

James Peacock Infant and Nursery School

Inspection report

Unique Reference Number	122675
Local Authority	Nottinghamshire
Inspection number	359288
Inspection dates	15–16 November 2010
Reporting inspector	Michael Miller

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Charles Rayner
Headteacher	Richard Waldron
Date of previous school inspection	7 February 2008
School address	Victoria Avenue Nottingham NG11 6DS
Telephone number	0115 9144225
Fax number	0115 9144226
Email address	office@jamespeacock.notts.sch.uk

Age group	3–7
Inspection dates	15–16 November 2010
Inspection number	359288

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons and seven teachers were seen. Inspectors held meetings with representatives of the governing body, staff and groups of pupils. They looked at pupils' work and attended assemblies. They talked with many pupils, and met members of their families at the start of the school day. School documents were scrutinised including policies, development planning, self-evaluation reports, monitoring files, curriculum and safeguarding documents. Minutes of governing body meetings were examined, as well as the headteacher's reports to this body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 104 parents and carers and 29 members of staff.

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

- How effective have the school's efforts been to raise pupils' attainment in writing and mathematics?
- To what extent are the pupils' personal development and preparation for their future lives and education emerging strengths of the school?
- How effectively do the school's leaders monitor its provision through self-evaluation and improvement planning?

Information about the school

This is an average sized infant and nursery school serving a large suburban village. It also takes pupils from beyond its immediate catchment area. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is below average as is the number speaking English as an additional language. There is an average proportion of pupils known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is well below average. The proportion with a statement of special educational needs is below average; such pupils have a range of individual needs and/or disabilities. The school has achieved National Healthy School gold status.

As a part of the school's extended services to its community, the governing body provides a breakfast club and an after-school club for its pupils each day during term time. The governing body also provides day care and a Nursery lunch club each day during term time for children aged three to four years.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where the school's motto that 'Second best will simply never do' is lived out in practice. There is strength in depth in the leadership of the school, which has established a firm track record of continued improvement since its previous inspection. The school shows excellent capacity to sustain and maintain this record because self-evaluation is rigorous and self-criticism leads to positive action and outcomes. There is excellent teamwork throughout the school. Development planning is based very firmly on enriching further the pupils' learning experiences. There is an excellent approach to ensuring equality of opportunity. This ensures the school is focused very effectively on overcoming barriers and bridging and closing any gaps in the pupils' performance. A holistic approach to the pupils' development is at the heart of the school's thinking. The school's success in all this can be summed up by one parent who wrote, 'My child has flourished at the school, is motivated and interested - and at weekends is always asking how many more days to school!'

Pupils make outstanding progress. Children enter the Early Years Foundation Stage with levels of skills below those expected for their age. They leave Year 2 with standards that are above average. In the 2010 Key Stage 1 national assessment tests and teacher assessments, attainment was well above average in reading, above average in writing and average in mathematics. School data show that pupils' starting points in important aspects of mathematics are weaker than their literacy skills. However, their progress over their time at the school is equally good in both literacy and numeracy. Nearly 60% of pupils make better than expected progress during Years 1 and 2 in reading and mathematics; just over half do so in writing. Pupils with special educational needs and/or disabilities attain standards consistently above those gained by similar groups nationally.

The main challenge for the school is to raise the proportion of its more able pupils who gain Level 3 standards in writing and mathematics. In both cases the percentage of such pupils gaining these higher levels is at the national average, but it is much higher than average in reading. Improvement planning is focused very well on closing this gap. Teachers are very accurate in their assessments of literacy, but are still developing confidence in assessing higher levels in mathematics. Teachers' assessments in mathematics tend to be lower than the outcomes of tests. Discussions with teachers show that they know well what constitutes Level 3 work. However, opportunities to moderate their assessments with others within the local authority or local family of schools are limited. Mathematics assessments, therefore, tend to err on the side of caution.

The school has a significant number of outstanding strengths, not least in the quality of the teaching and the school's curriculum. The outstanding teaching contributes in no small measure to pupils' rate of progress and the quality of their learning. Pupils' individual and collective responses to school life enable some important strengths in their personal

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

development to stand them in good stead in their future lives. This is underpinned by excellent care and support. As another family wrote: 'We feel all the children are treated as individuals. Our child's needs are identified and provided for extremely effectively. The children enjoy school and are always keen to share their learning.'

What does the school need to do to improve further?

- Raise further pupils' attainment and achievement by:
 - implementing the school's planned strategies to enable more pupils to gain Level 3 standards in writing and mathematics by the end of Year 2
 - broadening the collaboration between this school and others to increase teachers' confidence and expertise in moderating and assessing pupils' attainment at higher levels in mathematics.

