

Ernehale Junior School

Inspection report

Unique Reference Number	122510
Local Authority	Nottinghamshire
Inspection number	359261
Inspection dates	17–18 January 2011
Reporting inspector	Keith Williams

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Mervyn Griffiths
Headteacher	Anne Batley
Date of previous school inspection	23 January 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons, during which 10 teachers were observed. Meetings were held with pupils, staff and three members of the governing body. They observed the school's work, and looked at its monitoring and assessment records, improvement plans, safeguarding documents and information relating to health, safety and attendance. In addition, 94 questionnaires returned by parents and carers were considered, together with those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors evaluated how well pupils' writing has improved, particularly amongst lower attainers.
- They investigated the school's success in increasing the challenge for more able pupils.
- Inspectors considered the extent to which pupils' behaviour is an outstanding factor in their learning and how effectively pupils are involved in improving their local community.

Information about the school

Most pupils at this average sized junior school are from White British backgrounds. A wide range of other heritages is represented, although the numbers in each group are small and few pupils are learning English as an additional language. A below average proportion of pupils is identified with special educational needs and/or disabilities and no pupil has a statement of special educational needs. The proportion known to be eligible for free school meals is well below average. Amongst its national awards, the school has Healthy School's Gold and International School status.

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

1

Main findings

This is a good school. Excellent leadership has ensured that teaching and learning have improved since the last inspection and, as a result, pupils' attainment is higher and they make faster progress. Outstanding systems to monitor and evaluate the impact of the school's work, maintained since the last inspection, have made a considerable contribution to the school's improvement. Staff and governors have high expectations of themselves and the pupils, and complacency is not tolerated. Together, they are determined that the school should continue to improve at a brisk pace. Their track record of improvement and insightful planning show that they have exceptionally good capacity to improve further. Most parents and carers are pleased with what the school offers, as one reflected, 'I am impressed by the enthusiasm, commitment and dedication of the teachers. They work extremely hard and I couldn't be happier with my child's education. The teachers really go that extra mile and my daughter loves school. I really couldn't praise the Ernehale team enough.'

Pupils make good progress so that, by the time they leave Year 6, they achieve outstandingly well and their attainment is high, with about half of the pupils reaching the higher Level 5. Teachers ensure that their planning focuses sharply on what pupils are expected to learn and how lessons will be modified for different abilities. They have worked successfully to increase the challenge for more able pupils and this has contributed strongly to pupils' accelerated progress, particularly in reading and mathematics. There is an improving picture in writing, too, but the school has rightly identified the need to ensure a more consistent challenge for more able writers in all year groups. Nevertheless, there are many examples of high quality writing across the school and, in lessons, most pupils demonstrate a mature understanding of the key features of successful writing. The curriculum has begun to be adapted to ensure that pupils have relevant and real-life opportunities to write in a range of subjects, but this is not yet completely worked through. There is a strong emphasis on providing opportunities for pupils to learn about life in other countries, including links with schools in India and Spain, although pupils' awareness of cultures other than their own within the United Kingdom is more limited. This has been recognised by the school and plans are in hand.

The school provides high quality care, guidance and support for pupils and ensures they are well prepared for the next stage of their education. Support for pupils whose circumstances mean they are potentially vulnerable, and for those pupils identified with special educational needs and/or disabilities, is very well targeted to ensure that they can play a full part in school life and fulfil their potential. This is supplemented by excellent links with a range of outside agencies. Systems to safeguard pupils are exceptionally tight. Most pupils who took part in the consultation with inspectors report that they feel safe, and state unanimously that they enjoy school. This is reflected in pupils' high levels of attendance.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Accelerate pupils' progress in writing by:
 - providing a more consistent challenge for more able writers
 - extending opportunities for pupils to write for real purposes.
- Increase pupils' awareness of cultures other than their own within the United Kingdom.

Outcomes for individuals and groups of pupils

2

The school's performance in the national tests for pupils in Year 6 has been significantly above average in recent years. The work of pupils currently in Year 6 and the school's assessment records show that they are on track to maintain these high levels of attainment. When pupils first join the school, their attainment covers a broad range but, taken overall, it is well above average. The school builds well on these favourable starting points of many pupils and, as a result, more pupils reach the higher Level 5 than might be expected, given their starting points. The school is successfully closing the gap between writing, and reading and mathematics, although there is more still to do to enjoy consistent success in all year groups. Nevertheless, across the school, pupils' good progress in reaching high levels of attainment means that they achieve outstandingly well.

Pupils' learning was good in the very large majority of the lessons seen during the inspection and it was outstanding in a quarter. Pupils enjoy school very much. They work hard, listen well and are keen to contribute to discussions. There is no significant difference in the progress made by different groups of pupils, including those pupils with special educational needs and/or disabilities. More able pupils make good progress because the school has increased the challenge presented to them, although there is more still to do to ensure a consistent approach, particularly in writing. Where learning is best, for example in an outstanding Year 6 mathematics lesson, the teacher's brisk and probing questioning ensured that a very close check was kept of pupils' understanding of percentages. Any misunderstanding was corrected quickly; pupils made rapid progress and they used their well developed calculation skills to solve challenging problems.

Occasionally, in some lessons, progress slows when opportunities to check and improve pupils' understanding are missed.

Pupils make good progress in their spiritual, moral, social and cultural development. Assemblies promote a strong sense of pride in the school family. This contributes to pupils' good understanding of their rights and responsibilities, and they are keenly aware of how their actions can affect others. Pupils enjoy taking on extra responsibility, for example by becoming ambassadors or joining the school council, and they are becoming increasingly influential in issues that affect the wider local area. Pupils' good understanding of how to lead healthy lifestyles is reflected in the school's Healthy School Gold status.

