

# Whitemoor Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122457
<b>Local Authority</b>	Nottingham
<b>Inspection number</b>	359254
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John McPherson
<b>Headteacher</b>	Judi O'Leary
<b>Date of previous school inspection</b>	6 March 2008
<b>School address</b>	Bracknell Crescent Whitemoor Estate, Nottingham NG8 5FF
<b>Telephone number</b>	0115 9786351
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## Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons and saw 18 teachers. Meetings were held with groups of staff, representatives of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governing body meetings, the school development plan, progress monitoring records and school policies. The responses to 139 questionnaires from parents and carers were scrutinised.

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

- Whether the data available in school for the current Year 6 support the view that attainment is continuing to rise.
- What the impact is of actions taken by the school to improve attendance.
- How effectively the curriculum and classroom provision enable all pupils to make the same amount of progress.

## Information about the school

Whitemoor Primary and Nursery School is a larger than average sized primary school. The number of pupils from minority ethnic groups and the numbers who speak English as an additional language are much higher than in most schools. The largest groups of pupils are of White British and Asian or Asian British heritage. The proportion of pupils known to be eligible for free school meals is higher than in most schools. The school has an above average proportion of pupils who have special educational needs and/or disabilities; their needs cover a broad spectrum. The school has been awarded Healthy Schools status and the International Schools Award. The current headteacher took up her post in January 2010 following a period of several changes in leadership over a short time.

**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

Whitemoor Nursery and Primary School provides pupils with a good education. In a short time, the headteacher has transformed the school into a cohesive community where both staff and pupils feel valued and supported in developing their skills. This was exemplified by a parent who wrote, 'The last year seems to be a real improvement, the children seem much more eager to learn and also seem more settled.' Pupils say they feel very safe and this is mainly because of the harmonious environment, strong relationships and good behaviour. Pupils say that they have been much happier this year because the current headteacher has improved many facilities both in the classroom and the playground. Pupils' attendance is low and, although the school's strategies to improve it have worked well with most parents, carers and pupils, there is still more to be done. All pupils make good progress but attainment is slightly lower in writing than in the other literacy skills and in mathematics. In some classes, the use of drama to develop speaking and listening skills is well used to promote improved writing.

While teaching overall is good, there are variations across the school, with examples of both satisfactory and outstanding teaching seen during the inspection. The strengths seen in the outstanding lessons are not sufficiently shared with all teachers. Leaders and managers use assessment systems well to monitor performance, but in the classroom the use of assessment data to plan appropriate activities is variable, although improving. As a result, in some lessons the work is not sufficiently challenging for all pupils, particularly the more-able. In these lessons teachers sometimes have too low an expectation of what these pupils should be able to do. The marking of pupils' work ensures that pupils know how to improve. The good curriculum supports all aspects of pupils' learning. Pupils with special educational needs and/or disabilities and those who are at the early stages of speaking English receive good additional support. This enables these groups to make good progress. The role of teaching assistants is well planned so that they can support pupils in focused sessions either in the classroom or through short term individual support.

The headteacher's vision for the school is shared by a strong leadership team that is fully involved in all aspects of school improvement. Senior and middle leaders work extremely well in teams, providing strong support across the school. Leaders' self-evaluation is very accurate and identifies the strengths and areas for development in the school. Actions taken following the previous inspection to improve leadership and provision in the Early Years Foundation Stage have been addressed through good appointments to the leadership team. There has been improvement in enabling the more-able learners to make even better progress but there is still more to do. All of this demonstrates the good capacity the school has for sustained improvement.

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

- Raise attainment and progress, especially in writing, by:
  - sharing the best teaching and learning practices which already exist in the school
  - developing the use of drama and of speaking and listening to improve writing throughout the school
  - ensuring teachers consistently have higher expectations for the more-able pupils.
- Work with parents and carers to improve pupils' attendance.

