

# **Taylor Road Primary School , Leicester**

## **KEY STAGE ONE**

### **CHARACTERISTICS OF THE SCHOOL**

Taylor Road Primary School is a larger than average primary school situated in an inner city area of Leicester where there is a significant level of unemployment. Due to its popularity and demographic changes the school has increased considerably in size since the previous inspection. There are currently 367 pupils on roll, 189 boys and 178 girls. Sixty children also attend the Nursery on a part-time basis. The pupils come from a wide range of ethnic backgrounds, with some 30 different languages spoken, the most common being, Somali, Swahili, Gujarati and Portuguese. The proportion of pupils whose first language is not English (82 per cent) is very high. Approximately 40 per cent are at an early stage of learning English. The proportion of pupils with special educational needs (20.4 per cent) is in line with the national average and five pupils have a statement of special educational needs. The percentage of pupils eligible for free school meals (80.3 per cent) is well above the national average. Mobility is very high with 51 pupils joining and 46 pupils leaving the school at times other than the usual starting and leaving times. Recruitment of staff has been difficult in the past and at the time of the inspection there were five newly qualified teachers and three temporary members of staff. Attainment on entry to the school is very low.

### **ANALYSIS JANUARY 2006 → JANUARY 2007**

Having implemented the Success For All programme in January 2006 we now have data to show value added over the past year.

#### **Headlines**

##### **Key Stage 2**

- 38 children in Roots in January 2006, by January 2007 only 9 children working in Roots (reduced by approx.  $\frac{1}{4}$ )
- In January 2006 no children working in Wings 4 or Wings 5, by January 2007 27 children working in Wings 4 and 20 children working in Wings 5.

##### **Key Stage 1**

- In January 2006 35 children working at P6 or below, by January 2007 only 9 children working at such a low level (reduced by approx.  $\frac{1}{4}$ )
- In January 2006 68 children working on P Scales, by January 2007 only 27 working at this level

##### **Year Group Progress**

- In the 2006/7 year 6 cohort we had 38% achieving expected levels in January 2006 and by January 2007 65% of the cohort are at expected levels.
- In the 2006/7 year 5 cohort we had 15% achieving expected levels in January 2006 and by January 2007 72% of the cohort are at expected levels.

- In the 2006/7 year 4 cohort we had 58% achieving expected levels in January 2006 and by January 2007 68% of the cohort are at expected levels.
- In the 2006/7 year 3 cohort we had 0% achieving expected levels in January 2006 and by January 2007 63% of the cohort are at expected levels.
- In the 2006/7 year 2 cohort we had 6% achieving expected levels in January 2006 and by January 2007 34% of the cohort are at expected levels.

### Roots Programme (numbers of children)

Roots Level	R0	R1	R2	R3	R4	R5	R6	R7
NC Level	P6 or below	P7	P8	1c	1c	1b	1b	1a
Jan 2006	35	26	7	18	2	3	1	0
Jan 2007	9	11	7	22	12	7	5	0

- 92 children working within the Roots Programme in Jan 2006
- 73 children working within the Roots Programme in Jan 2007
- A reduction in children working at this level, however, unlike key stage two, children in key stage one can be working at this level and still be working at the expected levels for their year group.
- A significant reduction (three quarters less) in number of children working at P6 or below (35 reduced to 9)
- A significant reduction (more than halved) in number of children working at P7 (26 reduced to 11)
- A significant reduction (more than halved) in number of children working in the P Scales in Key stage 1 (68 reduced to 27)

Wings Level	W1	W2	W3	W4	W5	W6
NC Level	1a-2c	2b-2a	3c-3b	3a-4c	4b-4a	5c-5b
Jan 2006	24	0				
Jan 2007	26	17	3			

- In January 2006 the most able group of children in year 1 and 2 were working at Wings 1 (1a/2c). National expectations are that children at the end of year 2 should be working at level 2b.
- By January 2007 our most able group of children in years 1 and 2 are working at Wings 3 (3c/3b).

Conclusion:

Although it could be harder to show improvement at key stage 1 as children in year should still be working at the lower end of the programme and still be working at expected levels the results show significant improvement across the key stage.

A significant number of children working at the lower end of the programme in the P Scales and significantly more children working at the higher levels with some children achieving above expectations.