

# Inspection of Shaftesbury Junior School

Latimer Street, Leicester, Leicestershire LE3 0QE

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Inspection dates: 8 and 9 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Shaftesbury is a happy school. There is a family feel about the place. Pupils enjoy their learning and their friends. One pupil told inspectors, 'I have been to many schools, and this is by far the best.' Pupils say that they feel safe.

Staff prioritise pupils' personal development. They have very high expectations of pupils. The school's character values permeate its work. Pupils understand these values. They have positive attitudes towards their work and towards each other. Pupils like it when staff notice them exuding the values. They like it when the headteacher selects pupils to eat lunch with him on 'Top table Tuesdays'.

Pupils behave well. They are polite and respectful. Pupils know that bullying is not tolerated. They know that staff are quick to sort out any concerns for them. Pupils have a very clear understanding of equality and diversity. They regularly celebrate the rich range of cultural, religious and ethnic communities in the school.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many said, 'We are really happy with the positive atmosphere and the provision given to children in class and after school.' Parents particularly appreciate the wide range of extra-curricular clubs available to pupils.

## **What does the school do well and what does it need to do better?**

Leaders have reviewed curriculum plans and set out an ambitious curriculum. They have planned a multi-cultural curriculum which takes account of pupils' backgrounds. Leaders have arranged the curriculum to ensure that pupils build their learning throughout key stage 2. However, in some subjects, leaders have not identified precisely the key knowledge that pupils need to learn. On occasions, pupils are not clear about their learning. For example, some pupils confuse ancient and modern civilisations when learning in history.

Leaders ensure that there is a sharp focus on reading from the moment that pupils join the school. There is a consistent approach to the teaching of reading. If pupils fall behind, staff provide them with phonics sessions. They ensure that pupils use their phonic knowledge to sound out unfamiliar words. Leaders make sure that books match the letters and sounds pupils are learning. There is a strong culture of reading at the school. Books are valued. Authors are celebrated. Leaders ensure that pupils develop the reading skills necessary for future learning.

Pupils like mathematics. Leaders have planned the curriculum in this subject well. Pupils build their understanding and skills progressively. They use and understand a wide range of mathematical vocabulary. For example, pupils use 'equivalent fraction' when comparing fractions. Other pupils use and understand the term 'percentages'. Teachers provide regular opportunities for pupils to recap their learning. Pupils enjoy the 'flashback fours'. They say that this helps them to apply what they know when

learning new concepts. Teachers frequently check pupils' learning. They are quick to provide support if pupils get stuck.

Leaders are quick to identify pupils with special educational needs and/or disabilities (SEND). They ensure that pupils with SEND access the full curriculum. Teachers provide strong support. They communicate very well with parents. Leaders work well with external agencies.

Staff create a respectful culture. Leaders promote equality and diversity very effectively. Pupils have a strong grasp of different faiths. Most pupils understand the British values. They understand democracy and their rights and responsibilities. Pupils compared the British and American elections to their school council elections. One pupil said, 'That is their freedom.' However, there is some inconsistency in some pupils' knowledge of the British values. Pupils are proud to take on different roles in school. They enjoy being eco-councillors and peer mediators. Pupils know how to eat healthily and keep fit.

Governors and representatives of the local authority know the school very well. They understand the school's strengths and what needs to improve. Local authority representatives support leaders to develop the curriculum. Leaders engage very well with staff. They consider staff workload. Leaders provide regular training and consider staff well-being. Staff are very positive about the school's leaders and the professional support from the local authority.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of care at the school. Leaders provide support to vulnerable pupils. Staff pass on concerns promptly. Record-keeping is very detailed. Leaders ensure that they provide regular safeguarding training for staff and governors. They check that staff know how to spot pupils at risk. Governors regularly check the school's safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including when online. Pupils say that they know who to go to if they have a concern. They know that staff will take their concerns seriously.

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

### **(Information for the school and appropriate authority)**

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied. In completing their curriculum

review, leaders should ensure that there is clarity in their curriculum thinking across all subjects as to the knowledge that all pupils in all year groups, including those with SEND, should learn and when they should learn it.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120026
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10211655
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chirag Parmar and Alex Buchanan-Smith
<b>Headteacher</b>	Karl Stewart
<b>Website</b>	<a href="http://www.shaftesbury.leicester.sch.uk">http://www.shaftesbury.leicester.sch.uk</a>
<b>Date of previous inspection</b>	9 and 10 May 2018, under section 5 of the Education Act 2005

## Information about this school

- The chairs of the governor body took up their posts in May 2019.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and a sample of teaching and support staff.
- Inspectors met with representatives of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics, computing and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors examined a range of school documentation including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding leader. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

### **Inspection team**

Damien Turrell, lead inspector

Her Majesty's Inspector

Christine Watkins

Her Majesty's Inspector

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