



# Kestrels' Field Primary School

## Inspection Report

**Unique Reference Number** 120103  
**LEA** Leicester City  
**Inspection number** 280732  
**Inspection dates** 22 March 2006 to 23 March 2006  
**Reporting inspector** Marion Thompson AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Maidenwell Avenue
<b>School category</b>	Community		Leicester
<b>Age range of pupils</b>	3 to 11		Leicestershire LE5 1TG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0116 2461732
<b>Number on roll</b>	350	<b>Fax number</b>	0116 2461732
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Lee Matts
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Miss Jay Virk

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 22 March 2006 - 23 March 2006	<b>Inspection number</b> 280732
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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

Kestrels' Field Primary School is an average-sized school for boys and girls aged three to eleven. Over 60% of pupils are from minority ethnic backgrounds, mainly of Indian origin. The proportion of pupils identified as being at the early stages of learning English is well below the national average. Children enter the Foundation Stage with standards that are average. The proportion of pupils with learning difficulties is below average. During the long-term absence of the headteacher, there have been two changes of leadership. The current acting headteacher has been in post since March, but has provided support for the school since January 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Kestrels' Field Primary School is a satisfactory and rapidly improving school. It provides satisfactory value for money. This endorses the school's own view of its effectiveness. The quality of education, including teaching, is satisfactory overall. As a result all pupils, including those from minority ethnic backgrounds and those learning English as an additional language, make satisfactory progress. They achieve standards that are slightly below average by Year 6. This is a great improvement on last year, when progress in Years 3 to 6 was inadequate, and standards were low. The improvement is a result of the effective strategies that the school has introduced to raise attainment. However, progress remains inconsistent in Years 3 to 6 because of variation in the quality of teaching. There are strengths in the Foundation Stage and Years 1 and 2, where provision and teaching are good. This enables these pupils to make good progress and reach standards which are just above average.

Pupils enjoy school, generally feel safe and know how to lead a healthy lifestyle. Provision for spiritual, moral, social and cultural development is good and pupils enjoy a wide range of extra-curricular activities. Behaviour is much improved, although occasionally a minority of older pupils lack concentration and this affects their learning. Rumbustious behaviour in the playground occasionally intimidates others. Much of the recent improvement is a result of the outstanding sense of direction provided by the newly appointed acting headteacher. She is effectively supported by a strengthened senior team and committed and effective governors. Subject co-ordinators work hard and their management skills are improving rapidly. Improvement since the previous inspection had been slow until this year. The school now has the capacity to improve further.

### What the school should do to improve further

- Continue to raise standards in English, mathematics and science in Years 3 to 6 by ensuring consistency in the quality of teaching.
- Continue to improve the management skills of subject co-ordinators in planning, monitoring and evaluation, through ongoing development.
- Continue to promote consistently good pupil behaviour, especially for older pupils, in school and in the playground.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress overall and by Year 6, standards are slightly below average. In most year groups they are making better progress than last year, because of the effective strategies the school has introduced to raise standards. Children in Nursery build well from their average starting points and make good progress, reaching above-average standards by the end of their Reception year. Speaking and listening skills are especially well developed, with standards in writing slightly lower. Pupils currently in Years 1 and 2 started school with below-average attainment. They make good progress, and reach standards that are slightly above average in writing and

mathematics and average in reading. This is a result of consistently well-planned teaching that meets their individual needs.

In Years 3 to 6, pupils now make satisfactory progress, reaching standards that are slightly below average in English, mathematics and science. They remain lowest in science. Many of these pupils had previously made inadequate progress and standards in last year's national tests were low. This was a result of frequent staff changes and inadequate tracking systems which made it difficult to keep a check on how well they were doing. Pupils are making up lost ground, because now teachers plan work which is better matched to individual needs. Pupils are on track to meet their reasonably challenging targets. Systems have been put in place which quickly identify when children are falling behind. As a result, support is provided to help them catch up. However, despite improvement, progress is faster in some year groups than others. This is because of inconsistency in the quality of teaching. Pupils learning English as an additional language make the same progress as their peers. Those with learning difficulties make satisfactory progress overall and better progress where support is available. This is not provided in every class.

