

# Jacksdale Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122580
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359275
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Angela Kirk

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>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Betty Dixon
<b>Headteacher</b>	Lesley Bowmar
<b>Date of previous school inspection</b>	15 April 2008
<b>School address</b>	Main Road Jacksdale, Nottingham NG16 5JU
<b>Telephone number</b>	01773 783930
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 15 lessons and 10 teachers. Inspectors held meetings with senior leaders, pupils and the Chair of Governors. A telephone discussion was held with the School Improvement Partner. Inspectors studied a range of school documentation, including policies, minutes of meetings, monitoring information, data on pupils' progress, pupils' books and safeguarding procedures. They looked at 89 questionnaires received from parents and carers, 22 from staff and 100 from pupils.

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

- Pupils' progress, particularly in English.
- How well teaching takes account of pupils' prior attainment and how effectively it supports pupils' learning so that all groups can achieve as well as they can.
- The effectiveness of feedback to pupils through marking.
- The impact of leaders and managers at all levels in addressing the key issues from the previous inspection report.
- How well the governing body holds the school to account.

## Information about the school

Jacksdale is slightly larger than the average-sized primary school. Since the previous inspection the school has suffered a lack of continuity in staffing in several classes.

The proportion of pupils known to be eligible for free school meals is broadly average. Almost all of the pupils are of White British heritage and a few pupils from other ethnic backgrounds do not have English as their first language. The percentage of pupils with special educational needs and/or disabilities is below the national average. Pupils are admitted into the part-time Nursery class and into Year 3 from a neighbouring infant school. Each morning the school runs a breakfast club for pupils, which is managed by the governing body. The school has gained the Healthy Schools Gold Award, the Active Mark for Sport and Financial Management in Schools status.

**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**

**3**

## Main findings

Jacksdale is a satisfactory and improving school. Pupils make satisfactory progress in response to satisfactory teaching and leave Year 6 with broadly average attainment. The achievement of all pupils, including those with special educational needs and/or disabilities is satisfactory. Attainment and progress in writing and mathematics lags a little behind that in reading, although the school is already targeting both of these areas and improvements are evident.

Children in the Early Years Foundation Stage settle well into school and make good progress as a result of a vibrant and exciting environment and well-planned lessons which develop pupils' understanding effectively across all areas of learning. All age groups of pupils say that they enjoy school. They behave well and are polite and considerate towards one another, so most lessons are calm and productive. Bullying is rare and pupils and parents say when this does occur it is handled well by staff. Attendance is above average. Pupils display good attitudes to learning and there is a positive and friendly ethos throughout the school. Pupils have a good understanding of how to keep themselves safe, for example on the roads, and older pupils have a good understanding of the dangers of cigarettes and drugs as a result of recent lessons.

Teaching and learning are satisfactory, but inconsistent. Pupils' basic skills develop suitably because teaching uses practical activities effectively. Teaching has a satisfactory impact on pupils' learning over time. A greater proportion of good and outstanding teaching and the more insightful use of assessment information are beginning to accelerate pupils' progress. Occasionally, good practice is not shared successfully throughout the school and so one or two teachers do not understand fully how to improve their skills. A few teachers do not have high enough expectations of pupils or teach new skills clearly. Marking and feedback to pupils is inconsistent and are not well linked to learning objectives. This means that a few pupils do not know how to improve their work. The curriculum is satisfactory with appropriate opportunities to develop pupils' basic skills including information and communication technology across the full range of subjects. Pastoral care is effective and targeted support for vulnerable pupils has resulted in improving outcomes.

The school has taken effective steps to improve since its last inspection, but much of this work has only been evident in the last year, due to good support from the local authority who have worked alongside senior leaders, managers and governors in their monitoring and evaluation activities. This has resulted in the school now being accurate in its self-evaluation. Subject leaders have an improving knowledge of the school. They have carried out lesson observations, work sampling and evaluations of interventions for pupils whose achievement is below that expected. Senior leaders do not have a full understanding of how to use data to track pupils' progress and this has restricted their ability to measure

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improvements and make comparison across groups of pupils. The governing body has a sound understanding of the school's strengths and areas for improvement. It does challenge the school and is starting to monitor the school's work more effectively. The school's capacity for sustained improvement is satisfactory.

Up to 40% of schools whose overall effectiveness is judged 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?

