

# Crabtree Farm Primary School

## Inspection report

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<b>Unique Reference Number</b>	122476
<b>Local Authority</b>	Nottingham City
<b>Inspection number</b>	359257
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Susan Walsh

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Hancock
<b>Headteacher</b>	Robert Dunbar
<b>Date of previous school inspection</b>	15 January 2007
<b>School address</b>	Steadfold Close Nottingham NG6 8AX
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 25 lessons or parts of lessons and saw 14 teachers teach. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work and looked at the school's development plan, the school's records of pupils' progress and samples of pupils' work in English and mathematics. They scrutinised 61 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

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

- How successful leaders and managers have been in establishing a new school.
- How much progress pupils make in Key Stage 1 especially in writing.
- How the use of data influences teaching and learning.
- How recent changes in the Early Years Foundation Stage impacted on children's progress, especially in their development of communication, language and literacy skills.

## Information about the school

This new school is an amalgamation of Bonington Junior Community School and Bonington Infant and Nursery School. The head from the former junior school became head of the new school which opened in September 2009.

The school has retained many staff from the former junior school, but very few staff from the former infant school have posts in the new school. The school is much larger than most primary schools. The proportion who are known to be eligible for free school meals is well above average. The pupils come from a broad range of cultural backgrounds although the majority are White British. The proportion of pupils with special educational needs and/or disabilities is above average. Although relatively few pupils have a statement of special educational need there are some pupils who have complex additional needs.

**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

Crabtree Farm Primary School is a good school at the heart of its local community. Already many areas of its work are good. The way it works with a wide range of partners to extend the range of opportunities to pupils and to promote their well-being is outstanding. The headteacher rapidly facilitated a very strong team spirit and a collective, ambitious vision. Pupils, parents, staff and governors all share a sense of pride in the school because they know the well-being of every child is at the heart of the school's work. Pupils enjoy school as a result of a good curriculum that provides many interesting things to do. They feel exceptionally safe, their behaviour is outstanding and they make an excellent contribution to the school and community.

Children get off to a good start in the Early Years Foundation Stage. A strong focus on learning to speak and to read and write has resulted in a rapid improvement to children's communication skills. A careful check is made on children's progress but the information obtained is not always used to plan activities that are carefully matched to the needs of individuals. Pupils' progress is starting to improve in Key Stage 1 although attainment at the end of Year 2 was still relatively low in 2010. The quicker rate of progress is because the proportion of good and outstanding teaching is rising. However, there are a small number of rather uninspiring lessons in Key Stage 1 where the pace of learning is still relatively slow. Pupils' progress accelerates in Key Stage 2 because there is more good and outstanding teaching. Occasionally, in both Key Stage 1 and 2, the work set is not finely matched to pupils' needs when pupils are taught in ability groups. Although some teachers' marking is of excellent quality and very good use is sometimes made of child friendly academic targets, marking is mainly congratulatory for some groups of pupils so they do not always have a clear idea of how to improve their work. Nevertheless, pupils make good progress over time and attainment is broadly average by the end of Year 6; achievement is good.

The school is well aware of its strengths and weaknesses and has extensive plans designed to support improvement. This, and the way that the school has quickly become a highly cohesive community with high aspirations, including a resolute commitment to developing the best education for every pupil, indicate a good capacity to improve further.

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

- Further accelerate pupils' progress in Key Stage 1 by
  - ensuring that all lessons in Key Stage 1 are exciting and move along at a good pace.
- Improve the way that the school uses assessment to support learning by

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- ensuring that the work set in Key Stages 1 and 2 is consistently finely matched to pupils' individual needs, including when they are taught in ability sets
- making pupils know how to improve their work
- using assessment information more effectively in the Early Years Foundation Stage to plan activities that meet the needs of children of different abilities.

## Outcomes for individuals and groups of pupils

2

Until recently pupils' skills were well below those expected for their age when they joined Year 1. In 2010 attainment at the end of Key Stage 1 was relatively low in reading, writing and mathematics. Pupils make good progress in mathematics lessons in Key Stage 1. However their progress in writing is more inconsistent because there is not always sufficient challenge for more-able pupils. Throughout the school pupils establish good learning habits and take pride in their work. Pupils in Key Stage 2 say they would like more writing because they 'enjoy it so much'. They make good progress in their writing because of a strong focus on skills development. Older pupils are also very confident when working with number in mathematics lessons. High expectations result in pupils' work being neat and well presented regardless of the pupil's ability level. Pupils with special educational needs and/or disabilities make good progress in lessons because they are supported by highly- skilled teaching assistants, who are able to explain concepts very clearly. There is no difference in the learning of pupils of different genders or from different ethnic groups.

