

# Inspection of Slater Primary School

Slater Street, Frog Island, Leicester, Leicestershire LE3 5AS

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Inspection dates: 27 and 28 February 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils represent a diverse range of communities, backgrounds and families. Many pupils join, or leave, the school at different points in their school career. They are welcomed and helped to feel valued, happy and safe in this inclusive school. They are kind and respectful to one another. However, pupils are not yet confident about all the values that are important to prepare them for life in modern Britain.

Pupils behave well most of the time. Pupils say that there is little poor behaviour. The school's values help pupils to know the difference between right and wrong. They know how to raise a concern and they are confident that staff will help them. The school places a high priority on the safety of pupils.

Pupils experience a variable quality of education. The school does not make sufficiently thorough checks on pupils' learning. Some pupils do not recall the school's curriculum well enough.

There is a range of enrichment opportunities for pupils. As well as a variety of curriculum-linked visits, pupils are encouraged to participate in clubs, such as art and crafts, multi-sports and coding. There are leadership roles for pupils. They can apply to be a school councillor. 'Inspiring' sessions give pupils a view of what it is like to be an architect or a graphic designer.

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

The school has sustained significant staffing and leadership changes. It is now in a more stable position. However, the school's curriculum thinking in some subjects is not developed well enough. The leadership of some subjects is not fully developed. This means that leaders cannot fully evaluate the quality of education in their area of responsibility or determine precise next steps.

The school does not regularly check what pupils already know and can do in several subjects. Subsequently, sometimes pupils complete work that is either too easy or too difficult for them. In some cases, pupils are learning new concepts before they have the fundamental knowledge to build on. As a result, pupils do not gain the depth of knowledge they need.

Learning in the early years lays a strong foundation for what children learn for the rest of their education. The classroom environment, both indoors and outside, is well organised, bright and engaging. Children share and take turns. They maintain high levels of interest with activities that staff facilitate well. For example, the mathematical activities that children complete provide opportunities for them to confidently explore measurement and review their learning.

Pupils enjoy reading books. They talk enthusiastically about favourite authors. Children in the early years learn about phonics from the start of the Reception Year. Staff provide activities that help the youngest children to develop strong listening

skills. This helps them to listen for letter sounds in words. They learn new letters and sounds each day. Staff identify children who need extra support with their reading. These children receive support that helps them to keep up with their peers. However, sometimes phonics lessons are not as effectively delivered. For example, sometimes staff do not pronounce sounds correctly or they do not precisely follow the phonics programme. As a result, not all pupils learn to read as well as they might and fall behind. Some pupils are unable to read with the accuracy and fluency that they should.

The school has introduced robust systems to check on, and improve, pupils' attendance. However, some pupils are absent too often. This means they miss out on important learning, which hinders achievement.

The school has high expectations of pupils with special educational needs and/or disabilities (SEND). Leaders work effectively with external agencies to access additional provision, where this is needed. Pupils with SEND receive effective support for their individual needs. Staff have detailed information that outlines the targeted support pupils should get. However, staff do not adapt the curriculum to meet the needs of all learners well enough in all year groups.

There is a carefully considered personal, social and health education curriculum in place to support pupils' well-being and to prepare them for life in modern Britain. Pupils access a range of opportunities and experiences. These include lessons to help them to develop mental and physical health and to learn about positive relationships. However, pupils are not confident when talking about fundamental British values or equality.

Most staff are proud to work at the school. Governors support the school and recognise the areas that need to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Levels of absence and persistent absence remain too high for a minority of pupils. Some pupils miss too much learning and do not achieve as well as they should. The school should fully implement and embed its policies and procedures to improve attendance.
- Leadership is at an early stage of development in some subjects. Some subject leaders are not yet fully taking responsibility for the implementation and impact of their curriculum. The school should ensure that subject leaders gain the necessary knowledge and understanding to measure the implementation and

impact of the curriculum effectively, therefore, ensuring that all pupils achieve well.

- The school has not devised effective approaches to assessing pupils' knowledge in some subjects. Staff are unclear about what pupils know and do not know. Some pupils are left with gaps in their learning, which makes any future learning difficult for them. The school should ensure that there are effective assessment systems in place to check what pupils know and remember and that they are used consistently well.
- Sometimes, phonics lessons are not effectively delivered. This slows some pupils' ability to read with accuracy and fluency as soon as they might. The school must ensure that phonics is consistently well taught.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	120101
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10324084
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rob Kettle
<b>Headteacher</b>	Richard McKenzie
<b>Website</b>	<a href="http://www.slater.leicester.sch.uk">www.slater.leicester.sch.uk</a>
<b>Dates of previous inspection</b>	20 and 21 November 2018, under section 5 of the Education Act 2005

## Information about this school

- There have been significant changes to the leadership of the school since the previous inspection. The headteacher was appointed in September 2021. The interim assistant headteacher took up position in February 2024.
- The school uses one registered alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke with school leaders, subject leaders, parents, pupils, and representatives from the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and music. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school. They considered the information the school has about pupils' behaviour and attitudes, including information for pupil attendance and suspensions.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents during the inspection. Inspectors also considered responses to Ofsted's online survey for staff.

## **Inspection team**

Liz Moore, lead inspector

Ofsted Inspector

Louise Aird

Ofsted Inspector

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