- Improve pupil achievement in writing and mathematics so that more pupils reach average levels and above.
- Improve the quality of teaching and learning from satisfactory to good by:
  - sharing the good practice in the school
  - raising teachers' expectations of pupils
  - ensuring the good work in helping pupils to understand how to improve is consistently applied during lessons and in the marking of work.
- Strengthen leadership and management by:
  - improving the analysis of pupils' progress so data can be used more effectively to measure improvements and to make comparisons
  - ensuring that monitoring and evaluation by all leaders makes good use of data.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enter Year 1 with attainment that is average. Attainment at the end of Year 6 is broadly average, although in the past there has been some below-average attainment in writing and mathematics. Given their starting points, most pupils, including those with special educational needs and/or disabilities make satisfactory progress. Recent school assessment evidence indicates that more effective teaching has led to improved progress.

Progress in lessons varies with the quality of teaching. In the best lessons, pupils make at least good and sometimes outstanding progress. For example, Year 1 pupils investigated the properties and learnt the vocabulary for a set of three-dimensional shapes. The challenge for each ability level was precise and the pace lively due to the wide range of practical activities for pupils. Highly enjoyable learning took place through first hand experiences, such as sorting parcels in the Post Office, making three-dimensional shapes using dough and constructing models. Pupils were supported through excellent probing questions to check their understanding and extend their language skills using specific vocabulary. However, a few lessons fail to challenge pupils or support their learning and teachers' expectations are a little low resulting in a slower pace of learning. Pupils are attentive and productive during most lessons and they readily share their ideas and explain the strategies they are using to undertake a given task. Those with special educational needs and/or disabilities have work at just the right level and additional support that is adapted to their needs through short-term interventions. Consequently, although still satisfactory, their progress is accelerating in line with that of their peers.

Pupils adopt healthy lifestyles suitably and take regular exercise. Observations of pupils and discussions between them and staff shows that a few are still not making the best

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choices for healthy meals, despite much work from the school. Pupils contribute to the wider community satisfactorily. They are involved successfully in village life, for example, through participation in the Soldier Day celebration and work with the local garden centre to plant flower beds. Their contribution to their own school is less well developed, although pupils do take on roles satisfactorily such as 'The Friendship Squad' which supports more purposeful play activities. Pupils have a good understanding of right and wrong and get on well when working in groups. Their understanding of the similarities and differences in values across different cultures and religions is satisfactorily developed although they have had few opportunities to mix with pupils who have a different background to their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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 good relationships with pupils. Planning usually takes good account of prior learning and the broad range of ages and abilities resulting in the challenge for pupils being at the correct level for them to achieve in most lessons. The school's decision to set pupils into ability groups in Years 3-6 for mathematics, together with an improvement in teaching has resulted in improved progress, especially for the more able. Teachers are beginning to use effective methods to support pupils in their work, for example by teaching the steps to add together two 2 or 3-digit numbers in a very systematic and methodical way. A few comments in pupils' books are not well linked to their next steps

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for learning in writing and mathematics. The biggest barrier to learning is that teaching is not consistently good throughout the school, weakening achievement overall.

There are satisfactory links between subjects, but this has not been fully extended to provide stimulating areas of study that develop skills across all subjects. Activities such as prayer workshops and International Day help to enrich the curriculum and there has been some recent good work linked effectively to personal development and well-being to celebrate pupils' successes and to raise self-esteem

Care, guidance and support for pupils are satisfactory, with appropriate individual and group interventions being in place to support those who fall behind academically. The school is tenacious in following-up all aspects of a pupils needs, working effectively with health and education professionals to ensure that vulnerable pupils are supported effectively.

The school's daily breakfast club offers a healthy breakfast and a number of activities including reading, watching television and for example, as observed during the inspection, the making of cards for Mothering Sunday. The atmosphere is calm, supportive and enjoyed by pupils. Procedures for booking each week are not totally effective resulting in some parents and carers not informing the school of changes in their child's attendance. A satisfactory range of activities are provided; occasionally these lack challenge for older pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The senior leaders and managers and the governing body have the necessary skills and ambition to drive the school forward. School plans for the future focus on appropriate priorities, for example on improvements in marking and the use of pupils' prior attainment. Staff and governors are very committed and although the pace of change was initially slowed after the last inspection, partly due to long-term absences of teachers, it has improved in the past year. The school's assessment information is shared with teachers and pupil progress meetings ensure that any who fall behind receive additional support. The school evaluates the impact of this additional support to check which pupils are back on track as a result. Monitoring of teaching and learning is beginning to have a better impact on achievement and senior leaders are able to identify a number of successful initiatives, such as the use of individual targets for pupils.

