

# William Booth Primary School

## Inspection report

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<b>Unique Reference Number</b>	122444
<b>Local Authority</b>	Nottingham City
<b>Inspection number</b>	359249
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Carol Worthington

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>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hayley Howard
<b>Headteacher</b>	Andy Mattison
<b>Date of previous school inspection</b>	13 February 2007
<b>School address</b>	Notintone Street Nottingham NG2 4QS
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## Introduction

This inspection was carried out by three additional inspectors, who observed 18 lessons taught by nine teachers. Meetings were held with the headteacher, deputy headteacher and middle leaders, the Chair of the Governing Body and a group of pupils. Inspectors spoke with pupils and informally with parents. Inspectors observed the school's work and looked at assessment records of pupils' attainment, the tracking of their progress and samples of their work. Safeguarding documents were scrutinised. Inspectors analysed 48 questionnaires completed by parents and carers, together with those completed by 17 staff and 36 Key Stage 2 pupils.

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

- How well does the school fulfil its aim to prepare pupils to be 'high-attaining life-long learners' by ensuring a sufficiently high level of reading, writing and numeracy?
- How effectively does the school work with parents, carers and pupils to make sure good attendance is prioritised throughout the school?
- How effectively do school leaders monitor and evaluate pupils' learning as a result of the teaching they receive?
- Is the school justified in identifying strengths in pastoral care and personal development?

## Information about the school

This smaller than average primary school is located in an urban setting. Just under half of the pupils are of White British origin, with a much greater than average proportion from minority ethnic backgrounds. Just over a third of the pupils are learning English as an additional language, but the majority of older pupils are fluent in English. A few pupils join different year groups other than at the start of term. The proportion of pupils with special educational needs and/or disabilities is higher than in most schools, but the proportion with a statement of special educational needs is low. A comparatively large proportion of those with special educational needs and/or disabilities have speech and language problems; others have specific learning difficulties or behavioural, emotional and social difficulties. A few have physical disabilities. The proportion of pupils known to be eligible for free school meals is well above average. The school is currently moving from infant to primary status and this year has a few Year 5 children on roll. Free breakfast is supplied for all pupils and parents and carers who wish to have it. There is an hour's childcare before school, for which some parents and carers pay. Classes are organised into three units, consisting of Nursery and Reception, Key Stage 1 and Key Stage 2. All classes are of mixed ages within these units.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement.

At its previous inspection in February 2007, the school's leaders were given clear recommendations to raise attainment in reading and writing and improve attendance. Attainment in reading and writing have not improved sufficiently. This is demonstrated by the results of the national assessments at the end of Key Stage 1 and verified by pupils' attainment observed during the inspection. Key Stage 1 attainment in reading, writing and mathematics has been very low for a number of years. In 2010, attainment in reading and writing remained at a similarly low level, while there was significant improvement in mathematics with attainment close to the national average.

Attainment in Key Stage 1 in reading and writing is low. Most pupils have made inadequate progress from their starting points. In Years 3 and 4, pupils have not made sufficient progress and many are currently attaining at a lower level than at the end of Key Stage 1. In the Early Years Foundation Stage, children's skills and abilities are close to those expected for their age in aspects of personal development, but reported gains in early literacy are based on over-generous assessments. In the Reception class, children's literacy skills are much lower than in other areas of learning. Attendance has shown some improvement, but remains well below average. There has been insufficient improvement in the weaknesses identified at the last inspection and the school's leaders and managers have not demonstrated the capacity for sustained improvement.

All adults in the school care deeply about the children in their charge, keeping them safe and nurturing their development. All pupils are highly-valued members of the school community. Staff give them many opportunities to participate in exciting activities which broaden their experience and enable them to develop their curiosity and sense of awe and wonder about the world they live in. The development of pupils' emotional well-being, self-esteem and ability to socialise lies at the heart of the school's work. As a result, pupils behave well and have a good sense of responsibility for each other and their community. They have a good understanding of how to keep themselves safe. The nutritious school meals help to keep them healthy and fit. School leaders strongly believe that everyone should have equal access to all activities. They are skilled at removing emotional and social barriers to learning for pupils with special educational needs and/or disabilities, those whose circumstances have made them vulnerable and those who join the school speaking little or no English.

