

Fosse Primary School

Inspection report

Unique Reference Number	120089
Local Authority	Leicester
Inspection number	339594
Inspection dates	26–27 May 2010
Reporting inspector	Mark Mumby HMI

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	349
Appropriate authority	Interim executive
Chair	Liz McAllister
Headteacher	Richard Stone
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI) and two additional inspectors. Inspectors saw 17 teachers teach during 17 lesson observations. They held meetings with members of the interim executive board and members of the school's staff. Informal discussions took place with parents, carers and pupils. Inspectors observed the school's work, and looked at the school's documentation, particularly in relation to governance, self-evaluation, assessment and the school's procedures for safeguarding. They considered the views expressed in questionnaires received from pupils, staff and 110 parents and carers.

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

- pupils' learning and progress in mathematics
- the impact of the school's work to improve the achievement of pupils who have had poor attendance in the past
- the effectiveness of the school's self-evaluation and actions to bring about improvements, specifically in relation to the progress made by pupils
- concerns about behaviour and bullying raised in questionnaires from parents and carers.

Information about the school

This is a larger-than-average primary school situated in the city of Leicester. Just over half of the pupils are of White British background. The remainder are from a wide range of minority ethnic backgrounds. About a quarter of the pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average.

When the school was inspected in April 2008, it was judged to require special measures because it was failing to give the pupils an acceptable standard of education. The governing body was replaced by an interim executive board (IEB) in December 2008. Since April 2008, the school's progress has been monitored on a regular basis by HMI.

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

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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 the quality of teaching.

The school has improved considerably since it was last inspected. There has been a steady rise in attainment over the past three years and the progress pupils make over time is now satisfactory. However, the quality of teaching is not consistent throughout the school and in a minority of lessons pupils make insufficient progress. It is the good attitudes of the pupils and the better teaching in some lessons that enable them to make satisfactory progress over time. In the least effective lessons, teachers do not use assessment well enough to plan learning activities which meet the needs of the individual pupils.

The IEB has set a clear strategic direction for the school. It is effective in holding the school to account for its work and has a thorough understanding of the school's strengths and areas for further development. It works well with the headteacher and senior staff to address the school's most pressing needs. Concerted action has been taken to eradicate inadequate teaching and raise attainment. Although there has been some success, the school acknowledges that the quality of teaching is not consistently good enough. Nevertheless, the rising trend of attainment and steady improvement to pupils' learning are secure indications of the school's capacity to continue to improve. The school has also been successful in improving attendance, in particular by reducing the number of pupils whose attendance is poor.

The school has developed strong and effective partnerships with parents and carers, and with other organisations including the local authority. These partnerships have made a significant contribution to the progress the school is making.

While the school has been focused on raising attainment and improving the quality of teaching, less attention has been paid to community cohesion. Although some successful work has been carried out within the school and local community, planning to extend pupils' understanding of the wider community is less well developed.

What does the school need to do to improve further?

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- Improve the quality of teaching throughout the school so that it is all at least satisfactory and the majority of it is good or better by July 2011 by:
 - making effective use of assessment to plan consistently challenging work for all groups of pupils
 - ensuring that teaching strategies and resources maximise learning opportunities for each pupil in every lesson
 - assessing pupils' work within lessons in order to adapt teaching to the pupils' needs as the lesson progresses
 - providing clear guidance to all pupils so that they know how to improve their work.
- Develop and implement an effective strategy to improve pupils' cultural understanding and promote cultural diversity by:
 - preparing and implementing an action plan to enable pupils to engage more frequently with a range of communities beyond the school and the immediate locality
 - evaluating the impact of the school's work to promote cultural diversity and community cohesion on a regular basis.

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

Pupils enjoy their time at school and have good attitudes to their work. In most lessons they make satisfactory progress and the work in their books is presented well. The school's current focus on raising attainment in mathematics is proving successful and this is evident in the progress seen in pupils' learning. The work in many pupils' mathematics books in Years 5 and 6 shows that they are now making good progress. However, more-able pupils in Year 2 are not making as much progress as they are capable of in mathematics. Pupils who speak English as an additional language make good progress in developing their literacy skills. However, their progress in some lessons slows because activities have not been suitably matched to their capabilities. The number of pupils that are persistently absent has been reduced, but the few pupils whose attendance remains poor do not make as much progress as other pupils.

