

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T 0121 683 3888**



03 February 2012

Mr G Fullwood  
Acting Headteacher  
William Booth Primary and Nursery School  
Notintone Street  
Sneinton  
Nottingham  
NG2 4QF

Dear Mr Fullwood

**Special measures: monitoring inspection of William Booth Primary and Nursery School**

Following my visit to your school on 1–2 February 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in December 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Nottingham City.

Yours sincerely

Ceri Morgan  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in December 2010**

- Raise attainment and improve progress in reading and writing throughout the school by:
  - enabling most pupils to achieve at least one full National Curriculum level of progress in reading and writing every two years, from their starting points at the beginning of Year 1 to the end of Year 6
  - ensuring that at least an hour in every school day is spent developing reading and writing through exciting and motivating curriculum themes
  - ensuring that writing and reading skills are systematically taught at an appropriate level in Reception and throughout Key Stages 1 and 2.
  
- Improve attendance by:
  - focusing on, and making sure that, parents and carers of pupils who are persistently absent fully understand both their statutory responsibility to ensure that their children attend school regularly, and the range of consequences if they do not
  - introducing positive incentives for children to attend school.
  
- Improve leadership and management by:
  - establishing a climate where excellence in academic achievement is highly valued and accurately measured
  - ensuring that the quality of teaching is judged by its impact on pupils' learning and academic progress.

## **Special measures: monitoring of William Booth Primary and Nursery School**

### **Report from the third monitoring inspection on 01 and 02 February 2012**

#### **Evidence**

This inspection was carried out by one of Her Majesty's Inspectors. The school received two days' notice. Every teacher was observed teaching literacy and numeracy during around five hours of lesson observations. Meetings were also held with staff and representatives from the interim executive board, in addition to many informal conversations with pupils. The inspector observed the school's work and looked at a wide range of documentation, including: school planning, safeguarding evidence, monitoring of teaching quality, records of various meetings and the school's tracking of pupil progress, including the plans for disabled pupils and those with special educational needs. The inspection also reviewed pupils' work and listened to a sample of pupils' reading.

#### **Context**

The school is growing in size from an infant to a full primary and currently has Year 5 pupils but none in Year 6. In the absence of the headteacher, an acting headteacher continues to lead the school. He combines this role with leading his own school and spends around half of each week on site. There are no other significant changes to school staffing or circumstances since the last monitoring inspection.

#### **Achievement of pupils at the school**

Pupils' achievement continues to improve at an increasing rate and, although still inadequate, is now close to satisfactory. Standards of reading are improving rapidly and are now satisfactory across the school. Pupils have a range of strategies to help them read unfamiliar words and those who are more fluent now read with expression and understanding. An enhanced emphasis on phonics is helping to secure better standards of reading.

The school measures pupil progress accurately using a combination of pupil progress meetings and teacher assessment, moderated by others. This newly produced data shows that, during the autumn term, at least half (and in some classes, almost three quarters) of pupils made the equivalent of almost one full year's progress in one term in reading, writing and mathematics. However, this is from a low base and attainment remains low. There are some gaps in the relative performance of groups of pupils emerging, with weaker progress being made by pupils who speak English as an additional language, those who are known to be eligible for free school meals, pupils who have special educational needs and/or disabilities and more-able pupils across the school. As reading improves more rapidly, a gap is emerging between

standards of reading and writing, especially for boys. Despite significant improvement in attainment in reading and writing, it is these aspects that keep pupil achievement inadequate overall.

However, there are also some significant successes. Handwriting is now legible and the very youngest pupils take great care to use lines and form letters properly. Older pupils write at length about their experiences such as their visit to an incinerator. They show a good understanding of differing opinions and can write persuasively, understand grammatical structures and use satisfactory spelling techniques. Although standards in mathematics are low, there is an improving awareness of number in all classes. Older pupils add and subtract with fluency, understand a range of measures and use key vocabulary of shape such as 'vertices' and 'polygon' accurately.

Pupils clearly enjoy their learning. They show plenty of smiles whilst working and a willingness to discuss, work collaboratively and tackle new tasks with genuine pleasure. Pupils contribute to sessions with enthusiasm and their response to adults is a particular strength. They are willing to have a go and are very keen to please their teachers and other adults.

