



Knighton Fields Primary School and Community Centre

Inspection Report

Unique Reference Number 120066
Local Authority Leicester City
Inspection number 291617
Inspection dates 21–22 November 2006
Reporting inspector David Driscoll

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

Type of school	Primary	School address	Knighton Fields Road West
School category	Community		Leicester
Age range of pupils	3–11		LE2 7NP
Gender of pupils	Mixed	Telephone number	0116 2330666
Number on roll (school)	207	Fax number	0116 2330666
Appropriate authority	The governing body	Chair	Ann Clarke
		Headteacher	Pete Wood
Date of previous school inspection	1 March 2001		

Age group	Inspection dates	Inspection number
3–11	21–22 November 2006	291617

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a disadvantaged area of Leicester. Around a quarter of pupils are from minority ethnic groups, including several pupils who have recently arrived in this country and who speak little or no English. The proportion of pupils with learning difficulties or disabilities is above average. Many pupils join the school partway through their primary education. A new headteacher, deputy headteacher and four new teachers were appointed at the start of this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Standards have fallen at the school since it was last inspected. The quality of provision is considerably less effective than it was and the school's overall effectiveness is now inadequate. As a result of a reduction in the time spent teaching the basic skills of literacy and numeracy, pupils now leave with exceptionally low standards and there is widespread underachievement. The systems for checking on the school's performance are ineffective, so managers have had little idea of where strengths and weaknesses lie. Governors and other managers have failed to take decisive action to halt the school's decline.

The main reasons for the underachievement are the inadequate teaching and the curriculum. Teaching does not pitch work at the right level for pupils or tell them what they need to do to improve their work. The result is that pupils are not adequately challenged. The situation has been made worse by mixing pupils of different ages and abilities in the same class, so the range of individual needs is very wide. Managers do not sufficiently check that what should be happening is actually carried out in practice. Procedures for checking that the school is a safe and healthy place have not been carried out adequately and procedures for ensuring that children are properly protected are not clear. This has led to the school failing to provide an adequate level of care.

Pupils' personal development and well-being are satisfactory. They develop well socially, behave satisfactorily, and are aware of the importance of moving safely about the school. They also have a reasonable awareness of how to keep fit and healthy but they do not come to school often enough. The teaching and curriculum in the Nursery and Reception Year are satisfactory, so children make steady progress at this early stage.

Some improvements are starting to be made this term. The new headteacher and deputy headteacher have already made several important changes, most notably increasing the time devoted to teaching basic skills. Their evaluation of the school's performance as satisfactory is over-generous because the changes they have implemented have not led to significant improvements. There has not been enough time for any initiative to show a real impact on pupils' achievement, and therefore the effectiveness of leadership and management remains inadequate. The systems for checking the school's performance are still not rigorous enough.

What the school should do to improve further

- Ensure that procedures for making the school a safe and healthy place are implemented rigorously.

- Raise the standards achieved by pupils and set work that is pitched at the right level and provide guidance that will help improve their work.
- Carry out rigorous monitoring of the school's performance to identify exactly where weaknesses are and take swift action to bring about improvement.
- Implement a curriculum that caters for the needs of all pupils, including those at the early stages of learning English.
- Improve the pupils' attendance.

Achievement and standards

Grade: 4

Children start the Nursery with standards far below those expected for their age. By the end of Reception, they have made satisfactory progress in all areas, but their standards remain very low. From this point on, their progress is inadequate. Pupils leave the school with exceptionally low standards and are ill equipped in the basic skills required for their future. There is widespread underachievement across the school, regardless of pupils' background, ability or how long they have been at the school.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral and cultural development is satisfactory. The pupils' social development is good. Although attendance is well below the national average, most pupils enjoy school and want to learn. Pupils demonstrate care and concern for others and work and play together well. Most behave well and form good relationships. They are confident in approaching staff when they require help and support. Pupils demonstrate appropriate understanding of what it means to be part of a community and frequently consider the needs of others to raise funds for charity. For example, the School Council organised a very successful event for 'Children in Need'.