Outcomes for individuals and groups of pupils

1

All groups of pupils are involved actively in learning, especially through the regular use of learning/discussion partners. This practice is often exemplary in enabling those with special educational needs and/or disabilities to become involved fully in activities, develop independence and make progress. It also leads to significant enjoyment in learning. This is shown in pupils' high levels of concentration on their work. Pupils are very supportive of each other when they share and evaluate each other's work. They follow their teachers' example of giving each other praise for what they have done successfully as well as points for improvement.

Pupils are good at making links between subjects as a result of excellent curriculum planning. In a lesson in Year 1 on the Great Fire of London, pupils were using charcoal in a well-controlled way to create their own pictures. They were also able to explain the link between the wood of the burnt houses and charcoal. This showed good learning and understanding in art, history and science. Pupils in Year 2 made excellent progress on sentence construction and style in lessons preparing newspaper reports on the Great Fire. This supported very well their writing work.

Enjoyment in learning is strengthened by the pupils' above average attendance, but overall rates are affected by families taking their children on holiday during term time. Pupils' moral and social development are strong, and their multicultural understanding and empathy for others are developed well through personal and social education. However, the inspection found more limited direct evidence for a focus on spiritual development, although pupils are indeed curious about the world around them. They understand well the importance of exercise and talk knowledgeably about vitamins and eating fruit; they respond well to the school's approach to health promotion. Pupils know very well how to be safe, and this results in a most thoughtful and supportive approach towards each other; they encourage excellent behaviour. The school council provides a strong voice for the pupils' involvement in school and local community life; its initiatives range from the development of a wildlife garden to long-standing support for a school in India. Pupils take on responsibility readily, and the work of the Playground Friends is much valued. Pupils' personal development, as future citizens, is admirable.

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

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	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
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?

The key to the excellent teaching lies in the strength of the school's planning, not only of the curriculum but also of day-to-day lessons. This also aids support staff in making a significant contribution to the success of lessons. The encouraging manner of the teaching staff engenders a very positive response in the pupils. Staff take every opportunity to promote learning. Excellent teaching extends to form-tutor time at the start of the day, enabling the support of pupils' progress in writing and learning the sounds that letters make. Pupils say they really enjoy these sessions. Apart from the issue of assessing higher levels in mathematics, there are some significant strengths in the school's assessment systems and strategies. The school's tracking systems are very effective tools for the monitoring of progress. They enable prompt interventions in support of the pupils if and when they find aspects of learning more difficult. Assessment opportunities are planned in each lesson; teachers are very good at asking questions of the pupils to check their understanding.

The school provides a rich, varied and inclusive curriculum. This is supported well through its excellent extended services. These include the additional day care and lunch club for Nursery age children, and very well organised breakfast and after-school club facilities. The school ensures there are no barriers to pupils attending extra-curricular activities or the trips and visits which enhance the curriculum. Exceptional care, guidance and support spring from the school's detailed knowledge of the pupils in its care, especially those

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

whose circumstances make them more vulnerable. Work with families is of very high quality; discussions with parents and carers confirm their welcome into and strength of contact with the school.

These are the grades for the quality of provision

The quality of teaching	1
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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Excellent leadership on the part of the headteacher and both assistant headteachers ensures a strong commitment to high-quality teamwork throughout the school. Subject leaders are involved fully in self-evaluation and the monitoring of their areas of responsibility. All staff responding to their questionnaire expressed due pride in being a member of the school. There is a common drive for excellence. The outstanding monitoring of teaching and learning can be seen in the trail leading from lesson observations, through monitoring reports, to staff and governing body meetings, and thence to targets in the school's improvement plan.

The governing body fulfils its role effectively. A number of governors are relatively new to their posts and are still in the process of developing their roles and contribution to the school. Nevertheless, they receive very good support from their more experienced colleagues. All have specific responsibilities related to monitoring and evaluating the school's work. Safeguarding is good overall. In practical terms, safeguarding and child protection are very good. However, some aspects of related policies require updating to meet fully the latest requirements.

The school has a well-deserved reputation for being inclusive. Pupils with special educational needs and/or disabilities are integrated exceptionally smoothly into the life and work of the school, and without fuss. Excellent partnerships with parents and support agencies underpin the outstanding achievement of pupils with particular needs. The school has an excellent understanding of its place within its community and how it can work together with its partners and stakeholders to further its pupils' well-being and education. The school has a clear policy and action plan for community cohesion, which is monitored and evaluated regularly as part of its whole-school development planning. The school's approach is based firmly on its values of respect for different groups and a recognition of diversity, which relate very well to learning and the underlying principle that every child matters.