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The school is so strongly focused on developing personal attributes and giving all pupils access to independent-learning activities that the development of basic academic skills often takes second place. The school's aim to make its pupils 'high attaining, lifelong learners' is not fulfilled. There are no pupils identified as especially gifted or talented. The school uses the term 'high-attaining pupils'. However, there is insufficient challenge for these pupils. Skills in information and communication technology and numeracy are getting closer to those expected for learners' ages. However, pupils' inadequate progress in reading and writing holds them back from higher attainment and leaves them poorly prepared for the next stage of learning.

The curriculum contains many interesting activities, such as visiting a city farm and hatching chicks. However, pupils experience too little whole class teaching and no daily mathematics lesson or literacy hour. Teachers plan the day around 'challenges' and 'projects', with a good part of each day occupied by independent-learning activities in and out of doors, assisted by a large number of educational support staff. These activities are popular with pupils, but too little time is devoted to the teaching of reading and writing. Although these skills feature at some point during most days and teachers' plans include expectations for different groups of pupils, extension work in the form of more challenging tasks is not routinely provided for those who find the work easy and the pace too slow. The amount of written work pupils produce is very low. Marking is often highly congratulatory and does not show pupils how to improve. In the Early Years Foundation Stage, too few activities involve writing, and correct letter formation is not routinely taught in Reception.

Leaders and managers have established a climate of care, but not one where academic excellence is valued or celebrated. Expectations of pupils' learning are too low, but frequently assessed too highly. As a result, pupils' capabilities are not fully developed. Target setting is not used effectively to raise expectations. School self-evaluation is over-generous and based on weak monitoring and evaluation. Teaching and learning are not formally monitored or evaluated by school leaders, and are judged to be of a far better quality than is the case. Thus leaders and managers do not effectively drive and secure improvement in classroom practice.

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

- Raise attainment and improve progress in reading and writing throughout the school by:
  - enabling most pupils to achieve at least one full National Curriculum level of progress in reading and writing every two years, from their starting points at the beginning of Year 1 to the end of Year 6
  - ensuring that at least an hour in every school day is spent developing reading and writing through exciting and motivating curriculum themes
  - ensuring that writing and reading skills are systematically taught at an appropriate level in Reception and throughout Key Stages 1 and 2.
- Improve attendance by:
  - focusing on, and making sure that, parents and carers of pupils who are persistently absent fully understand both their statutory responsibility to ensure

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that their children attend school regularly, and the range of consequences if they do not

- introduce positive incentives for children to attend school.
- Improve leadership and management by:
  - establishing a climate where excellence in academic achievement is highly valued and accurately measured
  - ensuring that the quality of teaching is judged by its impact on pupils' learning and academic progress.

**Outcomes for individuals and groups of pupils****4**

Pupils enter the school with skills and knowledge which are below the expectations for their age. Literacy and numeracy skills remain below average at the start of Key Stage 1. Most pupils make inadequate progress through Key Stages 1 and 2 and their achievement is too low. Pupils with special educational needs and/or disabilities generally make satisfactory progress.

Pupils in Key Stage 1 show a good sense of responsibility in choosing their own activity when doing independent work, but their attainment is at a very low level. They are often allowed to do the same activity at a similar level every day, for example making a book about a topic of interest, containing similar simple words. In many sessions to develop letters and sounds, pupils of different ages and abilities in the mixed-age classes work at the pace of the slowest. Year 3 and 4 pupils, for example, filled in a verb and an adjective in no more than two simple sentences in ten minutes. The school's reading scheme does not adequately support the development of pupils' reading, nor is it backed up by accurate records of their progress.

In some of the daily challenges in mathematics and English, there are clearly different outcomes expected for pupils of differing abilities. In mathematics, there are different tasks but, in writing, this is not so. Pupils have individual writing targets, but their progress in meeting them is not consistently built upon by more challenging tasks. Pupils with learning or language difficulties are given one-to-one support but, sometimes, support staff are too quick to point out the correct answer, and yet do not always point out the correct method of letter formation to facilitate future joined-up writing. It is unhelpful that pupils are not encouraged to use lined paper when learning to form letters. Pupils from minority ethnic backgrounds make similar progress to that of others. Generally, pupils who are learning English as an additional language, at whatever age and time of year they join the school, quickly become fluent because of good specialist guidance.

