

# Alderman Pounder Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	122548
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359271
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Andrew Stafford

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kay Rose
<b>Headteacher</b>	Julie Hemsley
<b>Date of previous school inspection</b>	12 June 2008
<b>School address</b>	Eskdale Drive Nottingham NG9 5FN
<b>Telephone number</b>	0115 9252928
<b>Fax number</b>	0115 9252928
<b>Email address</b>	head@aldermanpounder.notts.sch.uk

---

<b>Age group</b>	3–7
<b>Inspection dates</b>	8–9 December 2010
<b>Inspection number</b>	359271

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons taught by eight teachers and practitioners. They held meetings with the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 80 questionnaire responses from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

How well do pupils progress in writing?

- How well is information from assessment used to promote pupils' learning?
- How effectively do teachers with responsibility contribute to the school's monitoring and evaluation of its work?
- How well does curriculum planning ensure continuity of learning between the Nursery and Reception classes?

## Information about the school

Alderman Pounder Infant and Nursery is smaller than most schools. Half of the pupils live close to the school. About 80% are of White British heritage and the remainder are from a very wide range of other ethnic backgrounds. Almost one in ten of the pupils speak English as an additional language and there are currently ten who are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals and the proportion who have special educational needs and/or disabilities are lower than the national average. The headteacher was appointed in September 2010. The school has gained national recognition for its work in several areas, including the Healthy Schools Gold Award and the Activemark 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

Alderman Pounder is a good school. The new headteacher is ambitious for the school and determined that the pupils achieve their best. She is ably assisted by two key stage leaders, who together know the school's strengths and what needs to be improved. Using the school's accurate self-evaluation information, they have systematically identified the correct priorities and taken effective action to address these. The very positive ethos in the school results from all the staff and the governing body working together to provide well for the pupils. This ensures that the good provision and the pupils' progress are not only maintained, but also continuously strengthened. The teachers with responsibilities across the school, such as subject leaders, are involved well in helping to check the quality of work in the areas they manage. Consequently, the school is well placed to build on its positive features and has good capacity to improve further. Parents and carers are almost totally unanimous in saying that they are happy with their children's overall experience at the school, reflecting the school's outstanding effectiveness in how it engages with them. Their many positive comments are summed up by the parent who wrote 'Alderman Pounder is a wonderful school. My family feels so lucky to have such an amazing nursery and infants close to home. My two boys are very happy here, the staff are all so caring and professional, links between school and home are very strong and school is well managed and always introducing new and innovative ways to enhance the children's learning experiences.'

The children get off to a good start in the Nursery or Reception classes from starting points that are usually in line with the skills levels and abilities expected for their ages. They achieve well and become confident learners because all of the adults encourage them to be independent and enjoy their learning. The pupils' attainment in Year 2 is above average and has been consistently so over the last few years. Progress is particularly strong in reading and mathematics. In writing, although many pupils achieve well, too few of the more able pupils make good progress because the work for these pupils is not always sufficiently challenging. Even though there are signs of improvement in the progress of more able pupils in writing, they are still doing less well in this than in reading and mathematics. The teachers do not consistently have sufficiently high expectations of these pupils. The school does not provide enough opportunities for developing and extending writing skills, as well as writing for different purposes, through other subjects of the curriculum. In addition, the school acknowledges there are too few opportunities for the pupils to engage in activities outside the classroom that stimulate them to develop ideas for writing.

The school's provision is of good quality and there are some significant strengths, particularly in care, guidance and support. This is outstanding and results in pupils who enjoy school, behave outstandingly well both in lessons and around the school and feel exceptionally safe. For example, even the youngest children in the Nursery know that they

**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

have to walk inside so that they 'do not bump into anyone'. Other children know that only 'good people' are allowed past the front door. Many have also taken part in road safety instruction as part of the school curriculum. Also, they have an excellent understanding of the need to adopt a healthy lifestyle, reflected in the school's awards for raising their awareness of the benefits of a healthy diet and regular exercise.

The teaching is usually good and often outstanding, though occasionally satisfactory. Sometimes, in their bid to make activities interesting and relevant, the focus on what the pupils are learning gets lost and completing the task becomes more important than learning from it. The teachers use assessment information well in most cases to boost learning. They often question pupils well but sometimes do not demand extended answers in order to develop pupils' language.

