

Taylor Road Primary School

Inspection report

Unique Reference Number	120065
Local Authority	Leicester City
Inspection number	313498
Inspection date	30 January 2008
Reporting inspector	Paul Weston HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	440
Appropriate authority	The governing body
Chair	Shabnam Omar
Headteacher	C J Hassall
Date of previous school inspection	18 April 2005
School address	Taylor Road St Matthews Estate Leicester LE1 2JP
Telephone number	01162 624597
Fax number	01162 621562

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspection evaluated the overall effectiveness of the school and investigated the following issues: The progress made by pupils in the Foundation Stage and Key Stage 1, what the school is doing to raise standards in reading and writing, how the school meets the wide range and diverse needs of all pupils and how well pupils are cared for. Evidence was gathered from observations of teaching and of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a large, popular multiracial primary school where numbers are increasing. It is situated near the centre of Leicester and serves an area of high economic disadvantage. A very high proportion of pupils whose first language is not English attend; speakers of Somali, Gujarati and Swahili are the most common. A high number of pupils are eligible for free school meals. The percentage of pupils with learning difficulties and/or disabilities is higher than the national average but there are fewer than average with a statement of special educational need. A higher than average proportion of pupils join or leave the school at other than the usual times. Most children enter school with skills and experiences that are well below the expected levels. The school has received a number of national awards in recent years.

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 with a number of outstanding features. It is at the very heart of the community and parents are fully justified in seeing the school as a place where their children flourish and enjoy learning. An important reason for the school's success lies in its excellent leadership and management, not least by the outstanding headteacher, who has the highest expectations of pupils, staff and himself. He is supported outstandingly well by his deputy. They know how to improve things and inspire staff with their unwavering commitment, determination and drive. Other leaders, including senior leaders and governors, provide high quality support. The rigorous self-evaluation systems are based securely on accurate assessment of pupils' skills, regular checks on the quality of teaching and effective action to rectify weaknesses. This explains why the school has made such good improvement since the last inspection and why it is set to do even better.

Children's skills and experiences when they enter the Nursery are well below the levels expected for three-year-olds. The school builds well on their starting points and most make good progress. They begin to catch up with what children achieve nationally, although by the start of Year 1, many do not reach the expected goals for learning for their age. In 2007, standards were well below the national average in reading, writing and mathematics at the age of seven. A higher-than-average number of pupils who were at the very early stages of learning English joined the school during this period. This meant that insufficient time was available for teaching to improve the standards of this group significantly. However, these results only partially tell the school's story up until the summer of 2007. The successful implementation of a key strategy to target the development of pupils' English skills is now bearing fruit. The staff's belief that 'every lesson is a language lesson' is boosting pupils' confidence and increasing rates of progress. Standards in Year 2 are now average in reading and mathematics, but remain below average in writing, where further improvement is required. From Year 3 onwards, rates of progress increase. In Years 5 and 6, it accelerates rapidly because of excellent teaching. By the age of 11, standards in science and writing are above average and are broadly average in English and mathematics.

The quality of teaching and learning is good, with some that is outstanding. Staff expect high standards from pupils in both their work and behaviour. Pupils respond very well; they concentrate on their work and try hard. They have excellent attitudes and behaviour. Teaching builds successively on pupils' increasing confidence and their acquisition of skills, knowledge and understanding. Information and communication technology (ICT) is used well by teachers to promote learning. Activities are planned well and in the main, successfully meet the needs of different groups. Pupils with learning difficulties and/or disabilities make outstanding progress. However, the school knows it needs to increase the challenge for higher-attaining pupils in mathematics to raise standards further.

The school is also working hard to increase the proportion of good teaching to outstanding. There is very effective use of the high number of classroom assistants and volunteers to support teaching. The good curriculum provides pupils with a wide range of experiences. It successfully reflects their interests and helps pupils to develop a very good understanding of how to stay safe at school and at home. Pupils especially like the outstanding way in which the curriculum is enriched by activities outside lessons, especially in sport and music. Visits and visitors support learning and personal development extremely effectively, this can be seen in the way that volunteers support pupils with their reading. Participation in a wide range of festivals and celebrations of other faiths helps pupils to develop an excellent appreciation and respect for

cultures other than their own. There is a strong and very successful focus on teaching pupils how to be healthy. The school council takes its duties very seriously. It has been very influential in presenting ideas and suggesting modifications to the architects designing the new school building.

The care, guidance and support of children are outstanding. The school has excellent links with a very wide range of external services to support both children and their families. The extended services provided include the breakfast club, which enables children to start the day well, and after-school clubs. High quality support is available from the learning mentors and welcome packs for new pupils help them settle well. The school makes every effort to forge links with the community. The strong links with local religious leaders and schools, and enthusiastic support of local charities, make pupils fully aware of the world around them and do much to enhance their social development. These many strengths explain why parents are so positive about the school and the way it enables their children to develop their academic and personal skills. They feel very welcome, take part enthusiastically in the many opportunities for them to learn about how the school works, and join adult education classes. Typical of parents' comments are, 'Staff are wonderful', 'Caring atmosphere' and 'My kids love going to Taylor Road'.

Effectiveness of the Foundation Stage

Grade: 2

The provision in the Foundation Stage classes is good. The good leadership and management ensure that the provision meets the needs of all groups of children, and parents speak highly of the good start it gives them. The effective links established with St Matthews Sure Start centre ensure that children make a smooth transition to school. On entry to the Foundation Stage, many children are new to learning English and their skills in all areas are initially well below expectations for their age. There are particular weaknesses in the key areas of communication, language and literacy and mathematics. The detailed assessments provide accurate measures of children's strengths and weaknesses and teachers use them expertly to plan activities at just the right level. Teachers and teaching assistants do everything to make learning fun and children enjoy coming to school. The support for children with little or no English is good and they make good progress. The curriculum is planned carefully to ensure children have the right balance of academic work to improve their reading, writing and number skills and time to develop their independence and social skills through play. As a result, children make good progress.

What the school should do to improve further

- Implement strategies to develop further pupils' writing skills and increase opportunities to write at length in Key Stage 1.
- Implement plans to raise standards in mathematics further, especially for the higher-attaining pupils.

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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

31 January 2008

Dear Pupils

Inspection of Taylor Road Primary School, Taylor Road, Leicester LE1 2JP

Thank you for making me so welcome when I visited your school. I really enjoyed chatting to you in lessons, at lunchtime and when I spoke to the school council. I think your school is really good!

What I most liked about your school.

- You are very friendly and helpful to visitors and each other.
- You work very hard and make good progress.
- Your behaviour is excellent, both in class and out in the playground.
- You know a lot about how to stay safe and live healthy lives.
- You do a lot to help people who are not as lucky as you.
- School leaders are excellent and know well how to improve things.
- You love the many clubs at lunchtime and after school that teach you important skills in things like music and sport.
- Your teachers are doing a good job. They work very hard to plan interesting work and make your lessons fun.
- All staff at the school take excellent care of you and keep you safe.

This is what I would like the school to do now.

- Help you to get even better at writing in Years 1 and 2.
- Give more challenging activities to those who are good at mathematics so you get even better.

I wish you well for the future.

Yours sincerely

Paul Weston Her Majesty's Inspector

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