

# Abbey Primary Community School

## Inspection report

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<b>Unique Reference Number</b>	120063
<b>Local Authority</b>	Leicester
<b>Inspection number</b>	339586
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Richard Blackmore

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	596
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rashmikant Joshi
<b>Headteacher</b>	Tim Foster
<b>Date of previous school inspection</b>	0 July 2007
<b>School address</b>	Ellis Avenue Leicester Leicestershire
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a sample of the pupils' work and assessment records, especially the tracking information that shows pupils' progress. Other documentation was also scrutinised, including the school's self-evaluation evidence, the development plans, and child protection and care information. Altogether, 208 questionnaires returned by parents and carers were analysed.

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

- how successful the school's actions have been in raising standards reached by pupils across the different key stages
- the effectiveness of the senior leaders' and governors' monitoring and self-evaluation
- how well assessment information is used to raise standards.

## Information about the school

Abbey Primary Community School is a very large school. The vast majority of its pupils are from Asian backgrounds, and the rest from a range of other backgrounds. A very large majority of pupils are at the very early stages of learning to speak English when they enter the school. Pupils come from varied social circumstances but the number of pupils receiving free school meals is broadly average. The school has a lower than average proportion of pupils with special educational needs and/or disabilities. The school has gained the Healthy School Award and the Sports Active Mark. A before- and after-school club is managed by the governing body.

**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?**

**4**

**The school's capacity for sustained improvement**

**2**

### Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to safeguarding arrangements and statutory checks on adults in the school.

The school enjoys a high reputation in the local community as a place where pupils achieve well because staff care very much about each individual's development. Pupils settle happily into a supportive, stimulating environment because of highly committed adults working to a common purpose. This, supported by an exciting curriculum and good teaching, ensures that pupils of all abilities make good progress, and standards are above average by the end of Year 6. Recent initiatives to improve areas such as writing are clearly having a good impact on standards, which have improved significantly. Standards in other subjects, including science, are also above average, and this represents good achievement for all groups of pupils, including those with special educational needs and/or disabilities.

Pupils have an excellent insight, based on first-hand experiences, into their own and others' cultures. For example, the locally well known Abbey Mela and Diwali evening provides a vibrant opportunity to see, experience and taste a range of traditions. Strong pastoral care and a welcoming, supportive ethos result in pupils feeling safe and happy. Pupils thoroughly enjoy school and behave outstandingly well. Attendance is satisfactory for the majority of pupils and the school has worked very well to reduce the absence of a small minority of persistent absentees. Pupils are developing a good understanding of the importance of adopting healthy lifestyles and how vital this is to their growth and development. With their highly developed social and moral skills and good academic progress, pupils are well prepared for the next stage of their education and future lives.

Parents are very positive about the school, one commenting, 'My child wants to go to school even when he is unwell.' Good analysis of pupils' overall progress has ensured that the systems for speeding up achievement and improving teaching are continually being developed. However, there are occasions when teachers do not use the resulting information rigorously enough when planning work to meet pupils' various individual needs, particularly in Key Stage 1. Work sampling shows that as a result, on some occasions pupils receive the same work regardless of their differing ability levels, and this restricts their progress. Achievement in subjects such as art is good. Pupils enjoy the new approach to the curriculum that links subjects together in an interesting way. However, there are times when subjects linked together by a task do not make the most

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of the opportunity to develop key skills.

There have been considerable improvements since the appointment of the current headteacher, who has correctly identified the need to develop the way pupils' attainment is tracked so that it is easier to identify the achievement of specific groups of pupils. This shows that 'every child matters to him,' as one parent wrote. Governors provide a balance of challenge and support and there has been good improvement since the last inspection in terms of pupils' raised standards and faster progress. Regular monitoring visits by governors provide up-to-date information about teaching and achievement. However, governors have not ensured through their monitoring that the school's safeguarding procedures comply with statutory regulations, and these are inadequate because the checks on adults working in the school are incomplete. Nonetheless, the school's success in raising standards and the rate of pupils' progress, coupled with effective self-evaluation practices, demonstrates its good capacity to improve.

