

Knighton Fields Primary School and Community Centre

Inspection report

Unique Reference Number	120066
Local Authority	Leicester City
Inspection number	339587
Inspection dates	5–6 July 2010
Reporting inspector	David Edwards

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	226
Appropriate authority	The governing body
Chair	Anne Clark
Headteacher	Peter Wood
Date of previous school inspection	24 June 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Ten lessons and seven teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their current progress and talked to them about it. The team also analysed the school improvement plan, minutes of the governing body meetings and met parents, carers and representatives of the governing body. Questionnaire returns were received from pupils and 19 parents or carers and were analysed.

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

- the quality of pupils' learning and the progress made by different groups of learners in the key subjects
- how the curriculum is adapted to meet the pupils' different starting points and capabilities
- how leaders and managers at all levels use pupil outcomes, the analysis of assessment tracking data, and monitoring evidence to close the gap in attainment between different groups of pupils
- the effectiveness of the Early Years Foundation Stage in securing good outcomes for children.

Information about the school

This is an average sized primary school. The proportion of pupils eligible to receive a free school meal is significantly higher than seen nationally. There are significantly more pupils who come from minority ethnic groups than is the case nationally. The proportion of pupils for whom English is an additional language is broadly in line with the national picture. There are no pupils currently with a statement of special educational needs, but the needs of four pupils are currently being statutorily assessed. The percentage of pupils with special educational needs is higher than other schools nationally.

Considerably higher numbers of pupils than usual join or leave the school other than the usual designated starting points than is found nationally. School staffing has gone through a period of instability, but is becoming more settled. Early Years Foundation Stage provision is provided for children in the Nursery and Reception classes. There is a breakfast club for pupils which is managed by the governing body. The school has received national awards for Healthy School, Activemark in physical education and the Becta ICT award in information and communication technology.

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 school has been through some difficult times and significant changes over recent years. Satisfactory progress is being made under the current leadership team and standards are now rising; in Year 6 they are higher than the poor results achieved last year. The school has now returned to the picture of steadily rising standards of attainment that was evident previously, though these are still below national averages. The leadership focused particularly on raising standards in mathematics in the school this year; their efforts have been effective and attainment in the subject is higher than in 2009. The same is true of the current Year 2 and attainment here is now edging closer to the national average. More pupils than last year have attained the higher levels at the end of both key stages. Children now receive an excellent start in the Early Years Foundation Stage, which is outstanding overall. This is because of the excellent progress they make from a low starting point, the excellent provision and pupil outcomes. The school is demonstrating a satisfactory capacity to continue improving in the future. It acknowledges that it now needs to focus on raising standards further in Year 2 and Year 6 to become even closer to the attainment of pupils nationally.

Pupils' good behaviour in and out of lessons is contributing to their good personal development. Their good attitudes in lessons are demonstrated by them always seeking to do their best. They have a good understanding of how to keep safe and healthy, and are good ambassadors for their school. Parents are generally happy with the education their children receive and have noted the improvements over recent years. As one parent said: 'The school has racked things up over the last three years. It is much more focused on learning and I am impressed with the direction of the school.' The school's strong links with parents and effective partnerships with a range of agencies lead to good support for pupils with specific needs, the most vulnerable, those pupils from minority ethnic backgrounds, and those pupils for whom English is a second language, which allows these pupils to make satisfactory and sometimes good progress in their learning, in line with other pupils in the school.

Teaching overall is satisfactory but there are some good features. Teaching in Year 2 and in Years 5 and 6 is good and demonstrates the progress that pupils can make when lessons are well planned and challenging, and activities are well matched to pupils' needs. Progress remains inconsistent in some other year groups: not enough teaching is of a high enough quality for all pupils to make the improvements in their learning that are needed to raise standards to a higher level. Teachers do not concentrate enough on the quality of learning that has taken place in lessons to challenge pupils to think more deeply about their learning, so that pupils understand what to do to improve. Marking strategies neither sufficiently inform pupils about their successes and the next steps for

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improvement nor do they involve pupils closely enough in assessing and understanding their own learning. There is a good range of stimulating activities in lessons, and visits to the locality and visitors to school, which enliven the curriculum. The school now has plans to add even greater creativity to make it even more effective in the future.

The headteacher and senior and middle managers regularly and rigorously monitor how the school is performing and have an accurate view of priorities for development. The school knows itself well and self-evaluation is accurate and honest and impacting on future planning. The governing body is well informed and closely involved in all aspects of the school, its development and in strategic planning. Community cohesion is currently satisfactory because there is not a clear enough focus on increasing pupils' first-hand experiences of other faiths and cultures. They also need to ensure that their evaluations of the community cohesion action plan are having the desired outcomes.

What does the school need to do to improve further?

