

Inspection of Sparkenhoe Community Primary School

Saxby Street, Leicester, Leicestershire LE2 0TD

Inspection dates: 7 and 8 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Sparkenhoe Community Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils' behaviour and conduct are exemplary. Pupils are exceptionally well mannered, courteous, hardworking and constantly eager to do well.

The school's values are deeply embedded. Pupils know that these values help them to learn and make a positive contribution to their school and the wider community. Pupils thrive on the values postcards that are sent home. They are proud of the values stickers that they earn and build over time. Leaders make sure that all pupils live up to the school's high expectations. No one is allowed to slip through the net.

Older pupils' communication skills are impressive. Pupils encourage each other to share their views and express opinions. They talk about and consider different views in a mature manner. They know that it is fine to have differing opinions if they are expressed in the right way. Pupils recognise and celebrate diversity.

Pupils benefit from an extensive and wide-ranging programme of activities within and beyond the curriculum. Leaders ensure that all pupils are able to access these. Over time, these experiences ensure that pupils are prepared well for life in modern Britain.

Pupils, staff and the vast majority of parents are passionately proud of their school.

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

Leaders have prioritised the teaching of reading. The school's phonics programme is implemented well. It is comprehensively planned. Sounds are taught in a logical sequence. Teachers know precisely which sounds pupils should know and when. Training, along with ongoing support and challenge, ensures that phonics is taught consistently well. Teachers are experts in teaching early reading. Pupils soon become fluent readers.

Beyond phonics, the reading curriculum is meticulously planned and sequenced. Week by week, teachers know precisely what pupils should know and be able to do. Regular assessments check how well pupils learn the curriculum. Any pupils who begin to fall behind get the help they need to keep up. By the end of key stage two, pupils achieve highly.

The remainder of the school's curriculum is similarly well planned and sequenced. It has been designed specifically for the pupils of the school. It builds incrementally over time. It helps pupils to make links between the different subjects that they study. In most subjects, including English, mathematics and science, pupils learn and remember the curriculum very well. They can recall previous learning with ease. This is reflected in the outcomes of statutory tests. However, in a small number of subjects, there are some minor inconsistencies in how well pupils remember what they have learned.

Pupils with special educational needs and/or disabilities achieve well. They get the support they need. Adults skilfully adapt lessons to ensure that these pupils learn the curriculum alongside their peers. The special educational needs coordinator (SENCo) regularly checks to make sure that the help in place is working as well as it should. Changes are made quickly where needed.

Children in the early years are happy and busy. They are eager to join in the activities on offer and to share these with adults. While still evolving, the early years curriculum makes clear what children should know and be able to do at each stage of their education, across each of the areas of learning.

Pupils' personal development is comprehensively catered for across the school. Pupils benefit from a rich and varied personal, social and health education (PSHE) curriculum. This helps pupils to be respectful and inclusive and to celebrate difference. Pupils celebrate the wide range of cultures and backgrounds that make up their school. They develop a secure understanding of fundamental British values. They know why these are important. They know about protected characteristics and what these mean in law. Pupils know that any form of prejudicial or discriminatory behaviour should not go unchallenged.

Senior leaders know their school exceptionally well. The senior leadership team is cohesive and highly effective. The vision and ambition for the school are shared by all senior leaders and, in turn, staff. This has resulted in a cohesive and united staff who are committed to their pupils.

The local governing body is highly ambitious for the school. It has a broad skill set. It provides effective challenge and support. The trust has defined the role and responsibilities of the local governing body clearly. However, there is more to do to ensure that this is fully understood and applied. In a small number of cases, there is confusion about where responsibility lies for some aspects of governance.

Trust leaders know the school well. They provide leaders with well-tailored, bespoke support. The work of the board of trustees is systematic and well organised.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that keeping pupils safe is the highest priority. Regular training, reminders and discussions keep safeguarding high on everyone's agenda. Staff consistently understand their safeguarding responsibilities. They record anything that might indicate that pupils need help. Leaders regularly check records. They identify any emerging issues and ensure that the right sort of help is in place. They take decisive action.

Pupils learn how to stay safe in the community, online, near roads, water and railways. They know who to speak to should they have any worries or concerns. They are confident to do so.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is well planned and sequenced. It is taught well. However, in a small number of foundation subjects, pupils do not consistently recall what they have learned. Leaders should ensure that pupils consistently remember what they have learned across all subjects.
- The trust has defined the role and responsibilities of the local governing body. However, in a small number of cases, there is confusion about where responsibility lies for some aspects of governance. This means that some responsibilities are not met. Those responsible for governance should ensure that roles and responsibilities are fully understood and applied.

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.

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

Unique reference number	146857
Local authority	Leicester
Inspection number	10254799
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	463
Appropriate authority	Board of trustees
Chair of trust	Lee Jowett
Headteacher	Rhian Jones
Website	www.sparkenhoe.leicester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school does not make use of any alternative education provisions.
- When the predecessor school, Sparkenhoe Community Primary School, was last inspected by Ofsted in 2010, it was judged to be outstanding overall.
- The school is part of the Attenborough Learning Trust.
- The school offers wraparound care through the breakfast and after-school provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteachers, the assistant headteacher, curriculum leaders, the early years leader, the SENCo and

the leader for PSHE.

- Inspectors carried out deep dives in six subjects: reading, mathematics, physical education, art, music and computing. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation and spoke with pupils about science, modern foreign languages and history.
- The lead inspector met with four representatives of the local governing body, including the chair. He also met with the chief executive officer and chair of the board of trustees of the Attenborough Learning Trust.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school. They considered the views of a range of staff.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour, exclusions, the use of pupil premium and attendance.

Inspection team

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