**What does the school need to do to improve further?**

- Ensure the school's single central record complies with statutory safeguarding regulations.
  - Improve teaching, especially for pupils in Key Stage 1, by making targets more personalised to individual pupils and using them more effectively through discussion and reinforcement with pupils during lessons.

**Outcomes for individuals and groups of pupils****2**

It is clear from pupils' work and the lessons observed that their skills are improving quickly. The quality of learning is good in most lessons. This is particularly because of many incisively delivered short- and longer-term interventions that skilfully reinforce pupils' basic skills both for individuals and small groups. For example, the use of small group discussion has resulted in girls now reaching the same above average standards as boys. Effective measures taken in Key Stage 2 ensure that pupils now consistently learn in a language-rich environment, and information about pupils' needs is widely shared amongst staff. These strategies, together with a focus on providing pupils with a variety of opportunities to practise their literacy skills, have clearly boosted pupils' confidence to use improved sentence building in other subjects. Consequently standards have risen considerably. Pupils were observed accurately producing extended pieces of work and this is helping them to make faster progress in developing their literacy skills. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils make excellent contributions to the school and wider community, for example taking responsibility for helping teachers to identify in assemblies those pupils who demonstrate good listening skills. Pupils understand the impact of their actions on others and so conform well to the school's aspirations. The Good Values Club instills in pupils an even greater understanding of high priorities within the school such as truth, tolerance and forgiveness. However, the school does not capitalise on pupils' exemplary

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behaviour and attitudes, for example by ensuring that learning targets involve pupils more and focus on their specific progress needs.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Where teaching is most successful, well chosen tasks, lively questioning and good pace ensure pupils cover a lot of useful ground. Teaching meets pupils' needs well most of the time. However, some tasks do not take sufficient account of the pupils' different starting points to ensure all needs are consistently met, particularly in the lower year groups. In the good and outstanding lessons, teachers and teaching assistants know precisely which skills pupils need to develop and strong relationships are highly motivating. One pupil said, 'If you don't get something, teachers are really good at explaining things.' Pupils' trust in their teachers strongly encourages them to respond positively to their questions and results in swift progress.

The redesigned curriculum has increased opportunities for teachers to plan activities that are relevant and interesting for the pupils, and generally take good account of the wide range of ability in mixed-age classes. It provides a careful balance between basic

<sup>1</sup> 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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skills in literacy and numeracy and the development of pupils' personal qualities. Visitors from a local studio develop in pupils an interest in and understanding of photography. Trips motivate pupils and enhance their knowledge. The high take-up of the wide range of clubs, including hip hop, contributes to keeping pupils active. Clubs are hugely enjoyed. The before- and after-school childcare arrangements provide a good facility for supporting pupils at the start and end of the school day.

Teaching assistants provide good guidance for pupils with special educational needs and/or disabilities. Support for these pupils benefits from productive links with specialist support services. There are, however, occasions during lessons when pupils are not given the help and guidance they need to progress quickly. Pastoral care ensures pupils who speak English as an additional language are nurtured sensitively yet with challenge to strive for high level goals. Pupils are happy and settled into the life of the school. Individualised programmes in different curriculum areas are carefully drawn up for the school's most vulnerable pupils, covering a broad range of personal as well as academic needs. However, there are inadequacies in the promotion of pupils' well-being as procedures for checking staff do not follow statutory requirements.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