- Improve standards throughout Key Stages 1 and 2 to raise attainment and accelerate progress for all groups of pupils.
- Improve the quality of teaching and learning by:
 - focusing more closely in lessons on pupils' academic outcomes and more rigorously assessing the learning that has taken place.
 - ensuring that the marking of pupils' work is always informative and sets out the next steps for further improvement.
 - helping pupils to more consistently be involved in assessing the quality of their own work to empower them to become more independent learners.
- Improve the way that the school promotes community cohesion by:
 - increasing pupils' first-hand experiences of a range of faiths and cultures in the locality
 - rigorously evaluate the impact that action planning for community cohesion is having in terms of pupil outcomes.
- About 40% of schools whose overall effectiveness is judged satisfactory may have a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

Attainment across the school continues to be affected by the higher-than-average numbers of pupils who join or leave the school other than at the designated starting points. Standards in English and mathematics in Year 6 are currently higher than they were in 2009. The school's data and progress tracking systems, together with the pupils' work seen by inspectors during the inspection, validates this judgement. Writing has improved strongly following the good impact of intervention strategies and effective teaching, and progress throughout pupils' final year in the school has been good. The same picture emerges in reading and mathematics where attainment is higher than last year. More pupils are on track to achieve national standards or exceed them, and to

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meet the challenging targets set for them. Pupils with special educational needs and minority ethnic pupils are well supported by skilled teaching assistants through a range of intervention strategies, so that their attainment is broadly in line with their counterparts nationally and their peers in school.

In Key Stage 1, standards dipped significantly in 2009 after three years of improvement which had brought attainment broadly in line with the national average by 2008. However, the dip in 2009 is explained by the high level of pupils with special needs and problems over staffing. Current standards observed by inspectors in lessons in Year 2, together with the quality of pupils' work, indicates that the challenging targets set for them are realistic and achievable.

Inspectors observed nothing but good behaviour and this produces a harmonious community. The spiritual, moral, social and cultural development of pupils is satisfactory and they know how to lead healthy lifestyles. They understand the need for exercise and enjoy participating in sporting activities. Pupils have a good understanding of how to keep themselves safe and know who to turn to if they are worried or upset. There is very little bullying in the school and, if it arises pupils are confident that it will be dealt with effectively. One pupil said, 'We can talk to staff for help.' The pupils who are school councillors, those on the playground committee and those who act as safety officers are proud of their roles. Pupils make a strong contribution to the school and wider community. For example, the school hosts coffee mornings for residents and pupils have worked effectively with a resident artist confirming the good care, guidance and support they receive. The school has rigorously pursued its efforts to improve attendance through careful monitoring, and various incentives. It is now broadly in line with national averages. Consequently, with the improving mathematics and literacy skills and good information and technology skills, pupils are satisfactorily prepared for their next stage of education, and ultimately the world of work.

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	4
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

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 adopt healthy lifestyles	2
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	3

How effective is the provision?

The school has a team of committed teachers who demonstrate a positive attitude to their work and to the pupils in their care. Most teachers use questioning skills well to help pupils to think for themselves. Skilled teaching assistants give good support to pupils with additional needs to help them to keep up with the pace of work and to make satisfactory improvement. The highly effective intervention strategies that teachers and teaching assistants have been implementing have accelerated the progress of children identified as underachieving. Most teachers keep up a brisk pace in their teaching and have high expectations of pupils. Relationships between staff and pupils are strong and pupils themselves can explain how teachers help them to learn, but in some classes the marking is not guiding pupils sufficiently well to improve their work. Pupils are set challenging targets for improvement in the Early Years Foundation Stage, Year 2 and upper Key Stage 2. These, and the challenging work given in some classes, are having a real impact on standards of attainment and progress. A good example of this was in a Year 6 mathematics lesson where all the pupils were appropriately challenged when investigating proportion and shape. However, teaching and learning is not always as effective in other classes across the school.

The school has a satisfactory curriculum, and has plans to develop it further over the next year to create stronger links between subjects so that it has even greater relevance for pupils and leads to accelerated learning. Computers are used well to develop skills and help pupils to use the subject in other areas of the curriculum. Vulnerable pupils receive special help through the caring and sensitive support of all staff and effective links with outside agencies. The breakfast club is well attended and gives pupils a good start to the day.

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	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

A skilled and ambitious leadership team are vigorously pursuing school improvement, led by an inspirational headteacher. They have established a clear vision of good practice in all aspects of provision and outcomes, and have secured the confidence of the staff in the drive to improve standards of attainment and progress for all pupils. This is clearly illustrated by the improvements in the standards of pupil's writing and mathematics and the excellent teaching in the Early Years Foundation Stage. Despite a strong programme of coaching and mentoring, senior staff recognise that more needs to be done to ensure greater consistency of practice across the school.

School leaders actively pursue the support of outside expertise to raise standards. For example, the Leicester Challenge group is helping the school to achieve its drive for higher standards in various aspects of its work. This and other good partnerships have a positive impact on provision.

The governing body has provided good support to the school in recent years. It knows the school well and is supportive, but is not afraid to challenge it when the need arises. Increasing expertise is helping them to influence the strategic direction of the school. Safeguarding is given a high priority so that all statutory requirements are met. The school promotes equality of opportunity satisfactorily, enabling pupils from all ethnic backgrounds and vulnerable pupils to make satisfactory progress.

