

Eyres Monsell Primary School

Inspection report

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| Unique Reference Number | 120069 |
| Local Authority | Leicester City |
| Inspection number | 313500 |
| Inspection dates | 2–3 July 2008 |
| Reporting inspector | Marian Harker HMI |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 233 |
| Appropriate authority | The governing body |
| Chair | Boyd Pick |
| Headteacher | Sally Morrison |
| Date of previous school inspection | 14 June 2004 |
| School address | Simmins Crescent Leicester LE2 9AH |
| Telephone number | 01162 773855 |
| Fax number | 0116 2788761 |

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|--------------------------|---------------|
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools (HMI) and one Additional Inspector.

Description of the school

Eyres Monsell is an average size primary school situated on the outskirts of Leicester. Pupils are from a variety of backgrounds although the general socio-economic profile is much less favourable than the national picture. The proportions of pupils who are eligible for free school meals or who have learning difficulties and/or disabilities are much higher than average. The proportion of pupils entering or leaving the school during the year is higher than average and rising. This is a particular issue for the school and has a marked effect on pupils' achievement. The majority of pupils are of White British origin. There are few pupils from minority ethnic groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Eyres Monsell is a satisfactory school, where everyone works well together, partnerships are strong, and the pupils enjoy their education. One parent said, typically, 'The teachers always make time to talk things over with me and I appreciate this.' Children enter the school with skill levels that are well below those expected for their age. They make satisfactory progress through the Foundation Stage, although standards remain well below expectations by the time they start Year 1. Pupils continue to make satisfactory progress overall through Key Stages 1 and 2, although this is variable and standards remain low, particularly in writing. Progress and standards in reading at Key Stage 1 have recently improved due to the implementation of a reading recovery programme. By the time pupils leave the school their standards have begun to rise, most noticeably in mathematics. However, this is not reflected in the national test data at the end of Key Stage 2 due to a significant proportion of pupils leaving the school at the end of Year 5. This is mainly because pupils are transferring to a new academy which has opened close to the school. Some pupils also transfer to a local middle school at the end of Year 5.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. The school has implemented a number of strategies to promote better attendance, including 'Cool Cat' who visits the school to reward pupils who arrive on time. The school is rightly proud that it has exceeded its attendance target and this is now satisfactory. Behaviour is satisfactory in lessons and around the school and pupils have a satisfactory awareness of how to keep healthy and safe. The satisfactory curriculum is broad and balanced. It meets the needs of the pupils and has improved since the last inspection. Achievement of pupils with learning difficulties and/or disabilities is satisfactory overall. Some pupils make good progress because their learning difficulties are quickly identified and appropriate support is put in place.

The quality of teaching and learning is satisfactory overall. During the inspection, most lessons observed were either satisfactory or good. None were judged outstanding. In the more successful lessons, good relationships are established with pupils, and teachers have high expectations, good subject knowledge and motivate pupils by their enthusiasm for the lesson. However, in some lessons, learning objectives are not clear, the pupils do not know how well they have done and there is not a clear focus on developing basic skills such as handwriting and presentation.

The quality of care, guidance and support is satisfactory. Staff are committed to caring for pupils and the school meets all statutory requirements regarding the safe recruitment of staff. The quality of leadership and management across the school is satisfactory. The senior leadership team has an accurate view of the school's strengths and weaknesses, although development planning is not sufficiently focused on measurable outcomes. The school has made satisfactory progress since the last inspection and is now suitably placed to improve further.

Effectiveness of the Foundation Stage

Grade: 3

The provision and effectiveness of the Foundation Stage are satisfactory. Attainment on entry to the Nursery is well below expectations, most noticeably in reading, writing, calculation and social skills. The learning environment is stimulating and welcoming and the children settle quickly into school life. Good quality care and support enable the children to develop their

social skills well. One parent said, 'We were very unsure how our daughter would settle into school life, but the staff have been very caring and now she looks forward to coming to school.' The curriculum is well matched to the six areas of learning, although lesson planning documents are too complex and do not always help teachers focus on the key strands of learning. Children make satisfactory progress through the Foundation Stage although by the time they enter Key Stage 1 few achieve beyond the expected levels for their age.

What the school should do to improve further

- Ensure that pupils in all years make consistently good progress in reading, mathematics, and particularly writing.
- Ensure teaching is consistently good across the school.
- Ensure that all school improvement activities are sharply focused on the key issues that will raise standards.

A small proportion of the 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

The school's strategies to raise attainment are beginning to have a positive impact, as shown in the recent improvement in standards in reading at Key Stage 1 and in mathematics at Key Stage 2. However, more work remains to be done to raise standards and achievement consistently across the school, particularly in writing. When children enter the school, their attainment is well below the expected levels, most noticeably in basic skills. Children make good progress in their personal development in the Foundation Stage due to good quality care and support. In Key Stages 1 and 2, progress is satisfactory overall but pupils make better progress in Years 2 and 5 due to better quality teaching. Progress in writing across the school is slower because the pupils are not given enough opportunities to develop their extended writing skills or consistently develop basic skills in spelling, handwriting and presentation. A significant proportion of pupils, particularly higher attainers, leave the school at the end of Year 5 and this is having an adverse effect on attainment in the national tests at the end of Year 6.

