

Inspection of a good school: Spinney Hill Primary School

Ventnor Street, Leicester, Leicestershire LE5 5EZ

Inspection dates:

22 and 23 November 2022

Outcome

Spinney Hill Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive at this harmonious, inclusive and diverse school. They say that they are happy and feel safe here. Pupils behave well in classrooms and at social times. Rare instances of bullying are dealt with promptly. Pupils trust many adults to help them should they be worried or have a problem. They get on very well with each other. One pupil said, 'We need to treat others how we want to be treated.'

Leaders and staff have high expectations for all pupils. This includes those with special educational needs and/or disabilities (SEND). Pupils are expected to 'inspire, support, grow and achieve'. They do. They have pride in their learning and work hard. They take an active role in lessons and are keen to answer teachers' questions.

There is a good range of popular clubs and activities for pupils to attend. Pupils experience a variety of visits to places of interest and enjoy hearing from different visitors.

Parents and carers who expressed their opinions hold positive views of the school. One parent said, 'I would recommend Spinney Hill as the staff are always there to support the parents and children. It is amazing.'

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

Leaders have made a cracking start on designing and sequencing the different curriculum subjects. The key content and vocabulary that they want pupils to learn, and when, is clear. In history, pupils develop their understanding of the concept of 'civilisation'. They learn about the Stone and Bronze ages, the Romans and Mayans. Pupils are learning a broad and balanced curriculum. However, a small number of subjects are not quite complete. Leaders still have some work to do.

Pupils complete end of unit tests. These allow teachers to understand what pupils have remembered. Staff are quick to spot pupils' misconceptions. They correct these during

lessons. Pupils frequently reflect on their 'learning journeys'. This helps them to revisit and remember some of the previously taught material.

Leaders have recently introduced a new phonics and early reading scheme. This has been done well. Staff have received appropriate training. There is now a consistent approach that starts in the early years. Pupils who might be struggling to learn to read are spotted quickly. They then attend effective extra 'keep-up' sessions. Staff ensure that pupils' reading books match the sounds that they are learning. These books are at the correct level of challenge. Pupils have frequent opportunities to read. They choose from a good range of books in the well-stocked library. One pupil said, 'Being able to read helps with my imagination and my writing.'

Leaders have thought carefully about pupils' personal development. There are opportunities for pupils to learn how to stay safe and be healthy. They learn to have mutual respect and tolerance for those from different faiths and backgrounds. Pupils have an age-appropriate understanding of healthy relationships. The '10 keys to happiness' enable pupils to learn how to be resilient, accepting and to deal with their emotions. This work and the personal, social, health and economic curriculum is preparing pupils very well for life in modern Britain.

Pupils with SEND get a good deal here. Pupils' additional needs are identified promptly. There are clear systems in place to ensure that the pupils receive the extra support they require. Leaders monitor this work closely. There are strong links with outside agencies, such as the early years support team and the educational psychologist.

Relationships in the early years are warm and positive. Children are in well-established routines. Staff are working to improve children's vocabulary. Socialising and talking appropriately when eating fruit together, for example. Staff know the children and their families well. Children are getting off to a good start here.

Leaders are proactive, thoughtful and reflective. There are robust systems in place throughout the school. For example, pupils' attendance and punctuality are monitored and analysed thoroughly. Effective action is taken to help those pupils and their families who do not attend school every day. The vast majority of staff state that leaders are sensitive to their workload and well-being.

The governing body have a good mix of skills and experience. Leaders provide them with a broad range of information. Governors have recently returned to their planned school visits. This enables them to find things out for themselves and hold leaders fully to account for their actions. However, leaders do not always engage with parents as well as they could.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. They are knowledgeable about the sometimes complex needs of pupils and their families. They

know about the potential signs of county lines drug trafficking, the prevent duty and what to do in suspected cases of female genital mutilation.

Safeguarding records are detailed. Appropriate actions are taken should the need arise. There are strong links with outside agencies, such as social care, the police and the local authority children missing in education team.

Recruitment procedures meet statutory guidance. Pupils have many opportunities to learn how to keep themselves safe. This includes when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subject leaders have not quite designed and sequenced the precise subject knowledge and vocabulary that they want pupils to learn and when. The curriculum in these subjects is not yet fully set out. Leaders should ensure that subject leaders complete their planning so that their subject curriculum is fully coherent and sequenced and being implemented by staff, in all year groups, as intended.
- Leaders do not always engage with parents as well as they could. Consequently, some parents miss vital information and are unsure how to help their children at home. Leaders should ensure that they thoroughly explore the best methods to successfully engage with their parents so that parents consistently receive all relevant information from the school and how they can best support their children at home.

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 first ungraded inspection since we judged the school to be good in September 2017.

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	120084
Local authority	Leicester
Inspection number	10241706
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	665
Appropriate authority	The governing body
Chair of governing body	Liam Mahoney
Headteacher	Catherine Stretton
Website	www.spinneyhill.leicester.sch.uk
Dates of previous inspection	12 to 13 September 2017, under section 5 of the Education Act 2005

Information about this school

- There have been significant changes to the membership of the governing body since the previous inspection. This includes a new chair.
- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school has 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 six members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors discussed the curriculum with leaders about some other subjects. The lead inspector observed pupils from key stage 1 reading to a familiar adult and listened to pupils read from Year 6.
- Inspectors observed pupils' behaviour in lessons, at break-times and around the school.
- 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 pupil and staff questionnaires and to Ofsted Parent View.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Karen Lewis

Ofsted Inspector

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