

Cantrell Primary and Nursery School

Inspection report

Unique Reference Number	122413
Local Authority	Nottingham
Inspection number	359245
Inspection dates	19–20 January 2011
Reporting inspector	Jeremy Spencer HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Sue Anthony
Headteacher	Patrick Fielding and Sarah Fielding (Joint Headteachers)
Date of previous school inspection	18 November 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 23 lessons taught by 14 teachers and held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work, and looked at a variety of documents including policies, minutes, data on pupil progress, pupils' exercise books and the school improvement plan. The inspection team also analysed responses on 36 questionnaires from staff, 89 from pupils and 86 questionnaires from parents and carers.

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

- Whether the school has raised attainment and improving achievement in mathematics, particularly in pupils' using and applying of mathematical knowledge and skills.
- The effectiveness of the school's strategies to improve pupils' spelling, punctuation and grammar skills, in order to improve attainment and achievement in English.
- The accuracy and reliability of the school's assessment and tracking systems and how well assessment informs the planning of lessons and the setting of challenging targets for pupils.
- Whether the school's leadership team have been successful in tightening up monitoring and evaluation systems, providing appropriate support and in raising teachers' expectations, in order to improve the standard of teaching.

Information about the school

Cantrell Primary School is a larger than average school, situated on the outskirts of Nottingham. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of pupils with special education needs and/or disabilities is above the national average. The school has two headteachers, who both operate as 'joint headteachers' at two schools. The school has achieved a number of awards, including an Inclusion Quality Mark, a gold Healthy Schools award, an Activemark and an Artsmark. A breakfast club runs at the school on a daily basis. At the time of the inspection, construction work was taking place on the school site to build a new children's centre. As a result of the work, the school had to use the main hall to accommodate morning and afternoon nursery sessions.

The school was last inspected in November 2009 and received a notice to improve. Significant improvement was required in order to accelerate pupils' achievement much more rapidly and to establish consistently good teaching and learning in Years 1 to 6. A monitoring inspection took place in July 2010 and judged that satisfactory progress was being made towards addressing the issues for improvement and in raising the pupils' achievement.

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?

3

The school's capacity for sustained improvement

2

Main findings

The school has made considerable improvements during the last year and is now a satisfactory and rapidly improving school. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The inspirational headteachers and their staff are committed to raising all aspects of pupils' development. There is a clear sense of purpose and direction amongst the staff. The school has well-developed monitoring and management systems in place and has accurately identified relevant areas for further improvement. The resulting recent improvements demonstrate the school's good capacity to further improve.

Although the latest published assessment data indicate that pupils' attainment at the end of Year 6 is below that expected for their age, pupils are now making satisfactory and strongly improving progress from their starting points. This is because school leaders have implemented a range of new strategies which are beginning to address identified weaknesses. The school has well-developed tracking systems which analyse the progress of individuals and different groups of pupils. Pupils who underachieve are swiftly identified and the school provides appropriate intervention and support. The latest school assessment data indicates that different groups of pupils, including those known to be eligible to receive free school meals, are making greatly improved progress in writing and mathematics and secure progress in reading. Observations of pupils working in lessons and scrutiny of work in their exercise books confirm the accuracy of the school's assessment data.

In mathematics, pupils are given frequent opportunities to use and apply their skills through, for example, the introduction of timetabled 'Megamaths' sessions. The school has introduced a number of strategies to develop pupils' spelling, punctuation and grammar skills. Pupils enthuse about their 'Big Write' extended writing opportunities and inspectors observed focused and effective grammar and punctuation sessions being taught as part of the curriculum. Although teaching is improving quickly, pupils do not always make as much progress as they could. In some lessons they are unclear about the next steps they need to take to move forward in their learning. In others, they are unclear about the knowledge or skills they are expected to be developing. Systems to monitor the quality of teaching and learning are becoming increasingly well established and staff demonstrate an eagerness to improve their practice.

Since the previous inspection, the leadership team has formed a 'School Improvement Group' of members of the governing body who meet with them on a fortnightly basis to assess the school's progress. The governing body now has a well developed understanding of the school's performance and challenges any underperformance. The

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local authority has provided highly effective support for the school since the last inspection.

Pupils feel safe in school and are well cared for by staff and other supporting professionals. Their good behaviour is managed effectively in all areas of the school and contributes to lessons progressing without interruption. Whilst there has been a slight improvement in pupils' attendance, it is still well below average. Therefore, the rate of attendance is inadequate and has a corresponding negative impact on pupils' attainment.

