

Mayflower Primary School

Inspection report

Unique Reference Number	120018
Local Authority	Leicestershire
Inspection number	339580
Inspection dates	25–26 May 2010
Reporting inspector	Doris Bell

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 of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Mrs Anita Madhani
Headteacher	Mr Glyn Millinship
Date of previous school inspection	11 January 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons and saw 15 teachers teach. They also met with parents, groups of pupils, the chair of governors and staff. Inspectors observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding procedures. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 57 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress of pupils currently in Key Stage 2 to see whether it is improving, and whether teaching and the new curriculum are helping to accelerate it
- impact of attendance on pupils' progress and what the school does to help pupils, who have been absent for long periods of time, to catch up
- whether changes in the leadership team mean that everybody is now focused on improving pupils' progress in Years 3 to 6
- the effectiveness of safeguarding procedures and the concerns that a small number of parents raised about them.

Information about the school

Virtually all pupils who attend this large school come from a range of minority ethnic backgrounds the largest, nearly two thirds, being Indian. The vast majority of pupils speak English as an additional language, and sixteen different languages are spoken in the school. A small minority of children start school with no English at all, and the majority are at the early stages of learning English when they start. The proportion of pupils with special educational needs and/or disabilities is below average. The school has an Early Years Foundation Stage that caters for Nursery and Reception aged children. It holds an Intermediate International Award for languages and it is involved in the School Centred Initial Teacher Training programme.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The headteacher provides the school with a firm steer, giving it a clarity of purpose and direction that is beginning to accelerate pupils' currently satisfactory progress and overall average attainment. His vision for improvement is shared by staff and governors. It has led to a re-structuring of roles within the senior leadership team and is raising expectations across the school. Senior leaders accurately monitor and evaluate teaching, learning and the impact of initiatives on pupils' progress. However, the roles of governors and other leaders and managers in this are underdeveloped. The school's self evaluation is accurate and its priorities are well focused on the right areas for improvement. These are clearly identified in a concise school improvement plan that shows how progress towards them will be monitored.

Teaching is consistently good in the Early Years Foundation Stage. Here, children make good progress but their access to outdoor learning is limited. Teaching in the rest of the school is satisfactory though much good or better teaching was also seen. Progress remains good in Years 1 and 2 but it is more variable in Years 3 to 6. Here, more able pupils are not always given sufficiently demanding work to do, and teachers' marking does not consistently provide pupils with clear guidance on how to improve. The work in progress to help pupils understand how to interpret different texts is helping them to think for themselves, write more imaginatively, and become better at solving problems, including in mathematics. This, and the improved use of assessment information to inform planning, and to adjust pupils' learning in class, is improving pupils' overall progress in Years 3 to 6. Taken together, all of the above demonstrates the school has satisfactory capacity for sustained improvement.

The school's promotion of community cohesion is outstanding. It is based on an excellent understanding of the school's own context. The unique way in which the school then reaches out to pupils, parents and carers, breaking down stereotypes and celebrating different cultural backgrounds, enables pupils to value themselves as members of their own community and as citizens of the United Kingdom. The well planned, recently implemented creative curriculum contributes greatly to this.

Pupils very much enjoy school. They say learning is 'fun', that 'adults respect us' and 'we all get along well together'. They are well cared for, guided and supported, and they make good progress in their personal development. They say they feel very safe at school, that they do not know of any bullying, and are confident that staff always deal promptly and effectively with any concerns they may have. The school's safeguarding procedures are good. All the expected policies and procedures are in place and kept up-to-date alongside staff training.

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Pupils behave well and they make a good contribution to the school and wider community. They are enthusiastic learners and have a strong voice in the school, readily contributing ideas on how to improve it. For example, they initiated the idea for the newly created 'Imaginarium' to increase their ability to learn and play more creatively, and are extremely proud of their involvement in designing it. Attendance has improved this year and is now satisfactory. The school has a range of well-considered strategies that help pupils who have been absent to catch up with learning they have missed.

What does the school need to do to improve further?

- Accelerate progress in Years 3 to 6 so that it is consistently good by:
 - achieving consistency in teachers' marking so that it always shows pupils how to improve
 - involving pupils more in determining how well they are learning and helping them to see how they can improve their work by themselves
 - making sure that work is suitably challenging for more able pupils in all lessons.
- Improve the access to outdoor learning for children in the Early Years Foundation Stage so that what happens outside becomes a natural extension of what is going on inside.
- Ensure that governors, middle managers and subject leaders play a full part in checking and improving teaching, learning and pupils' progress.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children's skills and experiences are well below those expected for their age when they start school. Pupils who speak English as an additional language are supported well by multilingual staff and make excellent progress in developing their English. By Year 2, they speak the language fluently, make good progress in reading, writing and mathematics, and become confident youngsters who readily converse with adults and are keen to learn. Attainment in Year 2 has been significantly above average for several years. Early indications from lessons, pupils' work and teachers' assessments are that it is likely to be so again this year.

