



Mayflower Primary School

Inspection Report

Unique Reference Number 120018
Local Authority Leicester City
Inspection number 291605
Inspection dates 11–12 January 2007
Reporting inspector Arnalena Bee

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

Type of school	Primary	School address	Evington Drive
School category	Community		Leicester
Age range of pupils	3–11		LE5 5PH
Gender of pupils	Mixed	Telephone number	0116 2737504
Number on roll (school)	450	Fax number	0116 2737801
Appropriate authority	The governing body	Chair	Anita Madhani
		Headteacher	Yvonne Rooney
Date of previous school inspection	7 May 2002		

Age group	Inspection dates	Inspection number
3–11	11–12 January 2007	291605

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Mayflower Primary is an above average sized school. The majority of pupils are of Indian or Pakistani heritage. A number of other ethnic groups are represented, including a very few children of White British origin. Most pupils speak a language other than English at home. An acting headteacher has recently been appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where all adults greatly respect and value what pupils say and do. As a result, the pupils, many of whom have limited language skills, quickly and confidently begin to learn to speak in English. Attendance is average and has improved this term. Pupils thoroughly enjoy school and, from an early age, become good listeners and keen learners. Even the youngest children answer questions directed at them thoughtfully and enthusiastically. In Reception, a young boy spoke proudly and confidently about the model of a computer that he had made. Despite having little English, he excitedly explained to his classmates where the battery went. Pupils' personal development is good. They are eager to work on the wide range of interesting activities which the good curriculum provides for them. Teaching is good. The best teaching is in the Foundation Stage. Here, the development of basic language skills is exemplary and promoted very effectively by all adults who work in the classrooms. Teaching is not always good in Years 3 to 6 because not all teachers make sure that activities are well matched to the pupils' differing needs.

Standards are above average by the end of Year 6. Pupils' achievement is good. Children make a very good start in the Foundation Stage and achieve well. This good level of achievement continues through Years 1 and 2. As a result, standards are above average by the end of Year 2. Progress is not always as rapid as pupils move through Years 3 to 6. Despite this, by the time they leave school, standards are above average. The school is aware that a few more able pupils are not doing as well as they should and is taking action to remedy this. The good progress that pupils make, especially in literacy and numeracy, enables them to be well prepared for their next stage in education.

This is a caring school where all pupils are treated as individuals. Pupils are well looked after. They feel safe and are given good personal support. The academic guidance they receive, although only satisfactory, has good features. Pupils with learning difficulties and/or disabilities and those who speak a language other than English are generally well supported. Leadership and management are good and the new senior management team is well aware of the action needed to improve the school further. Action already taken indicates that the school is well placed to do this. Governance is satisfactory. At present, governors are not sufficiently aware of the school's academic performance.

What the school should do to improve further

- Improve achievement in Years 3 to 6 by ensuring that activities and teaching approaches are carefully matched to the needs, skills and understanding of all pupils, particularly those who are more able.

Achievement and standards

Grade: 2

Pupils' achievement is good. By the time they leave in Year 6, standards are above average. This is an improvement on the standards reported in 2005. Children achieve well in the Foundation Stage. The children's attainment on entry to Nursery is well below average, particularly in language and communication skills. At the end of Reception, standards are similar to those expected nationally although slightly lower in communication, language and literacy. Pupils continue to achieve well and reach standards that are above average by the end of Year 2. Throughout these early years of their education, the pupils make good progress because of the good, and sometimes outstanding, teaching they receive. As pupils move through Years 3 to 6, progress is satisfactory. It is not as rapid as in the younger year groups, owing to greater variety in the quality of teaching. In 2006, inconsistencies in teaching in KS2 led to a few more able pupils, in Year 6, underperforming in the national tests. Pupils learning English as an additional language make rapid progress and their English language skills become good. Pupils with learning difficulties and/or disabilities are well supported and make good progress towards their individual targets.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Most pupils display positive attitudes and work hard in their lessons. Behaviour is good and this contributes to the pupils' ability to cooperate with one another. Pupils are confident about looking after themselves, both in and out of school. They move around the school safely and sensibly. The very youngest children take the register to the office very maturely. Pupils are aware of the school's promotion of healthy lifestyles and the need to stay safe. One pupil said, 'We've got to be fit, not fat, that's why we do physical education,' but pupils have not responded positively to healthy eating options. Pupils willingly volunteer for opportunities to contribute to the community inside and outside school. They respond to charitable appeals locally and internationally and, through the school council, they have redesigned the playground.