Pupils have good relationships with adults and say they always have someone to talk to if they are worried. Pupils from different ethnic groups get on well together. They all have a strong sense of responsibility towards their community. They do various jobs in their classes and older pupils take care of younger ones. Pupils get plenty of exercise outside in the well-equipped playgrounds. They are well aware of 'stranger danger' and internet safety.

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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>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>4</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?

Teachers have very good knowledge of pupils' personal attributes and well-being. There are good relationships and a high quality of care in all classes. Teachers have satisfactory expertise and manage their classes well. They make daily, informal assessments of pupils' attitudes to learning and their emotional readiness to move on. This is reflected in the next day's planning. Despite this reflective practice, teaching is inadequate, because it results in inadequate learning. Teachers have lost sight of the necessity to make sure all pupils make at least satisfactory progress in reading and writing. They act satisfactorily as facilitators of independent learning, but do not follow this up by rigorous teaching of essential skills. Too much independent work and one-to-one support by adults limits the interactions between pupils, so they get little opportunity to cooperate and learn from each other. In partner work, it is very noticeable that many children find it difficult to discuss the topic with each other without an adult intervening.

The curriculum provides a very broad range of exciting and memorable experiences. When studying the Second World War, for example, older pupils visited an army camp, cooked wartime recipes and made many relevant artefacts, including gas masks. There are many visits to and from school, including theatre groups, musicians and local professionals. There are also several residential visits. Children are enthusiastic about the many clubs and activities, which include a weekly 'stay and play' with parents and carers. Despite this rich provision, the curriculum has insufficient impact on learning because it does not

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develop basic literacy skills sufficiently, or meet the needs of pupils with particular gifts and talents.

The school has well-organised arrangements for the care of all pupils, which result in good outcomes in personal development and well-being. However, support and guidance for their learning does not match the care provided. Care starts at the beginning of the school day, with good childcare facilities for those who need it. Parents and carers strongly agree that their children feel safe in school. This is endorsed by the pupils themselves. Excellent support is provided for pupils and their families whose circumstances have made them vulnerable. Teachers and other staff give good pastoral support to pupils with language and other educational or emotional barriers to their learning. Very good advice is given to pupils and families about settling into a new school. The school takes many steps to improve attendance, including involving local agencies, and staff collecting pupils from their homes. Governors and local professionals frequently remind parents and carers of persistent absentees of their statutory obligation to bring their children to school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

School evaluations of pupils' progress are not accurate or robust enough to give a clear sense of what needs to be done to accelerate this. Systems to monitor and evaluate the quality of teaching are weak. Consequently, senior staff do not have an accurate picture of the considerable shortcomings in lessons, or a strategy to tackle them. Emotional development is used more frequently as a measure of progress than academic achievement, so challenging targets for pupils' learning of skills such as reading and writing are not set. The effectiveness of the governing body is satisfactory. Governors are inexperienced, but know the main strengths and weaknesses of the school. They make many informal visits and are highly visible in the local community.

The safeguarding of pupils is good. Risk assessment and quality assurance procedures are well developed. Leaders adopt recommended good practice and all staff are well trained in child protection issues. Satisfactory partnerships with other local schools and agencies enhance the enrichment curriculum and the quality of care provided by the school. Relationships with most parents and carers are excellent, although leaders' efforts yield too little impact on improving the attendance of pupils whose parents are particularly hard to reach.

The school's leaders place a satisfactory emphasis on the equality of opportunity. Effective strategies help pupils overcome emotional and social barriers to learning and eliminate discrimination. However, the quality of teaching does not enable pupils to achieve what



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they are capable of. Many learners lack the stimulus, challenge and direction to achieve their full potential. Others lack individual opportunities to develop special talents and gifts, for example, in music.

