



# Stafford Leys Community Primary School

Inspection Report

**Unique Reference Number** 119965  
**LEA** Leicestershire  
**Inspection number** 285560  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Susan Orpin AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Stafford Leys
<b>School category</b>	Community		Leicester
<b>Age range of pupils</b>	4 to 10		Leicestershire LE3 3LJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0116 2392482
<b>Number on roll</b>	463	<b>Fax number</b>	0116 2395777
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Grace Fox
<b>Date of previous inspection</b>	28 June 2004	<b>Headteacher</b>	Mr Ed McGovern

<b>Age group</b> 4 to 10	<b>Inspection dates</b> 10 May 2006 - 11 May 2006	<b>Inspection number</b> 285560
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Stafford Leys is a large primary school, providing education for pupils up to the end of Year 5. Children in the Foundation Stage are taught in reception classes. Children's skills and understanding when they start the school are broadly average, although their early skills in writing are weaker. The proportion of pupils with learning difficulties and disabilities is below the national average and there are few pupils who are at an early stage of learning English. The proportion of pupils eligible for free school meals is well below average. The school has had many staff changes in recent years. The school has gained awards for Healthy Schools, Basic Skills and Investors in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school, which has improved well since the last inspection, when it was judged to have serious weaknesses. The school now provides satisfactory value for money and has accurately judged its effectiveness to be satisfactory. The reception classes provide children with a good start in school so that many achieve or exceed the standards they are expected to reach by the time they start Year 1. Pupils make satisfactory progress throughout the rest of the school so they achieve standards that are above average in reading and mathematics, although standards are lower in writing. Much of the school's work is focused on literacy and numeracy, which restricts the variety and interest of the rest of the curriculum. Teaching and the curriculum are good in the Reception classes, where learning is livelier, but only satisfactory in the rest of the school, so the rate of learning slows. This is especially the case for higher-attaining pupils. Procedures to assess and track pupils' progress have been developed recently, but as yet this information is not fully used by teachers to plan or to help pupils. Pupils' personal development is good. They are confident, very friendly and enjoy school. The leadership and management of the school are satisfactory and have provided determined direction through a difficult period of change. The capacity for further improvement is good.

### What the school should do to improve further

- Improve standards and achievement further by identifying pupils' knowledge, skills and understanding precisely so that this information is focused to improve teaching and support.
- Raise the level of challenge for pupils, particularly those who are higher attaining, so that lessons are more stimulating and the proportion of good teaching increases.
- Ensure that assessment information is consistently used by teachers to plan their lessons, and is shared with pupils to help them understand how to improve.
- Continue developing subjects other than literacy and numeracy so that the curriculum provides more variety and interest for pupils.

## Achievement and standards

### Grade: 3

Pupils attain standards that are similar to the national average and their achievement is satisfactory. Children progress well in the Reception classes because they are stimulated and challenged but in Years 1 to 5 their progress slows to satisfactory. Standards pupils achieve in reading and mathematics are better than those in writing. Pupils' skills in speaking and listening are above average. This was demonstrated during a lesson when pupils were enacting different characters through poetry, while their classmates listened enthralled. The few pupils at an early stage of learning English are supported in a satisfactory way so they achieve as well as their peers. Pupils with learning difficulties and disabilities similarly make satisfactory progress because they are given sound help and guidance. The school does not have targets for pupils' performance in national tests because pupils leave at the end of Year 5, but it is meeting

its targets for Year 2. The school does set targets for individual pupil achievements but in some classes these targets are insufficiently challenging.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils behave well, enjoy their lessons, and are thoughtful about their own welfare and that of others. Their attendance at school is good and relationships with teachers and each other are positive. Pupils concentrate well in most lessons. Their spiritual, moral, social and cultural development is good, as demonstrated in an assembly about springtime, when pupils spent a few minutes of prayer and reflection time, appreciating life and growth. Their work on display around the school celebrates and appreciates cultural diversity. Pupils show initiative and undertake many responsibilities around the school, preparing them well for their future lives. They are active in the school council, for example, and volunteer to be 'buddies' to younger children or as road safety officers. They are also keen to contribute to the wider community, for example, through fund raising for charities. Pupils feel very safe in school and are confident that they will be helped by an adult should the need arise. However, there are too few opportunities for pupils to think for themselves in lesson times. Pupils are very aware of the importance of healthy lifestyles, as demonstrated during the inspection in an impressive assembly run entirely by Year 5 pupils on the virtues of eating well and exercising sensibly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. In the Reception classes, teaching is good and lessons are exciting. For example, in a lesson to develop children's language skills, the teacher had made hats on which there were the animals from the story they had read. As a result children learned well because they enjoyed the fun activity. In Years 1 to 5, although teachers plan together in detail, the quality of teaching is variable. There are lessons that are stimulating and inspire pupils. For example, in a Year 5 lesson about performing poetry, the teacher encouraged pupils to explore different approaches so the pupils' performances were dramatic and fun. However, other lessons lack the sparkle and are less challenging for the pupils, requiring them to listen for longer periods of time and providing fewer opportunities for activity. The progress of some pupils in Years 4 and 5 has been affected by weaker teaching earlier in their school lives and disruptions due to staff changes. Some pupils' learning is affected by the open-plan area, which is noisy and makes it difficult for pupils to listen. The school has plans to improve this. Although teachers assess and mark work thoroughly, occasionally marking is inaccurate. The school has collected data on how well pupils are achieving in a comprehensive way, but as yet, it has not been fully used to target additional help or adjust pupils' learning experiences. Some teachers are not yet using the assessment information effectively to plan their lessons, so at times, not enough