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These are the grades for pupils' outcomes

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

¹ 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?

Teachers and teaching assistants work well together to meet pupils' needs, particularly those who find learning difficult or have been identified with special educational needs and/or disabilities. Teachers have high expectations of what pupils of all abilities can achieve. They ensure that pupils understand what they are expected to learn and, in most but not all cases, review the learning at regular points during the lesson to keep challenge high. Specialist teaching, for example in music, is used to very good effect to ensure high standards across a range of subjects. This was seen to good effect in an outstanding lesson in Year 3, where the specialist teacher used excellent subject knowledge to challenge and extend pupils' understanding of rhythm. Staff work successfully with senior leaders to improve their teaching and this commitment has been instrumental to improving provision and pupils' progress. Teachers' ongoing assessment and marking are good, although the school recognises that some inconsistencies remain, and is working well to eliminate these.

The school has worked successfully with neighbouring infant and secondary schools to ensure that the curriculum builds on pupils' previous learning and prepares them for the next stages of their education. A particular strength is the very strong emphasis on promoting 'thinking skills', and this has a positive impact in pupils' learning in a wide range of subjects. Arrangements to set pupils in groups of similar ability have contributed well to pupils' accelerated progress in literacy and numeracy. Themed days and weeks are a

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regular feature and these enhance pupils' enjoyment. For example, a numeracy enterprise week helped pupils learn about business enterprise from outside experts and the school's own staff, and extended pupils' economic awareness. A good range of sporting and musical activities, visits and visitors extend the curriculum. Pupils enjoy learning Spanish, and excellent work was seen in Year 4. Systems to care for pupils and ensure their safety have improved since the last inspection. Parents, carers and pupils have high levels of confidence that they will be well looked after. Pupils' needs are extremely well known, and they receive high quality, individual support. An ethos of care is deeply embedded at all levels.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher demonstrates excellent leadership. She has united senior leaders, staff and the governing body in their drive to secure improvement, and their high level of success is reflected in the school's widespread improvement since the last inspection. Under the very astute and experienced guidance of the Chair and Vice Chair, the governing body is well organised and influential, and the many governors who are new to the role have been well supported. As a result, the governing body contributes increasingly to the school's extensive self-evaluation systems and holds leaders to account well. The school is extremely inclusive, any discrimination is tackled vigorously, and equality of opportunity is secured for pupils of all backgrounds and abilities. The occasional lag in progress in lessons amongst more able pupils is being tackled robustly and is closing rapidly. The school works closely with parents and carers, whose views are regularly sought and acted upon. Systems to safeguard pupils are extremely rigorous, risk assessments are excellent, and very careful checks are made of the suitability of adults to work with children. The school promotes community cohesion well locally, and very well internationally. Very strong links have been established around the world, and this has resulted in the school's award of International School status.

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These are the grades for leadership and management

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

Views of parents and carers

Most parents and carers who expressed an opinion responded positively to the points on the questionnaire. Almost all judge that their children enjoy school and are kept safe. Inspectors endorse these views. A few parents and carers feel that they would like more information about how to support their children's learning. Inspectors found that the school provides a wide range of opportunities, including regular consultation and curriculum meetings, that is typical of schools for pupils of this age.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ernehale Junior 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	47	49	52	1	1	0	0
The school keeps my child safe	55	59	35	37	3	3	0	0
My school informs me about my child's progress	26	28	58	62	8	9	0	0
My child is making enough progress at this school	27	29	56	60	6	6	1	1
The teaching is good at this school	37	39	51	54	2	2	0	0
The school helps me to support my child's learning	34	36	47	50	10	11	0	0
The school helps my child to have a healthy lifestyle	35	37	48	51	6	6	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)	33	35	51	54	2	2	1	1
The school meets my child's particular needs	30	32	53	56	5	5	0	0
The school deals effectively with unacceptable behaviour	33	35	50	53	3	3	4	4
The school takes account of my suggestions and concerns	24	26	58	62	4	4	2	2
The school is led and managed effectively	36	38	48	51	4	4	2	2
Overall, I am happy with my child's experience at this school	37	39	51	54	4	4	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



19 January 2011

Dear Pupils

Inspection of Ernehale Junior School, Nottingham, NG5 6TA

Thank you for the friendly welcome you gave us when we visited your school and for completing the questionnaire with your views. A special thank you goes to those who met with us. Your views have been very helpful.

Your school gives you a good education. You make good progress and the standard of your work is high. Some of what your school does is outstanding and we were pleased to see how much your school has improved. Your headteacher, staff and governors take excellent care of you and make sure you are kept safe. They keep a very close check on how you are learning and they work extremely well to improve anything that could be better. Your teachers make sure that you are able to learn well, and sometimes lessons are outstanding. Your attendance rate is much higher than in most schools. Well done, and please keep it up! Even though your school is good, your headteacher, staff and governors are determined for it to become even better. We have asked them to do two things. Because they are so good at identifying what needs to improve, they are already working at them.

We want them to continue to improve your writing by challenging you all to do even better, especially those of you who are already good at writing. We want them to give you even more real-life opportunities to write.

We have asked them to make sure that you learn about different cultures here in the United Kingdom.

We know you will want to help them. Please keep working hard to improve all of your work, but especially your writing. Find out all you can about the way that people from different cultures live their lives.

Yours sincerely

Keith Williams

Lead inspector

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