

Mellor Community Primary School

Inspection report

Unique Reference Number	120073
Local Authority	Leicester
Inspection number	358685
Inspection dates	3–4 March 2011
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	405
Appropriate authority	The governing body
Chair	Jasbir Mann
Headteacher	Karen Hammond
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by four additional inspectors, who observed 17 lessons and 13 teachers. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on pupils' progress and talked to them about it. The team also analysed school improvement plans and governing body minutes and met parents, carers and governors. Questionnaire returns were analysed from 87 parents and carers. The views of staff and pupils were also taken into consideration

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively are leaders and managers at all levels using information on pupils' progress to raise the quality of teaching and learning?
- How effectively is the curriculum adapted to help pupils use their key skills, particularly in numeracy and writing, across different subjects?
- Is the school raising attainment for all groups of pupils, particularly in writing?
- Is the school's policy on community cohesion leading to good outcomes for pupils?

Information about the school

The school is significantly larger than other schools nationally. The proportion of pupils known to be eligible for free school meals is slightly higher than seen nationally. The overwhelming majority of pupils are from minority ethnic heritages. The largest groups represented are mainly of Indian heritage and any other Asian background. Most pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is slightly lower than in other schools nationally, whilst the proportion of pupils who have a statement of educational needs is the same as in other schools. The proportion of pupils who join or leave the school partway through their primary education is well-above average. Early Years Foundation Stage education is provided in Nursery and Reception classes. Most pupils enter Nursery speaking little or no English.

Since the last inspection there have been significant changes in staffing. Only about a quarter of the teachers who were in post at the last inspection remain. The school currently holds Healthy Schools status, Investors in People, Activemark and the Eco Management Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since the last inspection the good leadership and management at all levels have been focused on raising standards. These have risen steadily and consistently since the last inspection so that they are now in line with national averages at both Key Stages 1 and 2. The ambition, drive and strong sense of purpose of leaders and managers have secured good quality teaching and learning. A range of well-documented factors caused a dip in attainment at Key Stage 2 in 2009, not least the major disruption in staffing, which affected the continuity of pupils' learning. This was particularly so for more-able pupils.

Evidence from lessons and from pupils' work and the monitoring and evaluation of pupil progress show that the school is vigilant in dealing with any apparent dips in learning. Rigorous assessment and tracking procedures enable early identification of any changes in a pupil's progress. Where necessary, well-focused individual action plans are set up to help pupils to get back on track. The governing body takes its role seriously. It has effective systems to check on all aspects of the school's work and hold it to account well. The school's accurate and well-founded self evaluation is used effectively to establish priorities and set ambitious targets for improvement. These factors combine with the good progress since the last inspection to underpin the school's good capacity for further improvement.

Pupils learn and develop well from their low starting points in the Early Years Foundation Stage. By the end of Reception, attainment is still below average, but progress is good in nearly all aspects of their learning. The good progress that pupils make in Key Stages 1 and 2 is reflected in their attainment. It is in line with national expectations at both Key Stages with the exception of writing at the higher levels, despite much work that the school has undertaken in this area. This reflects an occasional lack of challenge for more-able pupils. They are not always moved on quickly enough to the more challenging work of which they are capable. Marking in English is good in some classes but less so in mathematics. Where marking is variable it does not always guide pupils well enough on the steps they should take to improve further. Though teaching and learning are good, the pace of the few satisfactory lessons slows pupils' progress in their learning.

The good curriculum includes a strong emphasis on personal development and provides many exciting opportunities for pupils to learn in different ways. However, it does not yet provide pupils with enough opportunities to develop their entrepreneurial skills. The school is a harmonious community where pupils of different cultures get on well together. Behaviour is good and pupils say they feel safe in school. They work and play in a safe and secure learning environment free from harassment. Pupils' safety is taken seriously and safeguarding procedures are given a high priority. The school provides a good standard of care for all pupils. The rigour with which it pursues support from external

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agencies, especially for pupils whose circumstances make them vulnerable, is impressive. The school acts swiftly to ensure that pupils new to the school are quickly integrated into the school community, so that they make good progress. Exemplary links with parents helps them to be confident in their ability to support their children in their learning. Pupils leave the school as mature youngsters with ambitious aspirations for the future.

What does the school need to do to improve further?

- Raise standards to above average in mathematics and English by ensuring that lessons demonstrate consistently good teaching by:
 - achieving consistency in marking to ensure it always shows pupils how to improve their work with time given for pupils to respond to the guidance, particularly in mathematics
 - making the pace of pupils' learning always sufficiently brisk.
 - ensuring the most capable pupils are always suitably challenged.
- Plan curriculum activities to include opportunities to develop pupils' business enterprise skills by:
 - ensuring that all pupils across the school have a clear understanding of money matters in real life and how this will affect their future economic well-being.

