

# Lady Jane Grey Primary School

## Inspection report

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<b>Unique Reference Number</b>	120099
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313517
<b>Inspection date</b>	1 October 2008
<b>Reporting inspector</b>	Rodney Braithwaite

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	186
Government funded early education provision for children aged 3 to the end of the EYFS	13
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Duffield
<b>Headteacher</b>	Michael Fitzgerald
<b>Date of previous school inspection</b>	1 January 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wolsey Close Groby Leicester LE6 0ZA
<b>Telephone number</b>	01162 320031
<b>Fax number</b>	0116 232 0031

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

the quality of teaching and learning, and how it is enabling pupils to reach high standards, particularly in Key Stage 2

attainment on entry to the Early Years Foundation Stage (EYFS) and the subsequent progress of children

the provision made by the school curriculum, especially that for gifted and talented pupils. Evidence was gathered from observations of pupils at work and play, and discussion with staff, the chair of governors and pupils. School documentation and data were scrutinised and parents' views were analysed. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to indicate that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

The school serves a local community comprising a majority of families living in favourable circumstances. Most pupils are from White British backgrounds, and a small minority are from minority ethnic backgrounds. The number of pupils eligible for free school meals is much lower than that typically seen in primary schools. The proportion of pupils with learning difficulties and/or disabilities is below the national average. No pupils are at an early stage of speaking English as an additional language. There have been several recent appointments, including that of the deputy headteacher, and three newly qualified teachers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Lady Jane Grey is an outstanding school because pupils are enabled to reach the highest standards possible in an exciting, safe environment, where enjoyment and the desire to succeed are paramount for the whole school community. Pupils throughout the school have very positive attitudes to learning, as shown by their enthusiastic responses to the recent introduction of a new school curriculum.. They show tremendous enthusiasm for school and their learning, describing it variously as 'sensational', 'amazing' and 'fabulous'. One girl epitomised the views of older pupils when she said, 'We love school, and want to grow up, but still stay young.' Both their attendance and behaviour are consistently excellent, and they play a full part in contributing to the organisation and running of the school. Their parents are equally positive about the education their children receive. 'Proud' is a word used by many in their comments, in addition to 'excellent progress', 'celebration of achievement is excellent', 'very inclusive' and 'children are considered for their uniqueness'. Although a very small number feel that parents are not consulted enough, the positive responses are well in excess of those found in schools nationally.

A key factor in the success of the school is the determination of staff, led by an outstanding headteacher, that every child and pupil will reach their maximum learning potential. This creates an ethos which says, we will all, staff included, try to do our best, and we will celebrate together our successes. This has resulted in significant improvement in standards reached in the school for the past two years and demonstrates that the school has an outstanding capacity to further improve. When pupils leave at the end of Year 6, a large majority are reaching levels of attainment in English, mathematics and science well above the national average. This has resulted in the school being placed in the top fifty highest performing primary schools in the country. Children enter EYFS with good skills in most areas of learning, and guided by good teaching make good progress, ensuring that nearly all are above the levels expected for their age when they enter Year 1. They continue to make good or better progress throughout the next four years, and this accelerates further in their final two years. The outcome is that the achievement of pupils through their time in school is outstanding.

Teaching is good in all years and there are frequent examples of outstanding practice. The main reasons for this are consistent and detailed planning for the needs of all pupils and excellent assessment information which is very well applied to identify the needs of pupils. Teachers have high expectations and challenge pupils continually. Teaching ensures that pupils have good understanding of their learning and targets for improvement. The deputy head and headteacher are excellent role models as teachers, which is greatly beneficial to other staff when they demonstrate lessons. It also enables them to ensure that the high quality of teaching and learning is consistently maintained by their guidance through rigorous and accurate monitoring of practice. The induction and mentoring of new teachers is meticulous, resulting in the latest recruits showing good skills, and drawing upon very high quality support. The teaching assistants also offer good support to pupils and teachers, and especially to children in the Reception class. Their guidance to pupils with learning difficulties and/or disabilities is sensitive and understanding, and enables these pupils to make similar progress to their peers. Staff also create a colourful and exciting range of displays to stimulate learning throughout the school, especially in some of the small and oddly shaped classrooms.

Pastoral care is outstanding and is a main contributor to pupils' excellent spiritual, social, moral and cultural development. There are very good relationships between staff and pupils, all of whom are confident in the support they have from the adults in the school. Pupils are extremely

safety conscious, with one boy especially proud of having been appointed a road safety prefect by the Mayor. Academic support is outstanding because pupils have such a high understanding of their learning. They enjoy a wide range of extra-curricular clubs, such as basket ball with the Leicester Riders and visitors to the school to demonstrate dance. Pupils are also fiercely competitive and have won a number of trophies in recent years in a range of sports. This helps to encourage further the immense pride in the school shared by the whole school community.

