information about the school. They do not always check things out for themselves. The governing body should introduce a comprehensive programme that enables them to gather information at first-hand and therefore hold leaders fully to account for their actions.

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

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| Unique reference number | 120086 |
| Local authority | Leicester |
| Inspection number | 10227769 |
| 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 | 431 |
| Appropriate authority | The governing body |
| Chair of governing body | Roger Merry-Howe |
| Headteacher | Louise Craig |
| Website | www.scraptoftvalley.leicester.sch.uk |
| Date of previous inspection | 14 March 2017 |

Information about this school

- The headteacher and deputy headteacher took up their roles in February 2018.
- The school does not use the services of any alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the headteacher and other leaders. The lead inspector met with three members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: phonics and early reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at curriculum plans and spoke with leaders about some other subjects. The lead inspector listened to pupils from key stage 1 and Year 6 read.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors considered the responses to Ofsted's parent, pupil and staff questionnaires.

Inspection team

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