Personal development and well-being

Grade: 3

The school council members enthusiastically contribute ideas to ensure that their school improves. They are good ambassadors for the school. Behaviour is satisfactory overall. Learners' behaviour is generally acceptable in the classrooms and most pupils can work on their own or in small groups. Around the school, pupils' behaviour is usually well ordered so that public spaces are normally safe and calm and most pupils respect school facilities. Pupils report that they feel safe and understand how to deal with bullying or other problems. Provision for personal, social and health education is satisfactory. Many pupils develop good personal qualities to support them in their next steps of learning, but not enough are actively encouraged to do so. Pupils enjoy school and respond well to opportunities to make a positive contribution to the school and wider community, such as fundraising for new playground equipment. However, not all pupils know enough about the diverse society of Britain or about people from different cultural backgrounds. Preparation for their next school and the world of work is satisfactory. Attendance is satisfactory and has improved since the last inspection. The school has worked

closely with outside agencies to improve attendance and a range of procedures are in place to continue to raise these levels.

Quality of provision

Teaching and learning

Grade: 3

In good lessons, with clearly focused objectives, pupils behave well and the learning is brisk. However, in the less successful lessons, the learning objectives are too broad and not enough emphasis is given to the development of basic skills. On occasion, teachers talk too much in lessons and opportunities are missed for increasing pupils' involvement, resulting in slower progress. Pupils with learning difficulties and/or disabilities are sensitively supported by non-teaching staff. The school has a satisfactory system for monitoring the quality of lessons, which increasingly involves middle managers. However, these processes are not yet sharp enough to ensure they have a positive impact on improving the quality of teaching and driving up achievement.

Curriculum and other activities

Grade: 3

Recent developments in the curriculum, such as Creative Arts Partnerships, are supporting learning well, but are not yet accelerating progress to a good rate. The pupils enjoy a range of activities and opportunities in addition to daily lessons. These broaden their experiences, increase enjoyment and contribute to their personal development. For example, many pupils have the opportunity to work with a professional theatre company when they are encouraged to develop their creative skills. Pupils across the school thoroughly enjoy visits to places of interest. These provide opportunities for them to participate in activities and to build personal and social skills. The pupils value these greatly. Curricular links are being developed between subjects, such as 'hot seating' in drama, and this makes learning interesting for the pupils and inspires them to improve their work. However, the impact of the curriculum as a whole on pupils' progress is satisfactory. The school also recognises that some important areas, such as the promotion of basic skills, are not yet sufficiently developed to enable pupils to make good progress.

Care, guidance and support

Grade: 3

Pupils feel safe at school as a result of the attention given to their personal welfare. They report that adults are approachable, should they have any concerns or worries. Arrangements for safeguarding pupils are securely in place and action is taken to ensure pupils' health and safety through regular reviews. The school provides a welcoming environment and sensitive support for vulnerable pupils. Parents agree, commenting, 'This is a welcoming and friendly school.' A strength of the school is partnership work with outside agencies to support pupils' welfare and personal development. For example, there is a good range of opportunities for pupils and their families to join in after-school clubs and curricular enrichment activities. Academic guidance through marking and individual pupil target-setting is satisfactory overall. In the best examples, marking clearly identifies the next steps pupils need to take to improve their work.

Leadership and management

Grade: 3

The school is led by a dedicated headteacher who is determined to improve the standards and achievement of the pupils. She is suitably supported by the recently appointed deputy headteacher and middle leaders. Senior leaders have carried out an accurate evaluation of the school's strengths and areas for further development. However, these points for improvement are not always clearly tracked through key school improvement documents and consistently focused on raising standards. Governance is satisfactory. Governors are regular visitors and support the school enthusiastically in all aspects of its work. They are aware of the school's strengths and development points and increasingly hold the school to account for standards achieved. Other professionals who work in partnership with the school, such as educational psychologists and education welfare staff, are very positive about their involvement. Parents are generally supportive of the school and appreciate the work the school has undertaken to support the local community.

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

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| 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

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| 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? | 2 |
| The effectiveness of the Foundation Stage | 3 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 4 |
| 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

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|---|---|
| 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 | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 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 | 3 |

The quality of provision

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|--|---|
| 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

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| 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 | 3 |
| 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 July 2008

Dear Pupils

Inspection of Eyres Monsell Primary School, Leicester, LE2 9AH

Thank you for making members of the inspection team so welcome when we visited your school. We enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection and what we thought the school could do to become even better.

- We think you go to a satisfactory school where everyone works well together.
- By the time you leave the school you are developing into confident young people.
- You know how to stay healthy and keep active.
- You can get on together and you clearly enjoy coming to school.
- Your attendance is improving and you can all help by coming to school regularly and on time.
- Children who wear their uniform look smart.
- Your school council members are good ambassadors for the school.

In order to make your school even better, we have asked your headteacher and senior staff to do the following:

- Make sure that you all achieve as well as you can in reading, writing and mathematics.
- Make sure that teachers always plan good lessons that are interesting and excite you.
- Make sure that the senior staff are clear about how their work is helping to improve your learning.

Yours sincerely

Marian Harker Her Majesty's Inspector