

Shaftesbury Junior School and Community Centre

Inspection report

Unique Reference Number	120026
Local Authority	Leicester City
Inspection number	313482
Inspection dates	3–4 October 2007
Reporting inspector	Paul Edwards

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	218
Appropriate authority	The governing body
Chair	Peter Hobson
Headteacher	Karl Stewart
Date of previous school inspection	3 November 2003
School address	Latimer Street Leicester LE3 0QE
Telephone number	01162 549203
Fax number	01162 756512

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Shaftesbury is an average-sized junior school serving a disadvantaged area of Leicester. Almost a third of the pupils are eligible for free school meals and this is well above the national average. Over half the pupils are from ethnic minority backgrounds and a few are at an early stage of learning English. A higher-than-average proportion of pupils enter or leave the school partway through the year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Shaftesbury Junior School is providing its pupils with a satisfactory education and there are clear indications that it can improve further. Following a period of uncertain leadership, the new senior management team have begun to grasp and address the important issues. Whilst the responses to some of these issues are relatively recent, there is convincing evidence of the impact of the initiatives that have been put in place, and pupils' achievement is now satisfactory as a result.

Pupils start school in Year 3 with skills that are slightly below average. A few enter the school at various times throughout the year with limited or no English. The decline in standards seen in English and mathematics in 2006 has been addressed effectively, and 2007 National Curriculum test results are much closer to the national average. Pupils make satisfactory progress throughout the school as a result of the positive impact of intervention strategies in English and mathematics.

Most parents have confidence in the school and appreciate the improvements made, particularly with regard to pupils' behaviour, although this remains a concern for some. This was expressed by one parent who said, 'Although the school has improved enormously over the past year, the behaviour of a few pupils still causes me concern.' Pupils' personal development and well-being are satisfactory. Pupils' behaviour is satisfactory overall, although a small number of pupils are disruptive, particularly where teaching is not stimulating or matched well enough to their needs. Attendance is satisfactory. The school's more rigorous approach to monitoring, encouraging and rewarding regular attendance is having a good impact. Pupils enjoy lessons and taking on responsibility, although these opportunities are limited. The school promotes and develops the pupils' healthy lifestyle whenever possible. Pupils enjoy swimming and sport but the school misses opportunities to encourage more physical activities at lunch and breaktimes.

The curriculum and teaching are satisfactory. All subjects are taught in reasonable depth and the curriculum is enhanced by a range of clubs and activities. Music provision is good and enjoyed by pupils. Teachers care for the pupils well but their use of assessment information to plan work that is sufficiently challenging is weak, resulting in uneven progress in some subjects. Care, guidance and support for pupils are satisfactory. Pupils make satisfactory progress, partly as a result of the booster activities and small-group support that the school has introduced. The help for pupils at an early stage of learning English is good, helping them to settle quickly in the school and to take a full part in all curriculum activities. Academic guidance is not yet sufficiently effective, with recently introduced pupil targets not yet sufficiently established to have had a significant impact on the quality of their work.

Leadership and management are satisfactory. The focus on improving the pupils' behaviour is beginning to pay dividends and the environment is generally calmer and more conducive to learning. The senior management team set very clear and realistic targets as to what the pupils can attain. These targets have been achieved and the good tracking and assessment information is providing teachers with a clear picture of how well pupils are doing. Subject leaders have yet to become sufficiently proactive in addressing weaknesses in their subjects. The school demonstrates a sound capacity for further improvement.

What the school should do to improve further

- Raise standards and improve the pupils' achievement in writing and mathematics.

- Improve the quality of teaching by ensuring teachers make better use of assessment information when planning lessons.
- Improve the role of subject leaders in monitoring and evaluating standards and contributing to school improvement.
- Establish more rigorous procedures for improving pupils' behaviour at lunchtime.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In the 2006 national tests at the end of Year 6, standards were average in science but significantly below average in English and mathematics. The 2007 test results show an improvement, with standards overall being closer to the average standards attained in 2005. The improvement in results is partly due to the effective use of booster groups to target small groups of pupils, but also through better use of staff to support those pupils learning English as an additional language. These strategies have been most effective in the improvement of reading skills. The pupils' progress in writing and, to a lesser extent, in mathematics remains a concern. Although current work indicates pupils are making better progress, it is still uneven. Pupils with learning difficulties make progress in line with their classmates. Pupils at an early stage of learning English are provided with a good level of support, enabling them to make good progress in their acquisition of English. Thereafter, their rate of progress is similar to that of other pupils.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Behaviour is improving and satisfactory overall, as a result of improved sanctions and rewards to encourage good behaviour in lessons. However, a small number of pupils exhibit challenging behaviour, particularly at lunchtimes, and strategies to rectify this situation are not yet firmly established and known by all members of the school. Pupils' attitudes to learning are satisfactory. However, because some lessons lack challenge and stimulation, pupils lose concentration and their interest wanes. Most pupils feel that they are treated fairly and looked after well by the adults in school, with whom they develop good relationships. Pupils try to follow the good advice on how to eat healthily, and take part in regular exercise.