Progress since the last monitoring inspection on the areas for improvement:

- raise attainment and improve progress in reading and writing throughout the school – good.

### **The quality of teaching**

Teaching is satisfactory with an increased proportion that is either good or approaching good. No inadequate teaching was observed during the visit. This is contributing to improved pupil progress. Some emerging strengths now include good questioning skills, thoughtful planning and preparation which ensures mixed-age classes work well, and a refreshed sense of purpose. Teachers use information and communication technology well to enliven lessons. The focus on academic achievement is commendable and has secured already strong relationships between adults and pupils by providing pupils with greater confidence in their work. Assessment of pupils' understanding and grading of work are now accurate. Teachers mark work diligently and comments are always constructive and helpful, although there is an element of 'signing off' work with comments such as 'you can now use capital letters' rather than offering developmental advice.

There are some common caps on teaching quality that remain hard to shift. No outstanding teaching was seen despite glimpses of such promise. Occasionally, lessons are overly complex or too many concepts are introduced together, causing some confusion. Teachers sometimes focus on 'delivering' session content irrespective of whether pupils fully understand it. This leads adults, including

teaching assistants, to become overly prescriptive and, at times, to speak for the pupils.

The school currently operates with a large number of teaching assistants. They are all encouraging and helpful with pupils. Relationships are good. In particular, they are an asset to the youngest pupils, many of whom start school with severely delayed development in language skills. This is very carefully managed in the Early Years Foundation Stage, where individual attention is helping all children to learn to communicate well, either orally or in writing. Disabled pupils and those with special educational needs are identified early, and given additional group work or individually tailored support on a carefully structured intervention programme.

### **Behaviour and safety of pupils**

Behaviour is satisfactory. Pupils show good attitudes to learning. The new behaviour policy is based on rewarding good behaviour whilst setting a clear set of sanctions for any that is unacceptable. Importantly, this is being applied by all adults in a consistent way and the pupils respect it. They are keen to do well and as a consequence, behaviour is much improved. Pupils say that any bullying is minimal and where incidents of unacceptable behaviour do occur these are well managed by teachers and senior staff. There have been a few short-term exclusions, but for very specific reasons and re-integration is managed well.

Attendance is now satisfactory. There are some variations between classes but none are below national averages and attendance is now an impressive 97% in one class. There are a small number of persistent absentees, with two cases causing concern. However, the school monitors regular attendance well and has an action plan for all pupils who show signs of loose punctuality or dipping attendance. A success is the focus on incentives and rewards for good attendance, including certificates in assemblies. For example, one class enjoyed their trip to an ice rink as their reward for high attendance. The school continues to promote spiritual, moral, social and cultural education well.

Progress since the last monitoring inspection on the areas for improvement:

- improve attendance – good

### **The quality of leadership in and management of the school**

The acting headteacher has secured the confidence of staff and pupils in a short period. He manages change exceptionally well and is supported by a senior leadership team that is growing in stature, expertise and ambition. Together, this team is securing a cultural change in school that is welcomed by pupils and the wider school community.

Despite this increased capacity, there are some aspects of leadership that remain underdeveloped. The school development plan lacks specific measurable targets because the newly produced data is not used consistently by all school leaders. Monitoring of classroom practice is generally accurate but not always tailored to school priorities. For example, the coordinator for special educational needs has not had much opportunity to observe the impact of additional support for these pupils. She is keen to do so so that she will be better placed to evaluate the impact of additional interventions.

The strong and pro-active interim board has a clear view of the relative strengths and weaknesses of the school and are acting decisively to secure the school's future. Routine day-to-day organisation and record-keeping procedures, including those relating to safeguarding practices, are organised and clear. Decisions are followed through to actions. The quality of pupil progress data is much improved and teachers are now held to account for the progress of their pupils, but such data is not always used to generate precise future monitoring or planning activities.

Progress since the last monitoring inspection on the areas for improvement:

- improve leadership and management – good.

### **External support**

The extent of external support is good and is having increased impact, particularly at consultant level where specific guidance for improving mathematics and teaching skills are bringing about improvement.

### **Priorities for further improvement**

- Raise attainment for disabled pupils and those with special educational needs alongside those in the early stages of speaking English.
- Ensure monitoring activities are selected on the basis of school performance data and use any findings to refine future school targets.
- Evaluate the extent and impact of additional intervention and support in classes.