Community cohesion is promoted strongly within the school and its immediate locality. The good links with local schools and others further afield and abroad continue to develop. The headteacher has created teams of highly committed and dedicated staff. However, despite a strong culture of distributed leadership and collective participation in decision making, leaders and managers have too little impact on driving school improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>4</b>

## Early Years Foundation Stage

Many children start the Early Years Foundation Stage with little English. Good emphasis on personal, social and emotional education and good adult support ensure that the majority of children make good progress in this aspect of their development. This provides the foundation for the good behaviour and ability to work independently seen in the rest of the school. Children's skills and abilities in most areas of learning are close to those expected for their age by the end of Reception, except for early literacy and numeracy, which are below.

Learning opportunities include activities across all the areas in a well equipped indoor and outside environment. There are many opportunities for children to be active and develop physical skills well. The popular 'tree house' was imaginatively used to discover why 'the bear was afraid of the dark'. There are also many opportunities for children to develop their creativity and knowledge about the world through sand, water and interesting nature displays. A good level of adult support ensures children receive a large amount of individual attention. In literacy activities, support assistants sometimes point out the answers too quickly, the formal teaching of writing is absent, and letters and sounds work

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lacks challenge. These shortcomings limit the development of early literacy skills. Mathematical development is also weaker than other areas of learning, but less so than for is the case for literacy.

The new Early Years Foundation Stage coordinator has identified areas of weakness in writing and linking letters and sounds and has devised appropriate plans to tackle this. The safety and care of all children has a very high profile. Good relationships with parents and carers extend learning into children's homes. Staff work particularly well to involve parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

There was a lower than usual return of completed questionnaires from parents and carers, but many pupils were absent due to illness during the inspection. Almost all parents and carers who responded expressed very positive views about the school. Some wrote praising the school for its values and the way their children have settled happily because of the way that the headteacher and staff make parents and carers welcome. Several positive comments were received about the support provided for pupils with special educational needs and/or disabilities. Some praised the educational visits. A very small minority included additional comments to express disquiet about progress and a few others spoke similarly about the informal nature of learning. The evidence from the inspection supports these concerns, but inspectors recognise the strong partnership the school has formed with many of its parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at William Booth 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	96	2	4	0	0	0	0
The school keeps my child safe	45	94	3	6	0	0	0	0
My school informs me about my child's progress	38	79	10	21	0	0	0	0
My child is making enough progress at this school	29	60	18	38	1	0	0	0
The teaching is good at this school	37	77	11	23	0	0	0	0
The school helps me to support my child's learning	32	67	16	33	0	0	0	0
The school helps my child to have a healthy lifestyle	28	58	20	42	0	0	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)	27	56	19	40	0	0	0	0
The school meets my child's particular needs	30	63	18	38	0	0	0	0
The school deals effectively with unacceptable behaviour	26	54	19	40	0	0	0	0
The school takes account of my suggestions and concerns	29	60	19	40	0	0	0	0
The school is led and managed effectively	36	75	10	21	0	0	0	0
Overall, I am happy with my child's experience at this school	40	83	8	17	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.**



3 December 2010

Dear Pupils

**Inspection of William Booth Primary School, Nottingham, NG2 4QS**

Thank you very much for being so friendly when my colleagues and I visited your school recently. It was very helpful for us to talk to you and see your work. There are many things your school does well. You enjoy exciting projects like the one about the Second World War. You told us you love watching your chicks grow. Adults take good care of you and in turn, you take care of each other and your younger friends. You have someone to talk to when you are worried. You all play your part in the school community and are well regarded by your neighbourhood. You learn how to keep yourself safe and healthy and enjoy selling the vegetables and strawberries you grow.

However, we found that your school is in need of improvement because, in the past few years, you have not been making enough progress in all areas of learning. In order to improve this quickly, we have placed the school in 'special measures'. This means it will receive extra support to make the improvements needed.

Two of the things that must be improved are your reading and writing, which are not as good as they should be. Another thing is attendance. A lot of you do not come to school every day and miss out on your education. We have asked your headteacher and other school leaders to make changes in the way they check your learning to put things right. Inspectors will come back to see the progress the school is making.

All the adults in your school want it to improve quickly and I am sure you do too. You can all help a great deal by always doing your best work. Tell your parents and carers that school is too exciting to miss and you have to come every day.

I wish you every success for your future.

Yours sincerely

Carol Worthington

Lead inspector

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