Most pupils, both in their questionnaires and in discussions with inspectors, said that they feel safe in school. However, many parents, carers and pupils raised concerns about behaviour. Whilst behaviour in lessons is good and pupils have good attitudes to their work, a small minority do not show enough respect for others and for adults when outside. This behaviour is usually managed well by the school. Pupils say that there is some bullying, but this has reduced since the school's recent anti-bullying week. They say that bullying is normally dealt with, but has occasionally recurred in the past.

Pupils are confident and many willingly take on responsibilities such as helping in the Nursery at lunchtime. The school council provides a good opportunity for pupils to influence the life of the school. For example, children were consulted on colour schemes for the refurbishment of the school toilets. A recent initiative to appoint older pupils as

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lunchtime monitors to encourage healthy eating contributes to pupils' sound understanding about leading a healthy lifestyle. There are good links with the community which enrich pupils' satisfactory cultural understanding. For example, local people from a range of cultures contribute to learning about different festivals and celebrations.

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

How effective is the provision?

The quality of teaching is inconsistent. In a minority of lessons, pupils do not make enough progress because learning activities are not sufficiently well matched to the individual needs of the pupils. As a result, some tasks provide too little challenge, while others are too difficult or are not suited to an individual pupil's particular needs. For example, in one lesson pupils who speak English as an additional language did not understand what they were doing and were not provided with appropriate resources or support. The majority of teachers use a range of teaching strategies and resources, but these are not consistently used well. The most effective lessons are planned carefully and teachers use appropriate strategies and resources to engage all of the pupils in their

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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learning. However, this is not always the case and learning is occasionally slowed because the wrong technique is used or resources are inappropriate. Pupils make the most rapid progress when teachers question pupils well and assess learning throughout the lesson. This enables them to adapt their teaching to meet the needs of the pupils as they learn. The school's current focus on mathematics is evident throughout the school and a good feature of this is the effective use of appropriate mathematical language in lessons. However, in other areas of the curriculum, learning slows as a result of weak subject knowledge. The feedback pupils receive about their work, both during lessons and through marking, contributes to the better progress made by pupils in the most effective lessons. There are examples of this good practice throughout the school, but it is not consistently applied in all classes and subjects.

The curriculum is enriched by a good range of trips and theme days. There is a wide range of extra-curricular opportunities with a good level of take-up by the pupils. The personal, social and health education programme has been planned appropriately and includes drugs education and sex and relationships education but is not fully embedded in the culture of the school. The school has planned opportunities to develop writing across the curriculum, but other opportunities for cross-curricular learning are limited.

The school pays good attention to the monitoring of pupils who are potentially vulnerable, ensuring that class teachers are quickly made aware of the needs of individuals in their class. There is a good level of support for these pupils and their families. Support for pupils who find learning difficult is less consistent. On occasions, pupils, such as those who speak English as an additional language, are not provided with the support or guidance they need to enable them to learn effectively. The quality of reports on pupils' progress and parent interview records is good. Parents and carers are pleased with the information they receive from the school. A good level of supervision at break times and arrangements at the end of the school day ensure that pupils are handed over to their parents and carers safely.

These are the grades for the quality of provision

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

How effective are leadership and management?

The IEB and the school's leaders and managers have a clear understanding of what the school needs to do in order to improve. They have put in place suitable plans to address the most important priorities and monitor the impact of this work well. The success of recent work to raise attainment in mathematics is evident in the quality of teaching of

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mathematics and in the progress seen in pupils' work. This work is underpinned by appropriate planning and good support from the local authority. This is an example of the effective partnership working which the school has established in order to improve. The school's partnership with parents and carers is also a strength. Parents appreciate the information they receive from the school, for example in 'The Fosse Sentinel'. Younger children benefit from the 'family learning time' when parents and carers join their children for the start of the learning day.