The governing body is developing its understanding of the strengths and areas for improvement in the school and is beginning to take part in joint monitoring activities with

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senior staff. It ensures that their expertise is shared throughout the governing body with teams undertaking differing tasks through the effective use of well organised subcommittees.

Safeguarding procedures are suitably robust and parents and carers are overwhelmingly happy with the way their children are kept safe at school. Care and sound provision for all groups of pupils means that gender gaps are being addressed and there is no discrimination. The school has worked hard to improve its engagement with parents and carers resulting in good relationships. The views of parents and carers have helped the school to improve its communication through weekly newsletters and information to parents about pupil progress through an additional parents' evening. Community cohesion is strong locally, but development of links further afield in the United Kingdom and global links with schools in Afghanistan and Morocco are still not well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in the Nursery and there are close links with parents and carers. Children start with skills that are below those expected for their age, especially in language and calculation. A minority also lack confidence and find it difficult to concentrate even for short periods. As a result of good teaching and well-planned enjoyable activities throughout the Early Years Foundation Stage, children make good progress to achieve broadly average results by the time they enter Year 1. The safe and secure learning environment allows children to take carefully designed risks and develop their independence. Ongoing assessments and regular team meetings ensure a cohesive approach to teaching and learning.

The leadership of the Early Years Foundation Stage has been vigorous in its work to improve. Successful projects such as one to improve children's speaking and listening skills



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have engaged all staff in improving their understanding of the teaching and assessment of spoken language. As a result activities such as the use of mobile phones to inspire imaginative play and encourage extended conversations are thoroughly enjoyed by children. Planning takes care to cover all the areas of learning both in the classroom and outside and to ensure a good balance between adult-led activities and child-initiated learning. Occasionally, the learning focus is not linked well to some activities, weakening progress.

*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 proportion of questionnaire responses was average and of these, the very large majority were happy with all aspects of their children's education. Parents and carers praised how well their child had settled into Nursery and a few also commented on individual issues where the school had supported their child and themselves particularly well. A few parents and carers expressed concern that they only received progress information about their child at parents' evenings. The school has recently extended the number of evenings and now offers these twice during the year with a written report in the third term. Together with opportunities to make an appointment to see teachers at any time, which some parents and carers choose to do, the inspection team considers this to be satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Jacksdale 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	55	39	44	1	1	0	0
The school keeps my child safe	59	66	30	34	0	0	0	0
My school informs me about my child's progress	36	40	45	51	4	4	3	3
My child is making enough progress at this school	39	44	42	47	6	7	0	0
The teaching is good at this school	40	45	43	48	5	6	0	0
The school helps me to support my child's learning	34	38	45	51	8	9	0	0
The school helps my child to have a healthy lifestyle	30	34	53	60	5	6	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)	32	36	46	52	4	4	1	1
The school meets my child's particular needs	36	40	48	54	2	2	0	0
The school deals effectively with unacceptable behaviour	39	44	39	44	6	7	1	1
The school takes account of my suggestions and concerns	38	43	41	46	8	9	1	1
The school is led and managed effectively	43	48	39	44	2	2	1	1
Overall, I am happy with my child's experience at this school	42	47	41	46	5	6	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.**



1 April 2011

Dear Pupils

**Inspection of Jacksdale Primary and Nursery School, Nottingham, NG16 5JU**

Thank you very much for the warm welcome you gave us when we visited your school recently. It was a pleasure to meet such well-behaved pupils and we were impressed by your politeness to ourselves and to each other and pleased to hear how much you enjoy school.

Jacksdale Primary and Nursery School provides a satisfactory education. It is an improving school. Teaching is satisfactory overall, although some lessons are much better than others. As a result you achieve satisfactorily. You told us that you feel very safe at school and that the staff look after you well. You take an active role in activities in the village, such as planting flower beds and your contribution on Soldier Day, but we thought that you did not have many opportunities to help to improve the school itself. We have asked your school to:

Improve writing and mathematics so that your achievements in these subjects are as good as your reading.

Enable teachers to share their best ideas for teaching and marking so that lessons and feedback to you in books are more detailed and they expect even more from you.

Use a more effective system for measuring your progress, so teachers can check exactly how good improvements are and make comparisons for example between boys and girls.

You can help too by keeping up your positive approach to learning and getting involved in all that your school has to offer.

Yours sincerely

Angela Kirk

Lead inspector

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