The School Council helps to improve the quality of school life. For example, it decided how the playground was to be organised for different activities. Pupils feel safe and know how to take care of themselves, through regular opportunities to discuss issues of bullying, for example. They understand the benefits of taking regular exercise and adopting healthy eating habits, with older pupils running a healthy tuck shop.

Quality of provision

Teaching and learning

Grade: 4

Pupils are not making enough progress as the teaching does not meet their needs. Information about how well pupils have done in previous years or how well they should be doing in the future has not been used to set work that is at the right level. Individual education plans for pupils with learning difficulties, have been too vague, so teachers

and teaching assistants have not met their needs. Teachers and their assistants now have more information on pupils' needs and progress, but have not yet come to terms with how to use it when planning lessons. Often, expectations of what other pupils can achieve are too low, so pupils do not learn enough either in individual lessons or in the longer term.

The strength in the teaching lies with the good relationships that exist between teachers and pupils, which lead to pupils enjoying their time at school. These are most evident when adults work on a one-to-one basis with pupils, such as when supporting them with reading.

Curriculum and other activities

Grade: 4

Although there have been some recent improvements, for example in implementing better strategies to support pupils with learning difficulties, the curriculum does not meet the needs of most pupils. A positive development is that more time is now being devoted to literacy and numeracy. However, the curriculum is not planned to take account of the pupils' differing needs in mixed age and ability classes. Provision to help the school's increasing number of pupils who are new to learning English is inadequate.

Visits to places of interest support learning well in many subjects. The residential visits open to all year groups help pupils to develop their social skills, particularly their independence and self-confidence. Many attend various clubs and events that include sporting activities that promote their understanding of how to keep fit and healthy.

Care, guidance and support

Grade: 4

Pupils are confident that if they have problems or concerns, staff will deal with them promptly because relationships are good. Other than pursuing persistent absences through welfare agencies, the school is not doing enough to make sure pupils attend regularly. Attendance has declined significantly over the last year, although there are some emerging signs of improvement since September. Whilst all staff have been given guidance regarding the school's child protection procedures, their understanding and interpretation of this guidance is inconsistent and some staff have had no training. The required

checks to ensure the school is as safe as possible have not been carried out. Significant issues regarding aspects of care, health and safety have been brought to the school's attention.

Academic guidance is inadequate. Other than in the Nursery and Reception Year, teachers have not used information from assessments to identify personal targets to challenge pupils fully. Because too little use is made of assessment information, staff are unable to explain to pupils in sufficient detail, either orally or through marking, what they need to do to improve their work. Pupils with learning difficulties are now being supported satisfactorily, particularly through one-to-one guidance, support

from external agencies and much improved individual education plans. Pupils receive good support to help their move to secondary school.

Leadership and management

Grade: 4

The school has not made enough progress since it was last inspected and standards have fallen. Too little emphasis has been placed on developing the key skills of literacy and numeracy. Year after year, the school has failed to reach its realistic targets and pupils have underachieved. Middle managers have not played a significant role in the work of the school. Weaknesses in performance have not been identified and rectified. Governors have had insufficient understanding of the school's strengths and weaknesses and have not provided the school with adequate challenge. As a result, they have not taken the decisive action needed to halt the school's decline.

There have been improvements since the start of the current term. Pupils' progress is now tracked more accurately and targets for the school's performance are appropriate. The curriculum has started to improve, as has the provision for pupils with learning difficulties. The new leaders of the school have not yet had time to tackle all the weaknesses or to show that actions already taken will prove successful.

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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

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?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for talking with us when we visited your school. You gave us a lot of help, which made our job much easier. You told us how much you like your teachers, and we agree that you get on well with them and with each other. Unfortunately, we found that you are not learning enough. Lots of the work is too easy for you. We have asked teachers to make sure that you are given work that is just hard enough and to tell you what you need to do to get better marks.

The school has not been improving quickly enough but the headteacher is starting to make some important changes now. We have asked the adults to improve how they make sure the school is successful in all the different ways in which it cares for you. We have also asked the adults to improve the way they check up on how well you are learning so that they can keep on making the right improvements for you.

You can help too. Some of you are not coming to school enough, so please make sure you come to school as often as possible and work hard all the time.

Thank you once again for being so helpful.

Best wishes for your future.