The school tries hard to celebrate the rich diversity of cultures and pupils show respect for the backgrounds of others. Pupils are good at helping those pupils recently arrived at the school to settle well and work hard to communicate with those who have limited English. Pupils raise money for charities and participate in a few community activities. Pupils are prepared satisfactorily for the next stage of education.

Quality of provision

Teaching and learning

Grade: 3

Teachers work hard to improve pupils' behaviour and their strategies are having a good effect in most classes. However, some staff are not consistent in how they deal with inappropriate behaviour. Throughout the school, teachers have acquired a good amount of information on how well pupils are learning but they do not use this information to best effect. Planning indicates that work is set for different groups of pupils but evidence shows that in writing and mathematical activities, too little note is paid of assessment information to ensure all pupils do as well as they should. Teachers enjoy good relationships with pupils. Good use is made of teaching assistants to support pupils with learning difficulties and those at an early stage of learning English.

A strength of the teaching is the improved use of information and communication technology (ICT). Teachers make good use of interactive whiteboards and this helps to motivate pupils, as do the good opportunities for them to research topics using computers.

Curriculum and other activities

Grade: 3

The curriculum covers all subjects in sufficient depth and is enhanced by a satisfactory range of visits, visitors and activities beyond the classroom. A good number learn to play a musical instrument and pupils talk enthusiastically about playing the steel pans. There is a good focus on personal, social and health education and this plays a positive part in helping the pupils to follow a healthy lifestyle. The curriculum for pupils at an early stage of learning English is well planned, with a strong focus on developing literacy and numeracy skills. The school rightly recognises that the curriculum is not sufficiently vibrant and stimulating to make it interesting for all pupils. There are satisfactory links with feeder infant schools and secondary schools. There are good links with the behavioural support service and this has had a positive impact on improving the behaviour of a good number of pupils.

Care, guidance and support

Grade: 3

Pupils are well cared for and looked after well. Those pupils who enter later in the year are supported well, enabling them to settle quickly to the school routines. Pupils feel safe and say there is an adult they can approach if they have a concern. As one pupil said, 'Teachers handle bullies. They don't get away with it'. Having said this, there is a concern amongst a very small number of parents that bullying is an issue and the school is not sufficiently proactive in addressing these concerns. Arrangements for ensuring the pupils' health, safety and welfare are satisfactory and risk assessments are undertaken regularly. Child protection procedures are robust. The school has a good understanding of the needs of its pupils and the learning mentor is being used well to support pupils with emotional and social problems.

The marking of pupils' work is satisfactory. However, assessment information about the points pupils have reached in their learning is not being used well enough. The next steps in learning are not clear enough to both teachers and pupils and, as a result, not all pupils make the progress of which they are capable.

Leadership and management

Grade: 3

The headteacher knows the school well and the school's self-evaluation is an accurate reflection of its strengths and weaknesses. The senior management team has been systematic in the way it has set about addressing its shortcomings. It rightly treated improvement of behaviour as its main priority and this helped to create a calmer learning environment. There is a very clear focus on raising standards. Good tracking procedures have enabled it to set targets that are challenging and realistic. Overall, these targets are being achieved. The senior management team recognises that pupils are not achieving as well as they should in writing and mathematics and has introduced strategies to ensure pupils do better in these subjects. However, the involvement and accountability of subject leaders in helping to raise standards is insufficiently developed and this limits the school's capacity to improve to only satisfactory at present.

Governors meet regularly and are supportive of the school. Their involvement in the school's self-evaluation has been limited and they accept a need for more involvement to help in their strategic development for the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	3

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
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	3
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

4 October 2007

Dear Pupils

Inspection of Shaftesbury Junior School, Latimer Street, Leicester LE3 0QE

- Thank you very much for the warm welcome you gave us when we visited your school recently. The school is providing a satisfactory education for you.
- These are some of the things we found:
 - Your attendance at school is getting better and is now what we expect. Most of you know how to behave and you enjoy school.
 - You are provided with a suitable range of interesting activities, including visits, visitors and clubs.
 - Teaching is satisfactory. The staff look after you well. They give good support to those of you who are at an early stage of learning English.
 - You understand the importance of keeping safe and healthy, try to eat healthy foods and enjoy taking part in the range of sporting activities.
 - Those in charge of the school are working hard to make things better.

These are the things we have asked the school to do now:

- Make sure you improve your work in writing and mathematics.
- Help the teachers use information about how well you learn to make your work a little more challenging.
- Help those in charge of subjects to check up on your work to make sure you are all doing your best.
- Work with the small number of you to help you improve the behaviour, particularly at lunchtime.

I hope you continue to work hard and enjoy your time at school.

Yours sincerely

Mr Paul Edwards Lead inspector



4 October 2007

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LE3 0QE**

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Lead inspector