In the past, insufficient emphasis on developing, in Years 3 to 6, pupils' ability to understand the nuances of the English language has had an adverse impact on their progress in English and other subjects. Attainment in previous years at the end of Year 6 has fluctuated between above average and average indicating at least some underachievement between Years 2 and 6. However, progress is now accelerating rapidly, especially in Years 3 to 5. This is because initiatives introduced earlier this year are improving pupils' ability to interpret pictures and text and look for hidden or deeper meanings in the range of reading material they come across. Progress has also

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improved to some extent in Year 6 but, in this year group, it is too soon for the emerging good progress to raise end of key stage results significantly. Attainment is only slightly above average in Year 6. Throughout the school, pupils with special educational needs and/or disabilities are supported well and they too make satisfactory progress.

Pupils work and play in a well-behaved and ordered community of which they are genuinely proud. They respond well to the good guidance they receive on health and safety issues, for example, reminders about e-safety in information and communication technology (ICT) lessons. Pupils know what it means to eat healthily and take regular exercise but they do not fully realise how unhealthy lifestyles can affect their overall health and well-being. The school puts on a number of extra-curricular clubs to encourage physical activity, but the numbers attending are relatively small given the size of the school.

Pupils demonstrate a strong desire to play a meaningful role in developing their community. The Young Consultants are a dynamic group who are determined to improve their school and they greatly appreciate the value the school places on their ideas. All four aspects of spiritual, moral, social and cultural development are at least good. They support the extremely positive ethos felt in the school, allowing pupils to celebrate their own identity and to understand their roles as citizens of the United Kingdom. Pupils see respect as a key aspect of their development. They readily relate to those from different cultural and religious groups, enjoying visits to different places of worship and links with schools where pupils follow different religious beliefs. Pupils leave the school adequately prepared for their future and with a developing understanding of the range of opportunities available to them in later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and other adults know the pupils well and take good care of them. They form excellent relationships with the pupils and foster in them a real enthusiasm for learning. The pace of learning is generally good in lessons and in the best, teachers use their good subject knowledge well to challenge all ability levels. Teachers are skilled at ensuring pupils develop a good range of vocabulary in all subjects and they constantly check that pupils understand any new words being used. This greatly aids pupils' progress. Teachers' planning is detailed and thorough. It meets pupils' needs well in most lessons and ensures that pupils are challenged well. However, on occasion, assessment information is not used to best effect to ensure that more able pupils always make the faster progress of which they are capable. Pupils know their targets but teachers' marking does not consistently show them what they need to do to reach them. Pupils are not always as involved in checking and assessing their own learning. They, therefore, cannot always identify, independently of the teacher, how to improve.

The introduction of the creative curriculum is greatly benefiting pupils' learning. It has provided a real sense of coherence across the school, which is further consolidated by effective teamwork and whole school, long-term planning. An excellent example of this is the Year 5 pupils' work on the use and availability of water in different parts of the world, which is giving pupils a greater understanding of the world in which they live. The strong emphasis on basic skills within topic work is supporting pupils' learning in literacy, numeracy and ICT well. It is also helping to develop pupils' fluency in, and understanding of, English in Years 3 to 6.

Effective strategies ensure a smooth transition between different year groups, including when pupils are ready to move on to secondary school. Overall, pupils work and play in a safe and supportive learning environment within which their learning and personal development are successfully fostered.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The senior leadership team focus the school effectively on its well-considered priorities. Recent initiatives have fostered effective teamwork among the staff, embedding ambition and driving improvement, and pupil progress meetings are helping teachers in all year groups to realise their collective responsibility for ensuring that pupils meet their targets by the end of Year 6. The school keeps its now challenging targets under constant review and is not afraid to adjust them upwards to reflect the pupils' improving progress. Governors are knowledgeable about the work of the school but their role in challenging it to do better is underdeveloped, as are the roles of middle managers in monitoring progress in the different subjects now brought together in topic work. Safeguarding procedures ensure that pupils work and play in a safe and secure learning environment.