## **Personal development and well-being**

### **Grade: 3**

Children make satisfactory progress in their personal development, which supports the sound progress they make. Well-planned activities enable pupils to develop good social skills and work together well. Pupils are self-confident and articulate and obviously enjoy school. Behaviour is improving because of consistent positive encouragement by most school staff. However, a few older pupils are sometimes slightly over-confident in their manner with adults. The exuberant behaviour of a small minority of pupils occasionally spills over into lessons, where it affects their learning. In the playground, rumbustious behaviour occasionally intimidates other pupils. Attendance is average and improving as parents respond to requests to improve pupils' punctuality and reduce absence to a minimum. Pupils are well aware of how to live a healthy lifestyle. Through initiatives such as the 'buddy system,' pupils make a satisfactory contribution to the community. Pupils are developing basic skills satisfactorily to help them in the future. Pupils' spiritual, moral, social and cultural development is good and assemblies are used well to provide moments for reflection.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall and improving. In the Foundation Stage and Years 1 and 2 they are good. Most lessons are planned and organised well and move at a fast pace. Activities meet the learning needs of the great majority of pupils. Occasionally, in Years 3 to 6, the pace of lessons is a little slow and work does not challenge the wide range of learners. Consequently pupils lose interest and start to

misbehave. In the best lessons, challenging work, varied activities and good questioning by enthusiastic teachers result in good progress. Marking is mostly good, with comments that give good advice to pupils on how to improve their work. The school is working hard to improve teaching and learning. Recent improvements in using assessment information have led to work more closely matched to pupils' needs. As a result, pupils' achievement is improving.

The teaching and achievement of pupils learning English as an additional language matches that of their peers. The quality of teaching and support for pupils with learning difficulties is satisfactory overall. It is good where specific support is available.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and improving. Provision for science is now satisfactory throughout the school. Until recently it was taught for insufficient time in some year groups, which contributed to pupils' underachievement. Curriculum planning is improving and takes closer account of pupils' individual learning needs. Provision for information and communication technology is also good, and improved since the time of the previous inspection. Provision for pupils with learning difficulties and disabilities is satisfactory rather than any better because there are too few support staff. The school is in the process of resolving this lack.

The range of extra-curricular activities and enrichment opportunities is good. There is a wide range of visits, musical activities, sports and subject-based activities, some provided by the school and others through links with other schools and organisations. The level of participation is good. Activities related to the world of work are limited but improving.

## **Care, guidance and support**

### **Grade: 3**

The school provides satisfactory and improving care, guidance and support for its pupils. Good systems are in place to ensure most aspects of pupils' health, safety and welfare. Because of staff changes, no current staff member has had recent child protection training, but this has been arranged for the immediate future. The recently appointed 'learning mentor' provides very good support for pupils experiencing difficulties. Improved behaviour management is resulting in better attitudes to learning and plans are in place to improve supervision in the playground. Communications with parents are satisfactory and improving. Plans are in place to provide more information about children's progress in school reports. In this caring environment pupils grow in self-confidence and make satisfactory progress towards the academic targets which teachers have set for them. The school's system for monitoring pupils' achievement is very effective and is having a positive impact on raising standards.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall, with some significant strengths. The direction for improvement provided by the acting headteacher is excellent. It is sharply focused on raising standards and is supported by virtually all staff and parents. In the short time she has been in the school, the acting headteacher has established effective systems to monitor and evaluate the work of the school and has strengthened the senior team by astute appointments. Development of leadership skills among staff is leading to improved subject leadership, better evaluation of teaching and learning and the curriculum, and to well-planned programmes for improvement. However, there is still further to go. Spending plans are carefully focused on school improvement priorities. Governors are well informed and provide good support and challenge in helping the school improve.

The school has good links with other schools and with support agencies, which it exploits successfully to help improve provision and raise standards. Parents view the school positively and they are supportive of recent changes, which they see as likely to improve progress. Improvement since the previous inspection was slow initially. More recently, the pace of improvement has been rapid. The school is well placed to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils,

We very much enjoyed our time at your school. You made us feel very welcome and many of you spoke to us in meetings, lessons and around school. This helped us to get a clear view of your school.

We think that the best things about your school are:

- You make good progress in Nursery, Reception and Years 1 and 2 because you are well taught and enjoy your work.
- A lot of you are making much better progress than you did last year, especially in Years 3 to 6, because your teachers and helpers are paying more attention to your individual needs.
- You work hard and enjoy lessons.
- Behaviour is improving, because you get lots of encouragement from adults to be good.
- You know right from wrong, learn a lot about other cultures and religions, and develop good social skills.
- Many of you take part in the wide range of extra activities and clubs the school provides.
- Your acting headteacher wants you to do your best and is constantly working to improve the school for you. She is supported increasingly well by the staff and governors.

We have asked your school to help you to do even better in your work by making sure that you are taught well in all classes. We have also asked subject co-ordinators to continue with the improvements they are making in their subjects.

Some of you told us that you occasionally felt frightened by other children in the playground and that some children occasionally wasted time in lessons. We have asked the school to continue to help you behave well in class and to carry out their plans to improve behaviour in the playground.

Best wishes, Marion Thompson Lead Inspector