Not only do pupils behave exceptionally well in the classrooms, but they also continue to behave impeccably even when they are not closely supervised. They are able to be relaxed and confident and learn in an atmosphere where they are actively encouraged to be responsible citizens. They know adults will always listen to their concerns. Pupils understand the need to take regular exercise and to eat healthily. They act as junior sports leaders, and are part of the extremely active school council and the 'Eco' team. They also have numerous opportunities to contribute to the local community, for example, by taking part in joint school councils or contributing to the community band. The school ensures that pupils have a good understanding of a wide range of religions and cultures. A strong emphasis on widening the range of learning opportunities beyond the school helps pupils to appreciate the world around them and to learn to work well with others. Pupils' future economic well-being is satisfactory because they attain average standards in their basic skills. The majority of pupils attend school regularly but erratic attendance holds back the progress of a small number.

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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>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</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>	3
<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?

Teaching is consistently good or better in Key Stage 2 but there is a small amount of teaching in Key Stage 1 that is satisfactory. Many teachers have very skilful questioning techniques which they use very effectively to encourage pupils to develop their ability to think for themselves as well as to check pupils' understanding. Relationships between teachers and pupils are consistently good and give pupils the confidence to take risks when answering questions. Teachers have very good subject knowledge and use resources, including information and communications technology (ICT), well to support learning. Teaching assistants are skilled in reshaping explanations to ensure that lower-attaining pupils achieve well. Many lessons are interesting and exciting but occasionally in Key Stage 1 lessons lack pace and challenge and progress slows. Occasionally teachers in both key stages are not rigorous enough when taking into account the needs of individuals within an ability set. Consequently the work set can be too easy for the more-able pupils in the set. In some classes the good use of personal academic targets provides pupils with very explicit guidance regarding how to improve their work. However this good practice is not consistent in all classes and from time to time teachers' marking contains few pointers to improvement.

There is a very strong emphasis on developing basic skills, which, along with good teaching, ensures that pupils leave the school in Year 6 with average skills in reading, writing and mathematics. However, hands-on opportunities to develop pupils' ICT skills

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are less evident, and pupils commented they would like more chances to use their creativity in lessons such as art. The curriculum for personal, social and health education is well developed. Partnerships provide pupils with an exceptional range of enriching experiences. This includes a wide range of residential visits including some that are run in conjunction with other local schools. The school also makes very good use of local expertise to provide a wide range of exciting after school activities.

Good quality care, guidance and support makes certain that pupils feel very safe and secure. The school provides a very cheerful and welcoming environment. Those who join the school partway through a year feel very welcome and settle in quickly. Those whose circumstances may make them vulnerable, including those with special educational needs and/or disabilities, are well supported and this good support is enhanced by close cooperation with external agencies. Those pupils with complex additional needs are especially well looked after by very encouraging staff. Close cooperation with the main receiving secondary school ensures that transition arrangements are well developed and all pupils can feel confident about moving on. The school has worked diligently to encourage pupils to attend school regularly and as a consequence attendance rates are rising.

*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	3
<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?

All staff, from the headteacher to teaching assistants, are reflective on their practice and share a determination to improve further. Expectations are high and there is a strong focus on raising academic attainment as well as developing pupils' personal skills. Teaching is monitored frequently and support for improvement is effective. The school makes a considerable contribution to the local community through very well developed educational partnerships. It is also skilled in fully exploiting other partnerships in order to maximise the opportunities available to its pupils and the finance available to support the school's work.