At the time of the inspection, all safeguarding procedures met requirements and staff training in first aid and child protection was up to date. The school has a good understanding of the backgrounds of its pupils, monitoring performance rigorously and ensuring that all groups, especially the most vulnerable, are able to make progress. The school is a cohesive community, but it has not fully exploited the opportunities provided by its diverse cultural population to promote a wider global understanding.

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	2
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	3
The effectiveness of safeguarding procedures	3
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 enter the Nursery with knowledge and understanding below expectations, particularly in their language and mathematical development. They make satisfactory progress in the Early Years Foundation Stage, and progress in their personal, social and emotional development is good. This is because the staff are keenly aware of the social needs of the individual children. The well-established induction procedures help children to settle well. The appropriate deployment of staff and the safe environment help children to develop good social and play skills.

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Children feel safe and enjoy school. They willingly participate in the good range of activities and behave well. The staff carefully track the children's learning and amend their plans to meet the children's needs. The children learn and develop best when adults use questioning effectively to develop their speaking and listening skills and broaden their understanding of the world around them. Occasionally staff do not give the children time to think, or they answer the questions themselves.

Work to improve early reading has been effective, but expectations about children's early writing and mathematical skills are sometimes too low. There are not enough opportunities for children to use numbers or to write. Consequently, they do not progress as quickly as they could in these areas. Children are very active and make good use of the outdoor environment. This results in good progress in their physical development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers who returned the inspection questionnaire or who spoke with an inspector during the inspection were generally positive about the school. In particular they complimented the improved communication between them and the school. A number of parents and carers expressed concern about behaviour and bullying. Inspectors investigated these concerns through observations, discussions with pupils and a review of the school's records. The inspection findings are included in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fosse 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	41	54	49	5	5	5	5
The school keeps my child safe	48	44	49	45	11	10	0	0
The school informs me about my child's progress	29	26	66	60	6	5	4	4
My child is making enough progress at this school	39	35	54	49	7	6	4	4
The teaching is good at this school	37	34	59	54	8	7	2	2
The school helps me to support my child's learning	29	26	59	54	8	7	6	5
The school helps my child to have a healthy lifestyle	35	32	67	61	7	6	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)	32	29	50	45	7	6	4	4
The school meets my child's particular needs	27	25	68	62	8	7	2	2
The school deals effectively with unacceptable behaviour	26	24	53	48	16	15	10	9
The school takes account of my suggestions and concerns	23	21	65	59	7	6	6	5
The school is led and managed effectively	26	24	57	52	12	11	7	6
Overall, I am happy with my child's experience at this school	40	36	50	45	16	15	2	2

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.



28 May 2010

Dear Pupils

Inspection of Fosse Primary School, Leicestershire, LE3 5EA

Thank you for making my colleagues and me so welcome when we visited your school this week. We enjoyed meeting you, visiting your lessons and talking with you on the playground.

Your school has improved a lot since its last inspection just over two years ago. This is because Mr Stone and all of the other adults who work in your school have been working on the most important things to make your school a better place to learn. You now make satisfactory progress in most of your lessons. There are still some lessons where you don't learn as quickly as you should, mainly because the work is not planned as well as it could be. We have asked your teachers to make sure that all of your lessons help you to learn. Another inspector will visit in a few months' time to check this is happening.

Most of you work hard in lessons and take pride in making sure that the work in your books is neat and tidy. You told us how you felt that the anti-bullying week had helped to stop some of the bullying that used to happen. That is a good improvement, but a few of you still don't behave as well as you could do at playtimes. Those of you that have jobs to do, such as helping in Nursery, and the school councillors are learning important skills that will be useful in the future. A few of you, but not as many as before, miss out on your learning because you don't come to school every day. If you come to school every day you will learn much more.

The adults in school know that you don't have enough opportunities to learn about people from different cultures around the world and how we all manage to live together in one world. We have asked them to find more opportunities to help you with this.

Your school is an improving school - please help to continue to make it even better.

Yours sincerely

Mark Mumby

Her Majesty's Inspector

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