## Outcomes for individuals and groups of pupils

**2**

Achievement is good. Children join the Nursery with lower than expected skills for their age, but by the end of Year 6 attainment is average in English and mathematics. All pupils make good progress. Attainment in writing is improving but is still relatively lower. The monitoring systems in school confirm that both attainment and progress are continuing to improve. Pupils say they enjoy their learning and this was abundantly evident in Year 6 where they dressed in costume and had to simulate an evacuation from school, following an air raid siren, as preparation for a visit to a World War Two 'look-out' post. Pupils say that they like lessons because they are fun. The needs of all pupils are met with appropriate support. Pupils with special educational needs and/or disabilities enjoy learning because they are set appropriate work and have short, individual sessions out of the classroom to ensure their needs are being met. These pupils clearly develop confidence and one pupil was noted to have asked to have a go at the work on his own first. Pupils from all minority ethnic groups make similar good progress. Those who speak English as an additional language receive good support from trained staff and visiting specialists and also make good progress. Low attendance reflects a few parents and carers who do not always send their children to school rather than a lack of enjoyment by the pupils.

Pupils are satisfactorily prepared for their future well-being because of their secure knowledge in English, mathematics and information and communication technology, supported by good personal skills. They gain additional awareness for later life through such opportunities as managing the school bank. Attendance has been low for several years. For most pupils, there has been rapid improvement in their attendance as a result of the school's actions, but there is still more work to do with a few families. Most pupils eat healthy food but some packed lunches contain unhealthy options. Pupils enjoy activities and sport and make good use of the school's excellent facilities and expert guidance from a specialist sports teacher. These outcomes have contributed to the school being awarded Healthy Schools status. Pupils make a good contribution to the school community through taking on positions of responsibility such as being house captains, and by helping with general organisational aspects. They interact well with the local community through sport and musical activities such as when the choir performs at a city event. Pupils' spiritual, moral, social and cultural development is good. The rich range of cultural diversity in the school helps pupils to learn about different faiths and cultures. Year 3 pupils are very proud of their work using information and communication technology in religious education to show their understanding of different faiths. This understanding is enhanced by the curriculum and links with other schools and communities.

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*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>	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<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?

Pupils benefit from good teaching supported by a good curriculum within a safe and caring environment. Teachers are very enthusiastic and have excellent relationships with the pupils. The use of assessment data to match work to pupils' abilities is good overall but does not always ensure that the more-able pupils are sufficiently challenged. Teachers have good subject knowledge and provide a good variety of activities to engage pupils. In an outstanding Year 6 English lesson about letter writing, the teacher used role play and stimulating resources to promote a high level of response. Throughout this lesson, teaching was confident, expert and allowed pupils sufficient time to think and develop their ideas. Across the school, criteria for success are used well and pupils know how well they are doing. The deployment of teaching assistants is effective throughout the whole lesson to ensure all pupils are able to make good progress.

The curriculum is well designed and innovative. It provides pupils with many varied and interesting learning experiences while developing their personal skills, including behaviour and cultural awareness. It is well adjusted to meet the needs of different groups and the range of pupils in the school, although in some lessons work set is too easy for the more-able. Enrichment activities are planned as a key feature of each topic and the community is well used through these to support the school and make learning meaningful. An example is the designing of bags by pupils in Year 4 for a community fashion show. There

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are further good enrichment opportunities including well-attended clubs. Provision for pupils who have English as an additional language as well as for those who have special educational needs and/or disabilities is very well planned and effective through support in the classroom and small group activities. Help is appropriate and well planned so that pupils still access the full curriculum and are independent learners in class. Opportunities for gifted and talented pupils have recently been improved but have not yet had time to result in improved progress.

Pastoral care in the school is good with all staff strongly committed to the principle that 'every child matters'. Effective procedures encourage good behaviour. Procedures to improve attendance have been very effective for most pupils but a few families are slower to respond. Transition arrangements with the secondary schools effectively support those pupils making this move. All requirements of health and safety are met. First aid provision is good and a comprehensive system of recording and reporting all accidents is in place. The support and provision for vulnerable pupils and their families are good. The school is diligent in following up any concerns to ensure the safety and well-being of its pupils.

*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>2</b>

## How effective are leadership and management?

Leaders and managers at all levels share the same vision. They have ensured that the concept of ongoing improvement is fully embedded throughout the school although the impact is not yet fully evident in outcomes. They have had a good impact on improving teaching and learning. The school's work in creating an inclusive community, which promotes equal opportunities and avoids discrimination by providing support to those who need additional help, ensures that overall there is no underachievement by any group of pupils. Nevertheless, because the more-able pupils are not always set sufficiently challenging work, the equality of opportunity is good rather than outstanding. Safeguarding procedures are all in place to meet requirements including the vetting of staff. There are good partnerships with support agencies and good child protection procedures are fully adhered to. Members of the governing body provide satisfactory support to the school. They understand what needs to be done in the school and carry out their duties diligently to ensure all requirements are met. At present, they do not all have a visible presence in the school.