The pupils' spiritual, moral, social and cultural development is good. Everyone treats each other with care and respect. Particular strengths are in cultural development and the good social skills that pupils develop. Assemblies successfully promote social and moral development but do not always provide time for personal reflection.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good classroom management skills and use resources, including information and communication technology, effectively in lessons. All adults who work

in the classrooms develop good relationships with the pupils and these contribute well to the good progress pupils make. These approaches have a positive effect on pupils' progress. In the Foundation Stage and Years 1 and 2, lessons are carefully planned to make sure that all pupils' needs are catered for. Higher up in the school, some teaching is less effective because not all lessons address the different abilities within the classes. As a result of these variations in teaching, of which the school is very aware, pupils are making better progress in some years than in others.

Teachers assess pupils' learning soundly. This information is used satisfactorily in English and mathematics and, in Key Stage 1, teachers ensure that work builds consistently on what pupils already know. There is some good marking, particularly in English, which informs pupils clearly what they need to do to improve, but this practice is inconsistent.

Curriculum and other activities

Grade: 2

National strategies and guidelines are used appropriately to ensure that learning is built upon year on year and pupils have the opportunities to undertake a broad range of interesting work. A good range of visits and visitors makes the curriculum more exciting, successfully extends and enriches learning and makes a good contribution to pupils' personal and academic development. Pupils are keen to attend the good range of after-school activities that are available. The curriculum for the Foundation Stage meets the needs of children well and teachers provide a wealth of opportunities to develop language skills. Throughout the school, work for children with learning and/or physical difficulties is planned well, ensuring their good progress.

Care, guidance and support

Grade: 3

Parents overwhelmingly agree that their children are safe and well cared for in school. The school looks carefully at how it can make the environment safe for pupils. Adults respond quickly to any concerns pupils may have. There are good procedures for child protection and health and safety. The safe and attractive environment and the good relationships throughout the school reflect the good pastoral care and support given to the pupils. Good arrangements for those with learning difficulties and/or disabilities ensure that they are fully integrated into the school community. The good links with external agencies enable these pupils to achieve well. Well-established assessment systems are used appropriately to identify and support pupils with learning needs and/or disabilities and those learning English as an additional language. Systems which show how well individual pupils are doing are satisfactory but still at an early stage of development.

Leadership and management

Grade: 2

The recently appointed acting headteacher has a realistic view of the school's strengths and areas identified for improvement. The school's evaluation of its own effectiveness is accurate and the school has made good progress since it was inspected last. It is well placed to improve further. Information on how well the school is doing is scrutinised at senior level to identify and try to remedy underperformance in pupils. The senior managers are a relatively newly formed group who are well informed, enthusiastic and committed to further development. They have recently been responsible for monitoring the performance of the teaching assistants. In addition, they have identified that teaching is not as good as it should be in Years 3 to 6. This issue has not yet been effectively tackled. As a result, a few pupils, including some more able pupils, do not do as well as they should. The well-established three-year monitoring and evaluation cycle is good. It enables all subject leaders to improve the provision for their subjects. Parents' and pupils' views are sought and taken seriously, so it is not surprising that the vast majority are extremely satisfied with the school's work.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You may remember that we came to visit your school to see how well you were doing. Thank you for talking to us and telling us about all the interesting things you do in school.

I am writing to tell you what we especially liked about your school:

- We think you are lucky to go to a good school where most of you make good progress.
- The standards that you reach by the time you leave in Year 6 prepare you well for your next school.
- We know that you are well cared for and that if you have a problem, you can go to an adult for help.
- We think that the school is well led and managed by the adults who help you.
- You all behave well, are kind to each other and polite to the adults whom you see in school.

To make the school even better we have asked your teachers to:

- Make sure that all lessons are planned carefully so that everyone can make good progress.
- Check that no one is given work that is too easy. Thank you again for making us so welcome.