The school's recent introduction of a creative curriculum with many cross-curricular links has provided much excitement for pupils. The good curriculum is developing well, as shown in activities researching the lives of the Victorians, the Greeks and the Ancient Egyptians. The pupils have a secure understanding of the cultures and traditions of other communities. Literacy skills are used especially well through the curriculum. Year 4 pupils were seen to be entranced by interpreting their feelings on hearing classical music, and applying them to the story of a scary skeleton. However, there are still gaps. The school lacks a qualified musician on the staff, and although pupils sing very well, creativity in learning musical skills is limited. Some gifted and talented pupils have been identified, and a few receive higher-level tuition, mostly in sport and out of school. The school realises that the high quality of education it already provides could be enhanced by increased provision for these pupils.

The inspiration for improvement in standards and for creating a hotbed of high achievement, in a vastly improved learning environment, is the headteacher. He leads by example and is followed by an exceptional team of staff. They have a shared vision of excellence, but can also celebrate the view of many parents that they, like the head, are 'respectful', 'lovely', 'gentle' and 'incredibly supportive'. Although the outstanding leadership and management of the school involve immense contributions from the head and deputy, the school is now bringing more teachers into managing specific aspects, which is a necessary step forward. Leaders make certain that pupils are involved in a full range of community activities and excellent global links have been established. Pupils particularly like working with other local schools on residential adventure trips. Governance is good, and the governing body is guided very effectively by the new chair, who has an encyclopaedic knowledge of the school since its inception. He helps weekly in the EYFS, and is encouraging all governors to liaise with staff in order to broaden their knowledge of the school. The school uses its resources, including staff, very effectively, although it carries a small deficit, but leaders are adamant in their desire to use the whole budget for the benefit of pupils now, as well as in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Most children start in Reception with skills and abilities higher than expected for those of their age. Children settle quickly in to school, because there is a strong partnership with parents, which includes pre-school home visits. Effective induction continues when children arrive at school. A newly qualified teacher has rapidly formed an effective partnership with the very competent and experienced teaching assistant in EYFS. As a result, children are being taught well and are making good progress. Parents' comments indicate that they are delighted with the start their children have made this year. Nearly all children develop skills in their early learning goals above those usually found for their age. The only exception is in their creative development, which the school is already addressing. Children are rapidly developing independence and self-confidence. This is because they are in a bright and lively environment, where teaching is well planned and organised, and they have very good relationships with the adults. They enjoy taking responsibility such as when they help to tidy up the outdoor area.

There is very good provision for their personal, social and emotional development, exemplified by their encouragement to think why they are special. Assessment and monitoring of children's progress is effective and used well to plan for their learning needs. In the last year the head has instigated a transformation of the outdoor area. This partly covered, well-resourced area is delightful and gives children many opportunities to explore, investigate and play. The leadership and management of EYFS, led by the Key Stage 1 coordinator, are good, with effective mentoring of the new class teacher.

### **What the school should do to improve further**

- Devise ways in which the developing creative curriculum can be improved further, especially in its provision for music, and for gifted and talented 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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

- 2 October 2008 Dear Pupils Inspection of Lady Jane Grey Primary School, Groby LE6 0ZA  
Thank you for the wonderfully polite and cheerful welcome you gave us when we visited your school. We feel you were right when you told us that your school was a really 'amazing', 'happy' and 'fun' place to be. We call it outstanding. Now we can tell you what we found about it.
- You reach really high standards by the time you leave school, far better than in most schools, and we think that you try as hard as you can to 'do your best' at all times.
- You behave in an exemplary way, and show great respect and care for each other. Your attendance and enthusiasm to learn are excellent.
- You are very well taught throughout the school, which helps you to learn so quickly. Your parents are very pleased with the education you receive.
- The staff look after you, and know you very well. They set you challenging work and targets, which you understand and try very hard to reach.
- All of you are proud of the school and its achievements in sport, for example. Your own achievements are also to be proud of, and we are glad that you get plenty of opportunities to celebrate together.
- We think that you have very many interesting clubs, which so many of you join. You also have lots of interesting visitors, especially in your assemblies.
- You really enjoy your new creative curriculum and think it is a much more enjoyable way of learning than before. We have suggested it can be even better if the school can give you more opportunities to learn to play musical instruments. Some of you have special gifts and talents, and we have asked your school to find more ways in which you can be helped to improve these special skills.
- Your headteacher is an exceptional leader and is very well helped in managing the school by the deputy head, other teachers and the school governors. We hope and expect that you will keep this up and continue to do as well in the future. Good luck! Yours sincerely Rod Braithwaite Lead inspector