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

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	1
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	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Attainment on entry is below national expectations. There are some variations, particularly between the September and January intakes. However, while children's physical, social and emotional development tends to be stronger, some key aspects of their literacy and numeracy development are below expectations. The school's provision builds well on the children's disposition and attitudes to learning. Assessment is extensive and detailed, based on regular observations and includes information and contributions from parents and carers. Assessment records are used consistently well to plan work and activities to meet the needs of individual children. Consequently, standards are average by the end of the Reception year.

Good progress was seen in the main Reception class during a lesson involving preparation for a party. Good attention to safety ensured those children cutting out cardboard bears did so carefully; colour-mixing and printing skills were promoted well in designing decorations; good progress was made in handwriting skills while completing invitations; good fun was had by all when developing physical coordination while using tweezers to fish out baubles 'accidentally' dropped in jelly. In the Nursery, children's good social development was seen in their table manners during snacktime, and in their social interaction. Nursery staff take every opportunity to promote speaking and listening skills by asking focused questions of the children and prompting discussion. There is an excellent approach to helping children develop independent skills and encouraging cooperation in learning.

The additional Nursery day care and lunchtime club are managed very well and meet fully the requirements of their registration. The day-care supervisor is also a teaching assistant, and this ensures close working links with the school. There are common planning and shared assessment procedures across the school's statutory and day-care Nursery provision. This adds significantly to the strength of the school's effectiveness in the Early

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

Years Foundation Stage, and illustrates the impact of its leadership and management. At the time of the inspection, the Nursery had only been back in its base for one week, following extensive repairs due to water damage. It is a credit to the leadership that the base was working without an apparent hitch and providing the children with suitably rich learning experiences. This reflects very well the high quality of teamwork and organisation on the part of all staff which contributes to the outstanding effectiveness of the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A higher than average proportion of parents and carers returned the questionnaires. The percentage agreeing or strongly agreeing to each question was above average. This reflects the high levels of satisfaction expressed by parents and carers in discussions with inspectors at the school gate. The school is held in high regard by the families it serves. A few parents and carers expressed some concern about the school's decision to adopt some mixed-year-group classes involving pupils from Reception to Year 2. There was widespread consultation on this issue and a consensus was reached amongst all stakeholders. The inspection finds that these arrangements work well because of the effectiveness of the ways teachers plan for the different groups in their classes. The pupils are not disadvantaged by the mixed-age-group arrangements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at James Peacock 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 248 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	74	26	25	1	1	0	0
The school keeps my child safe	65	63	38	37	0	0	0	0
My school informs me about my child's progress	43	41	57	55	3	3	0	0
My child is making enough progress at this school	52	50	49	47	2	2	0	0
The teaching is good at this school	58	56	41	40	2	2	0	0
The school helps me to support my child's learning	57	55	43	41	3	3	0	0
The school helps my child to have a healthy lifestyle	58	56	43	41	3	3	0	0
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)	44	42	51	49	0	0	0	0
The school meets my child's particular needs	49	47	51	49	2	2	0	0
The school deals effectively with unacceptable behaviour	35	34	59	57	2	2	0	0
The school takes account of my suggestions and concerns	42	40	51	49	5	5	0	0
The school is led and managed effectively	42	40	55	53	1	1	0	0
Overall, I am happy with my child's experience at this school	64	62	39	38	1	1	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). 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">■ 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.



17 November 2010

Dear Children

Inspection of James Peacock Infant and Nursery School, Nottingham, NG11 6DS

We would like to thank you for the many ways you welcomed us into your school and shared your experiences with us during the inspection. You were always polite, always curious, asked us many questions and the smiles on your faces during lessons showed us how much you enjoy school.

There are all sorts of ways in which your school is excellent, and these are just a few of them.

You get an excellent start to your learning in the Nursery and in Reception.

You make excellent progress during your four years at the school.

Your behaviour is excellent and you really want to learn.

You cooperate well together and are prepared to take on responsibility.

You have excellent teachers who set you a very good example.

The adults at your school take excellent care of you.

With your teachers, you have fun while you learn and explore new things.

Through your school council you make your views heard, and are listened to.

Your headteacher, governors and other staff lead your school very well indeed.

Your school helps you to grow and develop very well as young people.

We have asked your headteacher and the other teachers to do one main thing to help you achieve even more during your time at school. This is to continue their good work to help those of you who are more able to gain even higher standards in writing and mathematics by the time you leave at the end of Year 2.

Your teachers have an excellent motto, 'Second best will simply never do!'. You can help by asking them why and following their example.

With all best wishes for your future.

Yours sincerely

Michael Miller

Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.