The school works hard to encourage and enable parents to support their child's learning. Many parents engage effectively with the school. However, the school acknowledges that the potential of the school's website is not fully exploited to support parents/carers and pupils.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and continue to accelerate progress throughout the school by:
 - improving the quality of teaching, so that at least 90% is good
 - continuing to embed recently implemented strategies to track the progress of all groups of pupils more closely and better use assessment to inform teachers' planning, redressing any inconsistencies between classes
 - developing greater consistency in the quality and clarity of lesson objectives, so that all pupils understand better what they are learning to do and become more engaged in the learning process
 - raising attendance levels to a minimum of 94% and working closely with parents/carers to improve the attendance of pupils who are persistently absent without good reason.
- Improve communication and further engage all groups of parents/carers in their child's learning by:
 - developing an accessible website to inform, educate and unite all members of the school community.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Over the last three years, assessments at the end of Year 2 and Year 6 have shown that attainment is low, as pupils have made slower than expected progress. More recent tests, ongoing assessment and work in pupils' exercise books indicate that most pupils in Key Stages 1 and 2 are attaining and progressing in line with expectations in most year groups. This includes those with special educational needs and/or disabilities and those whose circumstances make them more vulnerable. In some year groups, pupils are ahead of expectations. Pupils learn well and make the best progress in those lessons where the work they are given is challenging, motivating and relevant to their experiences, and skills are built up systematically. However, this is not achieved consistently in lessons throughout the school.

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Pupils' good behaviour is indicative of their strong relationships with each other, good moral understanding and their enjoyment of learning. Teachers allow pupils to engage in moments of reflection during lessons and take time to celebrate achievements including 'Star of the Week' and 'Writer of the Week.' This contributes to pupils' strong spiritual development. High-quality displays in classrooms and corridors, including a display about Malawi, enable pupils to engage with artefacts, pictures and information related to different cultures and promotes a good understanding of and respect for cultural diversity.

Pupils are aware of the importance of healthy eating and the need to exercise. They enjoy a broad range of after-school sports clubs, which are well attended, including highly popular football coaching sessions. Less well developed is pupils' understanding and awareness of mental health and emotional well-being. Pupils make a good contribution to the school and wider community. Within school, pupils value the role of the school council. Peer mediators play an important role in supporting pupils to resolve minor conflicts in the playground. In the local community, members of the school play in the brass section of the Bulwell band and several pupils engage with Nottingham's 'Children's Parliament.'

Attendance is low but improving and pupils' increasingly secure development of basic skills indicate that they are securing satisfactory development of workplace and other skills that will contribute to their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	4
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

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How effective is the provision?

Over recent months, senior leaders have introduced a number of initiatives to improve the quality of teaching. These initiatives have had a significant impact in Key Stages 1 and 2 and, as a result, good and occasionally outstanding teaching was observed by inspectors during the inspection. However, the majority of teaching is no better than satisfactory, because teachers do not always focus enough on pupils' learning and often spend too much time talking to the pupils about the activities they are to undertake. Where this occurs, pupils make slower progress because their motivation to learn and understanding of learning is reduced. In the best lessons, pupils were guided through the progression of skills which would help them to progress, and the work given to them provided just the right level of challenge.

The curriculum is enriched well through a good range of extra-curricular activities and school trips, including several opportunities to take part in residential activities. However, the curriculum is not yet planned well enough to show a clear progression of skills and knowledge in all subjects.

The school provides good care, guidance and support for pupils. Pupils receive clear guidance on how to progress to the next level of learning, through the use of 'Individual Achievement Cards.' Pupils who are experiencing social and emotional difficulties are cared for well through additional support and effective links with external agencies. The school breakfast club provides a good standard of care and helps pupils engage well in a variety of activities. The school has introduced a number of well-thought-out strategies to improve pupils' attendance. However, these have yet to make a full impact upon published attendance figures.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recently appointed headteachers have high aspirations and are determined to develop and improve the quality of education provided by the school. Working with staff and the governing body, they have begun to implement many new initiatives for improvement. The rigour of many of the existing monitoring systems has been increased and teachers' understanding of their accountability for pupils' progress has been heightened. However, these developments are not yet well enough embedded across the school to have had a significant impact on improving the quality of pupils' learning in all lessons. All senior leaders are keen to increase their monitoring, evaluation and school improvement skills so that they can have an even greater impact on improving the quality of teaching and

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learning and raising pupils' achievement. School leaders make good use of pupil tracking data to identify areas of weakness. The effectiveness of the governing body is good. Senior leaders provide detailed and accessible information that is enabling the governing body to hold the school to account for all aspects of its work and provide the necessary challenge to continue to make progress.