School leaders have helped to create a cohesive school community with a strong sense of its place in the local and wider community. They are pursuing plans to link with a school in Leicester and developing international links with a school in Africa. However, community cohesion is still currently satisfactory because pupils do not have a sufficient understanding of faiths and cultures other than their own.

The school has developed effective ways of engaging with parents and carers, both before school and during the time that their children are educated here. Good communications and advice ensures that they can effectively support their children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a flying start which leads to them making good and often exceptional progress in their learning from low starting points. Children join the Nursery with skills and abilities that are below those expected for their age. By the time they leave the Reception class, their attainment is in line with national expectations and in some areas, such as communications and language development, is above that expected. Each child's individuality is recognised and nurtured by all staff who have a secure knowledge of their family and home circumstances, individual needs, interests and abilities. A wealth of stimulating, challenging activities and experiences, combined with robust and consistent reflective practice and evaluation techniques, ensures that all children thrive and make very good progress. Children play a dynamic role in their learning which is informed by a high level of challenge and expectation. A good example of this was when pupils in the Reception class were undertaking a session on symmetry. Children were going around the school identifying and photographing objects with two lines of symmetry.

The provision for pupils is at least good in all major respects and exemplary in most. The indoor and outdoor learning environment is welcoming and highly stimulating. There is an excellent balance of teacher-led and child-centred activities. The menu of rich, varied and imaginative experiences engage and interest children, and fire their imagination. Two examples of this are the sensory barefoot walk and digging for treasure which met the needs of all children. The rigorous assessments and high-quality observations are used to inform planning and teaching and to set the next steps for pupils.

The exemplary and visionary leadership and management of the Early Years Foundation Stage ensures that all safeguarding is fully in place. The Early Years Leader inspires teachers to work at their best and to bring out the best in children. Her meticulous organisation, eye for detail and the excellent children's progress that results demonstrates the good capacity for continuous improvement. The school now recognises the challenge to continue this progress, attainment and achievement in Key Stage 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A very small proportion of parents and carers completed the questionnaire. The fact that the school had already sought their views in June 2010 may have contributed to this low response. The inspectors spoke with 18 parents on the playground and all of them had nothing but praise for the school. Some concerns were expressed about behaviour; inspectors witnessed good behaviour and the school has effective strategies to deal with any challenging behaviour that may occur. A very small number of those who responded said that the school did not meet their children's needs. However, inspection evidence suggests that the needs of all groups of learners are well catered for. The school recognises that there is more work to do to challenge the more able pupils. The results of the school's own June 2010 questionnaire were significantly more positive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knighton Fields Primary School and Community Centre 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	74	4	21	1	5	0	0
The school keeps my child safe	15	79	3	16	1	5	0	0
The school informs me about my child's progress	13	68	4	21	1	5	1	5
My child is making enough progress at this school	13	68	3	16	2	11	0	0
The teaching is good at this school	13	68	4	21	2	11	0	0
The school helps me to support my child's learning	13	68	4	21	2	11	0	0
The school helps my child to have a healthy lifestyle	10	53	7	37	2	11	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)	12	63	7	37	0	0	0	0
The school meets my child's particular needs	13	68	3	16	3	16	0	0
The school deals effectively with unacceptable behaviour	12	63	4	21	1	5	2	11
The school takes account of my suggestions and concerns	13	68	3	16	1	5	1	5
The school is led and managed effectively	13	68	3	16	1	5	1	5
Overall, I am happy with my child's experience at this school	13	68	3	16	1	5	1	5

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.



7 July 2010

Dear Pupils

Inspection of Knighton Fields Primary School and Community Centre, Leicester, LE2 6LG

On behalf of the inspection team I would like to thank you for your friendly welcome. We enjoyed meeting and talking to many of you, looking at your work and visiting your lessons. We would also like to say thank you to the groups of pupils who had discussions with us and the pupils in Years 3 to 6 who completed the inspection questionnaire.

You told us that your lessons have become more interesting and this is helping you to learn. We agree. Your school provides you with a satisfactory education. Most of you are making satisfactory progress in reading, writing and mathematics and science. Some of you are making good progress. The headteacher, the staff and governing body work hard to make sure you are safe and well looked after. You know how to stay safe and keep yourselves healthy. In lessons and around school you behave well. You are polite and kind to each other. Those of you in the Early Years Foundation receive an outstanding education and make very good progress.

We have asked the school's leaders to do the following to improve the school further. We want them to raise your standards you reach at Key Stage 1 and 2 further to help to accelerate your progress. We want them to improve the quality of teaching and learning by improving the quality of marking so it lets you know how well you are doing and sets the next steps in learning. We also want them to teach you the skills to take greater control of your own learning. Finally, we have asked them to increase your knowledge of other faiths and cultures by offering you first-hand experiences through links with other schools in the area.

You can play your part in achieving these things by continuing to work hard and doing your best. Thank you once again for making us feel so welcome. We wish you the very best for the future.

Yours sincerely

David Edwards

Lead Inspector

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