is expected from pupils, particularly those who are higher attaining. Pupils have targets for literacy and numeracy in their books that are used to record their success. However, teachers are not yet writing targets in ways that help pupils to know how they can improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall, and good for those children in Reception. More rigorous planning of literacy and numeracy to ensure that all work is covered has led to improvements in these subjects, reflected in pupils' improved achievement. Pupils are taught a broad range of subjects which the school is now beginning to develop so that subjects are linked and are more relevant and interesting to pupils. For example, during the inspection some pupils were engaged in an Australian project, where pupils were learning some geography, art and design, with opportunities for gaining spiritual understanding and respect for other cultures. This provided greater interest for pupils with different talents and helped improve their learning. However, the curriculum is still dominated too much by literacy and numeracy. Pupils are encouraged to use their skills in literacy and numeracy through other subjects, although there are fewer chances for using information and communication technology. The school provides a sound range of lessons and other opportunities for pupils to learn how to stay healthy and safe. There is a good variety of trips and a wide range of clubs at lunchtime and after school.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Teachers know their pupils well and clearly have their interests at heart. Pupils are helped to be responsible and thoughtful so that the school is an orderly and happy place where pupils feel valued and safe. Procedures to ensure pupils' safety are rigorous and regularly reviewed. Any incidents of bullying or racism are dealt with swiftly and effectively. Since the previous inspection, the school has improved communication with parents through the use of questionnaires and curriculum meetings, such as a recent well-attended numeracy event. The school helps children settle into the school well and there are good links with other schools to help improve pupils' learning and to ease their move to their next school. Assessment information, while being collected in a comprehensive way, is not sufficiently accurate, nor used effectively to help pupils achieve more. Although there are targets for individual pupils in literacy and numeracy, they are insufficiently challenging in some classes, particularly for higher-attaining pupils. As a consequence, monitoring of pupils' academic performance is less well developed than the care and guidance offered for their personal development.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. Following previous staffing difficulties, the school now benefits from clear direction and there are systems in place to ensure that the good improvement made since the last inspection continues. The headteacher performs his role well and his understanding of the measures needed to improve standards further is both astute and resolute. New appointments to the senior team have put in place the range of expertise needed to continue improving achievement, and they are beginning to take effect. A complementary and newly reorganised team of subject co-ordinators is better structured, but as yet they have limited effect on improving teaching or the curriculum. Financial controls are secure and governors carry out their role in a satisfactory manner, providing both support and challenge to the senior managers. Recent training in data analysis and reorganisation into sub-committees has helped them to identify areas for development in the school. The school's self-evaluation is accurate and priorities are suitably focused on improving teaching. Parents are increasingly consulted and involved, so the vast majority are very happy with the work of the school. The school council has an important voice; for example, they were fully involved in planning the markings on the school playground. The school is beginning to monitor the progress of pupils but although there is a comprehensive range of data, there is not yet sufficient analysis of information to highlight the progress of groups of pupils, or to identify where particular support needs to be focused. The school is making sound judgements to ensure that resources are used to improve pupils' achievement. There have been difficult decisions taken during a period of many staff changes with significant costs to the school budget. However, the school has achieved a welcome time of staff stability and is now well placed to continue improving 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	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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	3	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	3	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, Thank you very much for the warm welcome you gave us when we visited your school. We think that your school is a very friendly and happy place and we particularly like these things. • You like coming to school and you enjoy being with your friends. • You work hard, are confident and your work is improving. • You behave very well and care for each other well. • You like your teachers and know grown-ups work hard to keep you safe and healthy. The people in charge of the school are making it better for you and they know how to continue doing this. We have asked them to make sure that the work you do is always interesting, really makes you think and is not too easy. We have also asked them to help you understand what you need to do to make even better progress. We are glad you are proud of your school; the grown-ups are rightly proud of you. They work hard because they want the best for you. Thank you again for helping us with our work. Yours sincerely, Sue Orpin Lead Inspector