The school's commitment to equal opportunities and tackling discrimination is shown through its care for those pupils with social and emotional difficulties and the additional emphasis the senior leaders have placed on tracking the progress of those pupils whose circumstances make them more vulnerable. The school's links with the local communities are well developed and pupils show a very high degree of tolerance and understanding for others in school and in the local community. However, the plan for promoting community cohesion is not yet fully implemented and pupils do not have enough knowledge and understanding of the diverse range of communities in the United Kingdom and globally. Nationally required safeguarding checks have been undertaken by the school and child protection arrangements are secure. All staff spoken to showed a sound knowledge of child protection processes and procedures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start the Early Years Foundation Stage demonstrating knowledge and skills below and often well below those expected for their age. This particularly applies to their communication, personal and social skills. Good teaching ensures that they make consistently good progress during their time in the Nursery and Reception classes, and leave the Early Years Foundation Stage demonstrating skills and knowledge in line with those expected for their age. Activities are well planned and take account of accurate assessments of children's needs. Good teaching is underpinned by focused and effective

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leadership and management, which clearly identifies areas in need of further improvement and development. The atmosphere in classrooms and outdoor play areas is calm and purposeful as a result of good behaviour and strong relationships between adults and learners. Children demonstrate confidence in both learning and playing independently and when working alongside others. Parents and carers are kept well informed about their child's progress through, for example, the use of 'learning journey' documents, which are sent home for them to read and contribute to.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 views of parents and carers were positive. One parent commented, 'with the continued efforts of the committed staff and headteachers, I am confident that my child will continue to achieve and enjoy at Cantrell.' A number of parents made similar comments.

Whilst the great majority of parents and carers were happy with the school, a very small minority commented upon the lack of challenge in lessons for some pupils. The inspectors considered this concern and discussed the issue with the headteachers. Inspectors found evidence that teachers' plans were improving and took into account the varying abilities of pupils within each lesson, to ensure appropriate challenge. However, there were some inconsistencies between classes and the school has been asked to address these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cantrell 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 437 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	51	35	41	3	3	3	3
The school keeps my child safe	43	50	42	49	1	1	0	0
My school informs me about my child's progress	29	34	45	52	6	7	3	3
My child is making enough progress at this school	31	36	43	50	9	10	3	3
The teaching is good at this school	27	31	52	60	4	5	3	3
The school helps me to support my child's learning	29	34	49	57	5	6	3	3
The school helps my child to have a healthy lifestyle	22	26	59	69	4	5	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)	20	23	54	63	1	1	3	3
The school meets my child's particular needs	23	27	52	60	6	7	4	5
The school deals effectively with unacceptable behaviour	19	22	52	60	9	10	3	3
The school takes account of my suggestions and concerns	16	19	55	64	5	6	3	3
The school is led and managed effectively	23	27	52	60	4	5	3	3
Overall, I am happy with my child's experience at this school	33	38	45	52	4	5	3	3

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.



21 January 2011

Dear Pupils,

Inspection of Cantrell Primary and Nursery School, Nottingham, NG6 9HJ

I would like to thank you all for making us so welcome and being so polite and helpful when I visited your school with three other inspectors recently. We much appreciated meeting you, visiting your lessons and hearing what you thought about the school. You told us a lot about how to stay healthy by eating well and taking plenty of exercise. We were pleased that most of you say that you enjoy coming to school, and we know your parents and carers agree. We were very impressed with those of you in Nursery and Reception. You are learning well and you do so many exciting activities.

Most of you are making satisfactory progress, but some of you could be doing even better. We want the school to work more closely with some of your parents and carers to make sure that you attend school as often as possible. Although teaching is satisfactory, we want it to get even better. We have asked the headteachers to make sure that, in all your lessons, the teachers give you work which is not too easy or too hard, and then carefully guide you through the small steps that will help you succeed.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteachers to ensure that these teachers help you improve by looking very carefully at the progress you are making and ensuring that you do even better. The headteachers have also said that they will make sure that your parents and carers get more information about your learning through an improved school website, so that they can better help with your learning and find out what is happening in school. You can help by always doing your best and making sure that you come to school as often as possible.

We shall take away many pleasant memories about your school. Thank you once again for being so helpful and friendly and remember to always enjoy your learning.

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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