

Inspection of a good school: Townlands Church of England Primary School

Meadow Court Road, Earl Shilton, Leicester, Leicestershire LE9 7FF

Inspection dates:

21 and 22 March 2023

Outcome

Townlands Church of England Primary School continues to be a good school.

What is it like to attend this school?

Townlands Church of England Primary School is a welcoming and inclusive school. The school's values, which include honesty, respect and friendship, underpin the positive ethos in the school. Leaders have high expectations of the achievement and conduct of all pupils. Pupils are happy at school and enjoy learning. They say that teachers and other pupils help them if they do not understand something. Classrooms are calm and purposeful. In lessons, pupils work hard and are keen to take part in activities.

There are positive relationships between staff and pupils. Pupils say that 'everyone is kind and supportive'. Pupils understand what bullying is. They know that it is not acceptable. They like the fact that staff quickly sort out any problems.

At playtime, pupils enjoy using the outdoor spaces and equipment. They play happily and mix across year groups. Older pupils apply to be peer mediators. They help younger pupils during playtime and lunchtime. Pupils talk with pride about their school. They enjoy making a positive contribution. Pupils like the range of clubs that the school offers. These include sports, choir, recorder, chess, video game and photography clubs. Year 6 pupils take part in an outdoor activities residential visit.

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

Leaders have set out an ambitious curriculum for all pupils. It is coherently planned and sequenced. Leaders have identified the important knowledge, skills and vocabulary that pupils need to learn in most subjects. In some foundation subjects, leaders are developing their thinking further to ensure that they identify the precise knowledge that pupils need to learn.

Leaders make sure that pupils build their knowledge and skills step by step over time. For example, pupils in Year 3 develop their understanding of how music is written and how this relates to the sounds that they make. Older pupils extend this knowledge as they listen to and compare music from different eras.

Teachers present information in a way that helps pupils to know and remember more over time. Teachers generally have good subject knowledge. They check pupils' understanding in different ways. This helps many pupils achieve well across the curriculum.

Leaders have prioritised reading. Children start to learn to read as soon as they start in the Reception class. Teachers follow the sequence of learning with precision to teach pupils to read. They check that pupils know the sounds that letters represent. The books that pupils read and take home match the sounds they know. Staff spot when pupils fall behind. These pupils receive extra support to catch up.

Older pupils continue to develop their love of reading. The well-stocked library inspires them to read. Teachers provide pupils with frequent opportunities to read for pleasure. Leaders choose the books that all pupils read as part of the curriculum with care. These books expose pupils to different genres and authors.

Pupils with special educational needs and/or disabilities (SEND) study an ambitious curriculum. There are clear systems in place to identify pupils with SEND. Staff provide these pupils with effective support in lessons. Leaders work with wider agencies to secure additional support when necessary. Some pupils attend sessions to build their emotional well-being. This help means that they can focus on their learning in lessons.

Staff have high expectations of children in the Reception class. Children are well cared for and follow clear routines. Children work well independently and with others. They engage enthusiastically with the well-planned activities that staff organise for them. Adults check children's learning through observation and careful questioning. Children develop a strong understanding of early mathematics. They can identify and continue patterns in number, shape and colour.

Leaders have established a well-sequenced personal, social and emotional development programme. Pupils learn that healthy relationships are based on trust and honesty. They know how to keep themselves physically and mentally healthy. Pupils are polite and respectful of each other. They learn about religions and cultures from around the world. They understand the importance of difference and say that all are welcome at the school. Leaders plan the visitors and trips that pupils experience. Leaders provide pupils with opportunities that extend beyond the academic curriculum, such as seeing birds of prey in action.

Staff feel well supported by leaders. Leaders give teachers additional time in school to develop their responsibilities. This helps with their work-life balance. Staff work together as a team. They feel proud to work at the school. Governors understand their role and carry it out effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff know about current safeguarding issues. Staff receive regular training and updates. They are knowledgeable about the signs that indicate that a pupil

may be at risk of harm. There are clear systems in place to report concerns about a pupil. Leaders meet regularly to review safeguarding concerns and check that pupils have the help they need. Leaders work with external agencies to secure support when necessary.

Pupils learn how to keep themselves safe, including when they are online. Pupils know that they can share any worries they might have with a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum does not identify with precision the key knowledge that pupils need to learn. This means that in these subjects, teachers cannot always ensure that pupils' new learning builds on previous learning. Leaders should refine the curriculum thinking in these subjects to make clear the precise knowledge that pupils need to learn and remember.

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 predecessor school, Townlands Church of England Primary School, to be good in April 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	141630
Local authority	Leicestershire
Inspection number	10254912
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	Board of trustees
Chair of trust	Marie Noble
Headteacher	Marie Ward
Website	www.townlandsprimary.org
Date of previous inspection	24 October 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was absent during the inspection.
- Since the previous inspection, a new chair and vice-chair of the board of trustees have been appointed.
- The school runs a before- and after-school club for pupils, which is overseen by the governing body.
- The school does not use any alternative provision.

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 the evaluation of the school.
- The inspector met with the deputy headteacher, the assistant headteacher, the leader for SEND, curriculum leaders and groups of staff.
- The inspector met with three members of the board of trustees, including the chair.

- The inspector carried out deep dives in early reading, mathematics and music. For each deep dive, the inspector visited lessons, discussed the curriculum with leaders, reviewed pupils' work and spoke with pupils and teachers about the learning. Aspects of science, history and design technology were also reviewed.
- The inspector listened to some pupils from Years 1, 2 and 3 reading to a familiar adult.
- During the inspection, the inspector met with a group of pupils to discuss their views about the school. The inspector spoke to other pupils informally during social times.
- A wide range of documents was scrutinised, including those relating to safeguarding, attendance and behaviour. The inspector scrutinised the school's single central record.
- The inspector reviewed responses to the online questionnaire, Ofsted Parent View, including the free-text comments. The inspector spoke to parents and carers at the end of the school day. Responses to the staff and pupil surveys were also considered.

Inspection team

Joanne Sanchez-Thompson, lead inspector Ofsted Inspector

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