The headteacher is forward thinking and has high expectations. Evaluation of the work of the school by leaders at all levels is accurate. It has helped senior leaders to improve reading and writing in Key Stage 1 and information and communication technology across the school. Pupils' individual needs and circumstances are closely monitored and the school liaises well with parents. Good partnerships with outside agencies such as speech and language specialists provide effective additional support. The school is active in its commitment to securing equal opportunities and tackling discrimination. This is reflected in its regularly reviewed policies and monitoring of how different groups of pupils perform. Community cohesion is promoted well with successful ventures at local and global levels, for example through links with a hospital in Zimbabwe. The school is in the early stages of monitoring and evaluating the impact of these planned actions. Governance has some strengths but overall is inadequate because governors have not ensured that the school has procedures for safeguarding learners which meet government requirements.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### Early Years Foundation Stage

From much lower than expected starting points, children make good progress in all areas of learning. Provision for children's learning and development is good, and greatly enhanced by support from the skilled teaching assistants who often work with them. There is a stimulating range of activities in classrooms and teaching through different strategies brings learning to life. For example, a play performed by staff based on the story of Laura's Star effectively developed children's understanding of friendship and cooperation. A good balance is drawn between activities that children choose and those more closely directed by adults, although the outdoor area is relatively underdeveloped and not as well used as the indoor environment. Well-planned, themed topics ensure all areas of learning are covered, with a particular focus on reading and writing skills. The Early Years Foundation Stage coordinator has a good understanding of how young children learn, and has developed strong assessment procedures that underpin the good provision. As a result of the inadequate safeguarding for pupils, overall the provision does not, however, meet the requirements for the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4



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## **Views of parents and carers**

Almost all parents are happy with the school and say that their children enjoy attending and the teaching is good. They confirm that pupils are helped to adopt healthy lifestyles. A very large majority say that leadership is good. A very small minority feel that their children are not prepared for the future or their views are not taken into account. The inspectors noted that there are good induction and transition arrangements for pupils, who make good progress towards gaining basic skills. Inspectors judged that the school provides a variety of events such as an appropriate number of parents' evenings to keep parents informed. There are also informal meetings where parents can air and discuss their views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Abbey 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 208 completed questionnaires by the end of the on-site inspection. In total, there are 596 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	151	73	56	27	1	0	0	0
The school keeps my child safe	144	69	64	30	0	0	0	0
The school informs me about my child's progress	117	56	83	40	1	0	3	1
My child is making enough progress at this school	111	53	89	43	1	0	3	1
The teaching is good at this school	133	64	72	35	1	0	1	0
The school helps me to support my child's learning	123	59	76	37	0	0	2	1
The school helps my child to have a healthy lifestyle	124	60	79	38	0	0	2	1
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)	109	52	92	44	0	0	7	3
The school meets my child's particular needs	103	50	90	43	0	0	5	2
The school deals effectively with unacceptable behaviour	109	53	88	43	2	1	6	3
The school takes account of my suggestions and concerns	84	41	101	49	0	0	17	8
The school is led and managed effectively	115	55	82	39	3	1	7	3
Overall, I am happy with my child's experience at this school	141	68	63	30	1	0	3	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 November 2009

Dear Pupils

Inspection of Abbey Primary Community School, Leicester, LE4 5LB

Thank you for helping us when we visited your school. We enjoyed talking with you and you all helped us get to know your school really quickly. We were really impressed with your listening and singing in assembly. We were particularly impressed by the way you get on with one another. Although the school has many strengths, it does not meet all the current government requirements in relation to safety. It has thus been given a notice to improve, which means that some more inspectors will come to visit the school to make sure these things have improved.

Here are some of the highlights of your school.

You make good progress because of the effective teaching and curriculum.

You have a good knowledge of how to keep healthy and safe.

You have a good variety of clubs to take part in.

You make an excellent contribution to the school and local community.

You have very good relationships with the staff and each other.

You told us you enjoy school.

Your behaviour is excellent.

We have asked your headteacher, staff and governors to do two things to make your school better:

- meet all safety requirements
- make sure teachers help you know your targets in all year groups so you are clear about how to improve your work.

You can help by letting teachers know if you do not understand how to improve your work and by coming to school as often as you can.

Yours sincerely

Richard Blackmore

Lead inspector

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