Outcomes for individuals and groups of pupils

2

Throughout the school pupils achieve well and make good progress. By the time they leave the school at Year 6 standards are in line with national averages. This is clearly exemplified by the work in pupils' books and especially by the improvements in writing across Key Stages 1 and 2 since the last inspection. The use of a scheme to promote literacy skills has been a driving force in the improvement. Writing at the end of Year 6 is above national expectations, but not at the higher levels. Inspectors observed much good teaching which was challenging pupils and helping all groups to make good progress in their learning. For example, in one lesson a higher ability set was solving logic problems. The teacher used effective questioning to challenge pupils' thinking. Tasks were well matched to different ability levels. Pupils were given the criteria to assess their own learning and the pace of teaching and learning was brisk. As a result, all pupils made good progress. The school's assessment data demonstrates the good progress pupils are making across both Key Stages and particularly in Year 5 and 6. The current Year 6 are firmly on course to achieve challenging targets. This is also confirmed by the work inspectors saw in pupils' books. Progress for all pupils is good, including those who speak English as an additional language, minority ethnic groups and those pupils known to be eligible for free school meals. Pupils with special educational needs and/or disabilities are well supported in their learning through timely interventions that meet their learning needs effectively and which ensure they make good progress. They are well integrated into school life and take a full part in everything it has to offer.

Pupils successfully learn information communication technology skills and are able to apply them in different subjects. They are able to make their views of the school known on the school's 'virtual learning environment'. They are proud of what they do and try hard to do well. They trust the staff to help them should they have concerns. Adults provide good

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guidance in helping pupils to learn about tolerance and acceptance of diversity as important elements of living and learning together. The thoughtful and caring way they support each other in lessons and the infrequent occurrence of any insensitive behaviour reflects the genuine respect and friendship they have for each other. They have a very clear understanding of how to look after themselves in all aspects of daily life. They understand well why they should eat healthily and appreciate the need to participate in regular exercise and take part in the many sporting clubs on offer. This has led to the school receiving Healthy School status and the Activemark. They readily accept their share of responsibility in daily routines such as being 'peer mentors' or school councillors. They gain considerably in their learning from the good links the school has established with the local community. The improvement in their literacy and numeracy skills and the significant improvement in their attendance helps them to be well prepared for their future role in adult life, but their business enterprise skills are underdeveloped. Pupils appreciate and celebrate the diversity of culture within the school. Their moral awareness is good. They are able to reflect on important issues and they show good levels of respect for different faiths, ethnicities and cultures in the United Kingdom and around the world.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Good teaching and learning, and a well-planned curriculum that brings different subjects together into topics, successfully secure the good progress that pupils make, both

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academically and personally. The curriculum is further enriched by a good range of visits and visitors and a wide range of well-attended extra-curricular activities covering, for example, sports and the arts. Teachers generate a positive ethos in the classroom. They relate well to the pupils, boost their confidence and find different ways of motivating them to succeed. For example, the imaginative use of producing a fruit salad engaged pupils in using and applying their mathematical skills to the topics of weight and money. This ensured that pupils were suitably challenged and engaged in learning. Teachers give pupils time to think, encouraging them to collate their thoughts, for example, by discussing concepts with each other. The time limits set for this and other activities keep pupils on task well and allow lessons to proceed at a brisk pace. This is not always the case in the few satisfactory lessons.

Teachers usually take good account of the different ability levels in their class, even when they are teaching a particular set. This usually provides good levels of challenge, but in some lessons the most-able do not always start at a high enough level. This is slowly changing with the different approach to target setting that is successfully encouraging pupils to take more responsibility for their own learning. Some marking is very good, in that teachers make clear to pupils what they need to do to improve, and give them time to respond to the comments made, particularly in English. This good practice is not always evident throughout the school, particularly in mathematics.

Teaching assistants are usually well-briefed and well deployed and they make a good contribution to the pupils' learning. Arrangements for the care of all pupils, from the least to potentially the most vulnerable, are well organised and effective. As a result, there is good overall support for personal and academic development and well-being. Transition from year to year and on into the high school is managed well so that pupils can face new situations with confidence.

These are the grades for the quality of provision

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

How effective are leadership and management?

The visionary headteacher, ably supported by her senior and middle leaders and governors, has been extremely successful in building on the school's strengths and securing the support of other staff in their drive for further improvement. School self-evaluation is rigorous and honest and has identified the main priorities for action and improvement. As a result of regular monitoring of teaching and learning the quality of this aspect of the school's work has improved significantly since the last inspection. This has contributed to the good progress of all groups of pupils. The robust collection of assessment data is used effectively in focusing resources for individual pupils, particularly

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those needing additional support. Setting of targets for individual pupils is assisting most to aim at and achieve higher standards. The school's commitment to equal opportunities for all and the respect for diversity is strong.