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

- Accelerate the progress of higher-ability pupils by:
  - providing regular opportunities to use a wide variety of types of writing across all subjects
  - raising the teachers' expectations of what these pupils can achieve
  - increasing the proportion of activities outside the classroom that help to stimulate the pupils' ideas for writing.
  - Make the quality of all teaching as good as the best by July 2012 by:
    - keeping the lessons focused on what the pupils are learning rather than the activity they are doing
    - making sure that the questioning of the pupils demands extended answers in order to develop the pupils' speaking skills further.

## Outcomes for individuals and groups of pupils

**2**

Because close attention is paid to the pupils' individual needs as they move through the school, the inspection evidence shows that pupils who speak English as an additional language, those with special educational needs and/or disabilities, or from different ethnic backgrounds, all progress equally well. The pupils make good progress in most lessons and engage well with the work because it is set at the right level of challenge for their needs. They concentrate hard and make the effort needed to complete it to a good standard. Higher-ability pupils achieve well in reading and mathematics. However, in writing, the progress of some pupils is satisfactory rather than good because they are not challenged enough to provide writing of higher quality.

The excellent provision for the care, guidance and support of pupils results in the pupils making strong and effective progress in their personal development. Parents and carers are unanimous in saying that their children enjoy school and this is reflected in the pupils' good levels of attendance. The staff are successful in developing the pupils' social skills by ensuring that there are many opportunities for them to work collaboratively. The excellent moral code, evident throughout the school, helps the pupils to become confident, have high self-esteem and a clear understanding of right and wrong by the time they leave the school. Pupils from different backgrounds get on well with one another. They make a good

**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

contribution to the school community and enjoy the many opportunities that are provided for them to take responsibility. For example, the influential school council took part in interviewing for the post of headteacher by preparing some searching questions. The school organised for all classes to submit questions and the council chose those that were the most interesting.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

The staff work effectively to create attractive classrooms and 'shared areas' with imaginative displays and thus provide a positive learning environment. This approach is extended to provide tasks and activities that are also imaginative and exciting. However, on occasion, the task becomes the focus of the lesson and the learning from it is not emphasised enough. Classrooms are well equipped and much use is made of interactive whiteboards to motivate the pupils to learn. The effective work of the teaching assistants enables the pupils to remain on task and achieve well. This contributes well to the good quality teaching. In the most effective lessons, work is matched very well to the pupils' needs and the careful planning is implemented with enthusiasm and care. In most lessons, the teachers build well on the pupils' prior learning. This was evident in an outstanding literacy lesson in Year 1/2. The teacher was very skilful in building on previous work and prompting the pupils to come up rapidly with adverbs that were appropriate to the 'bossy' verbs they had identified. The pupils were clear about the new skills they acquired against

**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

the clear learning outcomes for the lesson which enabled them to gain an understanding of what was expected of them. In addition, the teacher constantly monitored the pupils' responses and provided further exciting questions, which ensured excellent progress. However, questioning is not always of this quality and, sometimes, the teachers do not prompt the pupils to give longer, more reasoned answers. High expectations of the pupils' behaviour are evident in all classrooms. The teachers and teaching assistants are very skilful at creating positive relationships in which the pupils feel secure and this contributes well to both the pupils' good progress and also their enthusiasm for learning.

The curriculum is of good quality. It promotes the pupils' basic skills of reading, numeracy and information and communication technology (ICT) well. The school has planned effective refinements for improving the writing skills of more-able pupils, but these are not fully implemented in relation to opportunities for writing in other subjects. The staff's belief that work should stem from first-hand experiences has enabled the curriculum to be relevant and interesting to the pupils, particularly when linked to the good range of visits and visitors to the school, which brings interest and enjoyment to the pupils' learning. The school acknowledges that this approach has yet to be applied fully to opportunities for writing.

The quality of pastoral care afforded to the pupils is excellent. Parents and carers are very appreciative of the support provided to families experiencing difficulties. The school is dogged in its efforts in this aspect of its work and works with rigour and enthusiasm with a wide range of agencies. The headteacher is extremely vigilant in ensuring that the education of all pupils, especially those most in need of support, is solidly maintained.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has brought energy and enthusiasm to the role and has effectively set high expectations of the staff and pupils. The senior leaders work in close collaboration to provide good direction for the school. All of the teaching staff are closely involved in monitoring the school's work, which they do with enthusiasm and skill. The evaluation of the school's work is honest and accurate and leads to appropriately focused professional development for the staff. The thorough way that the staff check the progress of different groups of pupils reflects the strong commitment to promoting equal opportunities and tackling discrimination. The effective governing body is fully involved in the process of evaluation and supports and challenges the school well.