The school is very mindful of the community it serves and, despite there being an issue still to resolve around provision for more able pupils in some lessons, overall, it promotes equality of opportunity well. It engages well with parents and carers, and forms effective partnerships with external agencies that benefit pupils' learning. The many very effective links established with other schools and places of worship are consolidated exceptionally well in the good range of visits, visitors and events, and in topic work. They cross social, ethnic, religious and cultural boundaries very successfully indeed and open pupils' minds to the range and diversity of culture in the United Kingdom and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Good induction procedures ensure children settle well and form excellent relationships with each other and with the adults, whom they trust implicitly. Children engage happily in the full range of exciting learning activities planned for them, and there is a good balance between adult-directed and child-initiated activities. However, children have too few opportunities to access learning out-of-doors. The outdoor area is under-developed as an extension to the vibrant and attractive indoor learning environment.

Teaching is consistently effective in motivating children to learn and staff are vigilant in assessing and recording that learning. They usually grab the moment well to move learning on, enabling children to make good and sometimes excellent progress, especially in early literacy, numeracy and personal development. The children's 'learning journals' provide an effective link between home and school. Good links with parents and carers ensure they are involved well in their children's learning, and they very much appreciate this.

Children quickly acquire a good command of English because staff take every opportunity to encourage them to talk and to use new vocabulary, and they constantly check that children understand what different words mean and how to use them. The teaching of phonics is especially effective in this. Overall the provision and leadership and management are good. Children learn and develop well, and they are well prepared for their work in Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response to the inspection questionnaire was very small but the majority of parents and carers who did respond are very satisfied with the school. Comments such as 'the teachers are great' and 'I am happy at the way my children are being treated here and kept safe' were among those received, and they were echoed by parents and carers who spoke to inspectors as they brought their children to school.

The biggest areas of concern raised in the questionnaire responses were around the way the school deals with unacceptable behaviour, or takes account of suggestions and concerns. A small number of parents contacted the inspection team by telephone to express concerns about bullying and the way their children were looked after in school if

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they hurt themselves. Inspectors investigated these concerns in some depth as part of the overall inspection of safeguarding procedures. They examined records showing how any untoward incidents or concerns are logged and dealt with. They also sought the views of a relatively large sample of pupils informally at breaks and lunchtimes, and more formally through discussion with the 'Young Consultants' group. Pupils' views and the inspection findings indicate that pupils are looked after properly if they injure themselves at school and that behaviour is well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mayflower Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	61	22	39	0	0	0	0
The school keeps my child safe	36	63	17	30	3	5	1	2
The school informs me about my child's progress	26	46	29	51	2	4	0	0
My child is making enough progress at this school	25	44	28	49	4	7	0	0
The teaching is good at this school	30	53	23	40	3	5	0	0
The school helps me to support my child's learning	26	46	30	53	0	0	1	2
The school helps my child to have a healthy lifestyle	23	40	32	56	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	39	29	52	3	5	1	2
The school meets my child's particular needs	25	45	27	48	2	4	0	0
The school deals effectively with unacceptable behaviour	23	40	26	46	8	14	0	0
The school takes account of my suggestions and concerns	16	29	29	52	7	13	1	2
The school is led and managed effectively	21	37	28	49	4	7	1	2
Overall, I am happy with my child's experience at this school	30	53	23	40	2	4	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of Mayflower Primary School, Leicester, LE5 5PH

Thank you very much for the very warm welcome you gave us when we visited your school. You told us you enjoy school and that you find learning 'fun'. You are right when you say the school takes good care of you. You behave well and told us you feel very safe in school. You also said you did not know of any bullying and are sure that staff would deal quickly and effectively with anything that caused you concern. We were very impressed at how well you understand the need to respect different cultures and religious beliefs, and we found that what the school does to help you in this is excellent. You know what it means to follow a healthy lifestyle, although we noted that the out-of-school sporting activities are not terribly well attended.

You get off to a good start in Nursery and Reception, and the speed with which you learn to speak English is excellent. The new curriculum is good. It is helping you to see that using what you learn in one subject helps you make faster progress in another. You play an exceedingly important part in helping to improve your school and we can see why you are so proud of the 'Imaginarium' you helped to create. You certainly seem to enjoy working in it. Overall, we judged your school to be satisfactory, and we have asked the headteacher and staff to help you even more by ensuring that:

- teachers always give you guidance on how to improve your work when they mark it, and always give those of you who are capable of it, harder work to do

Nursery and Reception children have the same opportunities to learn outside as they do inside

- those who lead and manage the school keep a closer eye on how well you are doing and make sure that your teachers always teach you as well as they can.

You can help by always listening carefully to your teachers, continuing to work hard, and finding out as many things as you can by yourselves. I hope you will always enjoy learning as much as you do now, and I wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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