The approach to community cohesion is based on a secure initial analysis followed by regular monitoring and evaluation. The curriculum opportunities and a wide range of visitors and visits have also contributed to the good community cohesion within the school and the wider community. The school community is extremely harmonious, with strong

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relationships clearly apparent. Links with groups in the local community are good including those from different faiths. There are several links with more distant communities including schools beyond the local community in the United Kingdom and abroad. This is demonstrated by the school obtaining the International Schools Award.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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 Early Years Foundation Stage provides a good start for children. The setting is spacious and vibrant with a good range of both indoor and outdoor resources. Parents and carers are encouraged to share their skills and talents and to support school activities. There are good systems to keep parents and carers informed of their child's progress. One parent wrote, 'My first impressions of the school are extremely good and my child is very settled and happy.' Staff have excellent relationships with the children and a good understanding of their background and specific needs including their language limitations. Children make good progress and most reach the goals expected of children at the end of the Reception year. They play and learn well together. Behaviour is good.

Children move between indoor and outdoor areas of learning very well and make full use of the improved outdoor area. They have a good range of activities to choose from and are well cared for. All welfare requirements are met and there is good support for children's well-being. Teachers use a good range of teaching methods and resources. Children with special educational needs and/or disabilities and those at the early stages of speaking English are well supported in all aspects of their learning.

Leaders have a clear understanding of strengths and areas for development. Teaching and learning are well monitored and this ensures good teaching throughout. There are extensive records of children's entry and exit data which are used to monitor individual progress. Leaders have taken successful action to improve pupils' early writing skills.



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*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

About a third of parents and carers completed inspection questionnaires. The vast majority of these are satisfied with the school. The level of agreement for all questions was higher than in most schools. There was exceptionally high agreement that children enjoy school and that the school keeps them safe. The general feeling from written comments is that the children love school and that the current headteacher has had a real impact on improvement. A small minority had individual concerns which were considered as part of the inspection process but were not echoed by other parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Whitemoor Primary 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 455 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	59	56	40	1	1	0	0
The school keeps my child safe	79	57	55	40	2	1	0	0
My school informs me about my child's progress	61	44	74	53	3	2	0	0
My child is making enough progress at this school	63	47	73	53	2	1	0	0
The teaching is good at this school	67	48	71	51	1	1	0	0
The school helps me to support my child's learning	53	38	82	59	4	3	0	0
The school helps my child to have a healthy lifestyle	55	40	79	57	4	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)	47	34	82	59	5	4	0	0
The school meets my child's particular needs	50	36	79	57	8	6	1	1
The school deals effectively with unacceptable behaviour	56	40	73	53	6	4	3	2
The school takes account of my suggestions and concerns	49	35	77	55	3	2	2	1
The school is led and managed effectively	59	42	77	55	2	1	0	0
Overall, I am happy with my child's experience at this school	65	47	71	51	2	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	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](http://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"><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.**



4 February 2011

Dear Pupils

**Inspection of Whitemoor Primary and Nursery School, Nottingham, NG8 5FF**

Thank you for welcoming and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you learning and playing so well together. Your school is giving you a good education.

There are many things we admire about your school and these are a few of them.

Your school community is a happy one where you all get on well together.

You make a good contribution to the school community by taking on responsibilities such as being house captains and helping around the school.

You do good work in the community to help improve the local area and to represent your school in musical and other events. I really enjoyed the choir singing in assembly.

The school makes sure that you gain a good understanding of how other people live in different parts of the world.

Good teaching ensures that you achieve well and enjoy your learning.

Your behaviour is good and ensures you all feel safe.

These are things we have asked the school to do to make it even better:

- help you improve your writing through more opportunities with drama and with speaking and listening
- help all teachers produce really good lessons by following the best examples of teaching in the school
- help the most able of you attain higher levels
- work with your parents and carers to help you all attend regularly.

You can all help by carrying on working hard.

Yours sincerely

John Horwood

Lead Inspector

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