The school is committed to promoting equal opportunities. It pursues ambitious strategies for pupils who may be subject to discrimination. For example, it ensures that pupils with very complex needs are able to enjoy all aspects of school life. The school has a plethora of data relating to pupils' progress and is able to pinpoint pupils who are at risk of underachieving. With a full year's data now available, senior leaders are in the process of establishing a more rigorous analysis of the progress of different groups of pupils including those with special educational needs and/or disabilities. The governing body is able to provide effective challenge and support because it is closely involved with the work of the

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school. Governors discharge their statutory responsibilities well, including ensuring that safeguarding procedures are good. All adults working with children are carefully vetted and staff and governors are particularly well trained with regard to safeguarding. The school knows the local community exceptionally well and is working hard to ensure pupils value and contribute to the neighbourhood. It also makes certain that pupils have a good awareness of the diversity of faiths and cultures in the United Kingdom and links are developing with schools with more ethnically diverse populations.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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**

As a result of good leadership and management the school has been able to quickly establish good quality provision in the Early Years Foundation Stage. When children join the Nursery class their skills are well below those expected for their age. Many have poorly developed social skills and limited ability to communicate clearly. A strong focus on establishing sensible routines and a rigorous approach to encouraging understandable speech means that children make good progress in developing the ability to concentrate and are able to communicate far more effectively. This good start is then built upon in the Reception class where children are successfully learning to connect letters and sounds and to develop early reading and writing skills. Consequently when children left the Early Years Foundation Stage in 2010 their skills were similar to those reached by children of a similar age. When children are taught directly by adults they usually make good progress because staff are good at questioning children and moving their learning on. Occasionally the purpose of activities that children choose for themselves is not clear and children's progress slows because they do not always have enough access to adult support when they are working on these activities. Staff make careful checks on children's progress but do not always use this information to plan activities that meet children's individual needs. Good care is taken of children including those who are potentially vulnerable. Staff are



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especially good at instilling confidence and the children are bright, happy, get along well together and definitely enjoy their work.

*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:	
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 adverse weather conditions may have contributed to a low return rate of questionnaires. Nevertheless those parents and carers who sent responses were pleased with their children's experience at school. They speak warmly of the wide range of opportunities available to their children. They are confident that their children are happy at school and feel that they are well cared for. Inspection evidence gave a similar picture.

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

Ofsted invited all the registered parents and carers of pupils registered at Crabtree Farm Primary 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	74	16	26	0	0	0	0
The school keeps my child safe	41	67	20	33	0	0	0	0
My school informs me about my child's progress	35	57	24	39	1	2	0	0
My child is making enough progress at this school	38	62	22	36	1	2	0	0
The teaching is good at this school	40	66	21	34	0	0	0	0
The school helps me to support my child's learning	33	54	28	46	0	0	0	0
The school helps my child to have a healthy lifestyle	36	59	23	38	1	2	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)	34	56	24	39	1	2	0	0
The school meets my child's particular needs	36	59	25	41	0	0	0	0
The school deals effectively with unacceptable behaviour	35	57	25	41	1	2	0	0
The school takes account of my suggestions and concerns	30	49	27	44	4	7	0	0
The school is led and managed effectively	36	59	23	38	1	2	0	0
Overall, I am happy with my child's experience at this school	45	74	16	26	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 Pupils

**Inspection of Crabtree Farm Primary School, Nottingham, NG6 8AX**

It was a pleasure to visit your school. We really enjoyed talking to you all and listened very carefully to what you had to say. You are clearly very proud of your new school and we can understand why. It is a good school that has many good features and some outstanding ones. You told us you enjoy school because of all the exciting things you have to do. We were delighted with your excellent behaviour and the way that you make such an important contribution to the school - you are all doing a great job. You get out into the local community a lot. It must have been very exciting to be asked to turn on the local Christmas lights.

You are making good progress in your lessons and by the end of Year 6 your attainment is similar to children in most schools. Teaching in your school is good. Many lessons are very interesting but a few lessons in Key Stage 1 are not as exciting. Sometimes when you are taught in sets for English and mathematics the work is not hard enough for the cleverest children in the set. Sometimes the activities for youngest children are not exactly right for what they need to learn next. So we have asked your teachers to improve these aspects of teaching. We were very impressed by the way that some of you know your targets so well and know exactly how to get to the next National Curriculum level. However we did notice that in some classes and sets teachers' marking is not as clear as in others so we have asked your teachers to make sure that everyone always knows what they need to do to improve their work.

Managers at your school are doing a good job. They are working very hard and trying to make your school into one of the very best. You can help your school to improve further by making sure you come to school every day unless you are ill, by arriving on time and by continuing to try very hard in all your lessons.

Thank you for all your help with our visit.

Yours sincerely

Susan Walsh

Lead inspector

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