The governing body knows the school well. It fulfils its statutory obligations effectively and is supportive, but holds the school to account when required to do so, for example, in raising attendance. It has secure systems for monitoring the activities of the school and have plans to ensure that all governors have confidence in analysing the different forms of data that the school holds on its pupils. Requirements to ensure that all adults are suitable to work with children, safeguarding arrangements and risk assessments are all in place and work effectively. The school vigorously pursues the interests of pupils potentially vulnerable due to their circumstances and their rigorous risk assessment procedures ensure the safety of staff and pupils. Parents are very effectively helped to support their children in their learning to aid their good progress, through subject information courses and on-line homework tasks, set on the school's 'virtual learning environment'. Communications with all parents is exemplary and they are well-informed about their children's learning targets and progress. The school is a very cohesive and inclusive community and has developed links with other schools in Britain to enhance pupils' understanding of other faiths and cultures that are different from the predominantly Asian school population. The developing links with schools in other parts of the world are successfully increasing pupils' knowledge of life and culture of the world outside Britain.

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	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction procedures ensure that children settle quickly and that parents and carers are involved in their children's learning. Children, including those who arrive with English as an additional language and special educational needs and/or disabilities, learn and

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develop well by the end of Reception because they are taught well. Thorough assessment procedures ensure that learning is carefully tracked and recorded. Good leadership and management ensure children's health, safety and welfare in Nursery and Reception. Parents and carers have many opportunities to learn about and help with their children's learning, and communication with them is very good.

In Reception, lessons take good account of children's interests. They include many opportunities to select their own activities and develop independence. Adult-directed activities successfully develop children's literacy, numeracy and personal development skills. The intensive support for those who speak English as an additional language helps them to make significant gains in their acquisition of language. Most Reception children can form letters and numbers correctly and are developing their writing, speech and language skills well. There is a good balance of teacher-led and child initiated activities, both indoors and outdoors. In one effective example of a post office role-play children were developing their language and communication and writing skills. Occasionally adults miss opportunities to develop questioning skills to encourage children to give fuller answers. Children enjoy the activities prepared for them and can work well even when not under constant adult supervision. Adults have a good understanding of how children learn and are skilled at developing learning in a way that encourages children to think for themselves.

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

A lower than average proportion of parents and carers responded to the questionnaire. Those that did respond are overwhelmingly happy with their children's experience at the school. They are particularly pleased that the school keeps their children safe; that their children enjoy school and that their children are making good progress because of good teaching. A few parents felt that the school does not deal effectively with unacceptable behaviour, but inspectors found behaviour to be good. A similar number had concerns about how the school is led and managed, but inspectors judged this aspect to be good also.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mellor Community 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	63	31	36	0	0	0	0
The school keeps my child safe	54	62	32	37	1	1	0	0
My school informs me about my child's progress	43	49	44	51	0	0	0	0
My child is making enough progress at this school	32	37	52	60	2	2	1	1
The teaching is good at this school	40	46	45	52	1	1	0	0
The school helps me to support my child's learning	39	45	42	48	4	5	0	0
The school helps my child to have a healthy lifestyle	44	51	40	46	2	2	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	25	59	68	3	3	0	0
The school meets my child's particular needs	37	43	48	55	2	2	0	0
The school deals effectively with unacceptable behaviour	38	44	39	45	5	6	0	0
The school takes account of my suggestions and concerns	34	39	47	54	3	3	2	2
The school is led and managed effectively	32	37	48	55	2	2	1	1
Overall, I am happy with my child's experience at this school	47	54	38	44	2	2	0	0

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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 March 2011

Dear Pupils

Inspection of Mellor Community Primary School, Leicester, LE4 7QN

Thank you very much for the warm welcome you gave us when we inspected your school. It was delightful to talk to you, hear your views and find out how hard you work. We were pleased to hear that you feel safe in the school and are confident that staff will always help you. We particularly liked the way that the school is helping your parents to support you very effectively in your learning. We concluded that you go to a good school where you are taught well and those who lead and manage it are working very hard to ensure it continues to improve.

Staff are very keen for each one of you to succeed and the good care, guidance and support you receive is contributing to your success in learning. Your good behaviour and significantly improved attendance contribute to the good progress you are making, and you clearly have a good understanding of why it is important to eat healthily and take regular exercise. The standard of your work has improved but we want the school to help you to raise this to above average through consistently good teaching so that the more able of you are always given hard enough work. We have therefore made the following recommendations to help the school address this issue and one other area in order to help you to make even better progress.

Ensure that tasks you are given in lessons are always demanding enough.

Achieve consistency in marking to ensure it always shows you how to improve your work and gives you time to respond to the guidance.

Ensure the pace of teaching and learning in lessons is always sufficiently brisk.

Plan curriculum activities to include opportunities to develop your business enterprise skills by ensuring that all of you across the school have a clear understanding of money matters in real life and how this will affect your future role as adults.

You can all help by continuing to work hard. Also remember to ask your teachers if you do not quite understand what their marking is telling you what to do. We hope that you continue to enjoy your learning for the rest of your lives and we wish you well for the future

Yours sincerely

David Edwards

Lead inspector

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