Procedures to safeguard and protect the pupils are robust and of good quality. All members of staff are well trained and the governing body monitors well the actions taken

**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

to promote safeguarding. The school is a cohesive community and the senior staff ensure that the pupils make a strong contribution to the local community. A good quality plan and clear actions are in place, which promote pupils' understanding of the locality very well. This is particularly strong in promoting understanding of the many different faiths represented within the school and the local and wider United Kingdom community. The school acknowledges that more needs to be done to help the pupils to appreciate how children live in other parts of the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The children make good progress in their learning and development and this lays strong foundations for their school careers. Almost all attain the expected goals by the time that they leave the Reception classes and many exceed them. The children do particularly well in their writing because a recent strong emphasis on developing these skills means that there are many opportunities, both indoors and outdoors, for the children to write. Many parents and carers remarked how quickly and well their children settle when they start school. This is aided by the strong induction procedures that include members of staff making home visits. The children become independent in looking after themselves quickly, for example by putting on their own coats to go outside. They enjoy a wide range of activities, both inside and outdoors, and the staff are adept at ensuring that there is a good balance between those activities that are directed by the adults and those that the children choose for themselves.

The provision is good and the staff plan well to ensure that learning continues seamlessly between the Nursery and Reception Years. When linked to the good quality arrangements for assessing the children's progress, this ensures that the children progress well between the two year groups. The Early Years Foundation Stage is managed well. The leader



**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

ensures that the staff work closely as a team, promote good links with parents and carers, and ensure that roles and responsibilities amongst the staff are clear.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

The number of questionnaires returned was more than seen in most schools. The vast majority of parents and carers are highly satisfied with the school. They were totally unanimous in their support in 10 of the 13 areas covered with only a very small percentage making negative evaluations in the other areas. The written comments were wholly positive. The inspection findings confirm these positive views, including that the pupils enjoy school and are making enough progress, the school helps parents and carers' to support their children's learning and meets every child's needs. The inspection findings are also consistent with parents' and carers' views that the children are kept safe, the school deals well with unacceptable behaviour and takes account of any concerns they raise.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Alderman Pounder Infant and Nursery 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	78	17	21	0	0	0	0
The school keeps my child safe	66	83	14	18	0	0	0	0
My school informs me about my child's progress	53	66	26	33	1	1	0	0
My child is making enough progress at this school	60	75	19	24	0	0	0	0
The teaching is good at this school	65	81	14	18	0	0	0	0
The school helps me to support my child's learning	57	71	23	29	0	0	0	0
The school helps my child to have a healthy lifestyle	56	70	22	28	0	0	1	1
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)	54	68	21	26	2	3	0	0
The school meets my child's particular needs	59	74	20	25	0	0	0	0
The school deals effectively with unacceptable behaviour	49	61	28	35	0	0	0	0
The school takes account of my suggestions and concerns	48	60	28	35	0	0	0	0
The school is led and managed effectively	56	70	24	30	0	0	0	0
Overall, I am happy with my child's experience at this school	65	81	15	19	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 December 2010

Dear Children

**Inspection of Alderman Pounder Infant and Nursery School, Nottingham, NG9 5FN**

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found. Alderman Pounder is a good school. The teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. The youngest children settle very quickly and well in the Nursery and they do well also.

You told us that the school is a very happy place and that the adults look after you very well. We agree with you and so do your parents and carers. We were very impressed about how well you get on together. Your behaviour is excellent, you have an outstanding understanding about being healthy and also you feel very safe in school. We think that your headteacher and the school's leaders do a good job and they are helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like Alderman Pounder, there are things to improve. We have asked the headteacher and governing body to make sure that those of you who find learning easy make more progress in writing. We have asked the teachers to make sure that they give you more opportunities to practice writing in all subjects and also that you are always given work that is challenging for you. We have also asked that the teachers try to make all the lessons as good as the best by emphasising what you are learning rather than just completing the task that you are doing. We have asked that, when the teachers ask you questions, they help you to give longer answers.

We enjoyed our time in the school, watching your lessons and joining you in assembly. Thank you for taking time to talk to us. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Andrew Stafford

Lead inspector (on behalf of the inspection team)

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**