

# Hucknall National Church of England (VA) Primary School

Inspection report

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<b>Unique Reference Number</b>	128075
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	360113
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Rooksby
<b>Headteacher</b>	Liz Youngman
<b>Date of previous school inspection</b>	15 January 2008
<b>School address</b>	Montague Road Nottingham NG15 7DU
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## Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 15 teachers. Meetings were held with groups of staff, members of the governing body and discussions were held with some pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies, together with arrangements for safeguarding. The responses to questionnaires from 137 parents and carers, 100 pupils and 23 staff were scrutinised.

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

- Are the more distributed leadership and management within the school securely established and having an impact on school improvement?
- Are all pupils, including the most able ones, making good progress?
- What are the strengths in teaching and the curriculum that contribute to pupils' good progress?

## Information about the school

Hucknall National Church of England (VA) Primary School is larger than the average primary school. Most pupils come from White British heritages and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The school has a lower than average proportion of pupils who have special educational needs and/or disabilities and their needs cover a broad spectrum. The school has been awarded the Green Flag award as an Eco School and the full International School award. There is a privately managed out of school club on the school site, which was inspected, and is reported upon, separately.

**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

Hucknall National Church of England (VA) Primary provides a good education. Pupils enjoy coming to school and are all making good progress. Their enjoyment is reflected in the high attendance rate and good punctuality. Relationships within the school are excellent and pupils' behaviour is outstanding. Pupils say they feel very safe in the school and although bullying is rare, it is always dealt with quickly. The headteacher provides good leadership and has developed a broader senior leadership team to support her. All aspects of leadership and management have moved from being satisfactory to good. This has resulted in improved teaching and a better curriculum which have enabled pupils to make more progress. Pupils' levels of attainment by the time they leave school are consistently above average and the most able ones are helped to attain even higher levels. Leaders and managers at all levels have a good understanding of the strengths and areas which require developing in the school and their self evaluation is accurate. There has been good progress on improving the issues identified during the last inspection and the school has a good capacity for sustained improvement.

Within the overall good teaching there are several examples of outstanding practice. Teachers fully involve pupils in evaluating their own progress and give them opportunities to carry out independent activities to learn even more. Where teaching is outstanding the marking of pupils' work is also of high quality and gives pupils guidance on how to improve and get to the next level in their learning. These good practices are not seen in less successful lessons. The curriculum gives pupils a wide variety of experiences and provides a good contribution to their development of both personal and academic skills. In most lessons the work is well matched to pupils' abilities and more challenging work is set for higher achievers. Pupils with special educational needs and/or disabilities are well supported and able to make good progress.

Pupils make an outstanding contribution to the school and the wider community. The school council organises events such as a disco to raise funds. They have also taken responsibility through the eco-team for the woodland walk. All pupils help organise their own class assemblies and older pupils assist with regular jobs around school. Pupils regularly support activities in the local community and support the wider community through fund raising and close links with other schools such as one in Ghana.

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

- Raise achievement in English and mathematics by sharing best practice within teaching to ensure :
  - consistent use of assessment systems within lessons which encourage pupils to become responsible for their own progress

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- consistent marking of pupils' work so that they are always given good feedback on how to improve and get to the next stage in their learning.

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

**2**

Pupils achievement is good. They join Y1 with broadly average attainment and make good progress to leave Year 6 with above average attainment. There are no significant differences in the progress made by boys and girls in both English and mathematics. Pupils with special educational needs and/or disabilities also make good progress because of suitable intervention strategies and in-class support. There are a number of small support areas around the building which are used for small group work. Pupils say they enjoy all the lessons and some were very enthusiastic about mathematics and information and communication technology. They say all teachers use exciting and interesting techniques. In a Year 1 mathematics lesson the teacher developed a sense of excitement by setting a 'real' problem for pupils to solve. In this lesson the work was exceptionally well-matched to pupils' abilities and extension work provided for any who finished their work. In a Year 5 science lesson the subject was introduced very well with video clips and discussion. Pupils were then actively involved through role play activities and their interest stimulated by being bees around a real plant whilst discussing pollination.

From the questionnaire results and discussions with pupils it is clear that pupils feel safe and are happy at the school where they develop good skills. They identify that some bullying does occur in this large school but it is always dealt with. Behaviour in lessons and around the school was always good and mainly outstanding. Pupils eat healthy food and a large number join in the wide range of sport activities available to them on the large well resourced site. Gaining the Green Flag Eco award reflects the work done through the eco-team to develop and support the environment. Pupils' spiritual moral social and cultural development is good. Being awarded the International School award reflects the work the school has done to link with schools abroad but at this stage pupils have limited opportunities for direct contact with those from significantly different backgrounds to their own. Attendance has been steadily improving and is now high with little lateness.

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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>	2
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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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 all have good subject knowledge and have excellent relationships with pupils. Teaching assistants provide good support in lessons but in general have to work across year groups and are not present in all lessons. In good and outstanding lessons the pace is brisk and pupils respond to the challenges. In a few less successful sessions the pace of learning was slower and some pupils became less focussed. Teachers make lessons fun and use resources well. In the majority of lessons pupils are involved in assessing their own progress and most pupils know their targets. Teachers mark pupils' work regularly but the quality of information they give about how to improve varies. The curriculum is broad and balanced and differentiated to meet pupils' needs and interests including those with special educational needs and/or disabilities. Cross-curricular links are developing well and already developed in mathematics, English and information and communication technology. High levels of enjoyment and engagement are provided through topic work for example about chocolate, the Vikings and the Titanic. Partnerships contribute well for example to enhance physical education provision. Links with other communities and other schools enhance pupils' knowledge of other cultures. The wide range of extra-curricular activities is well supported and many pupils take advantage of the opportunities to play a musical instrument or sing in the choir.

Pupils, parents and carers agree that pupils are safe and well cared for in school. Support for pupils with special educational needs and/or disabilities is well-planned. Pupils say that

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the help they get results in increased confidence to tackle their learning. The school has good partnerships with external agencies and the local authority provides additional support for pupils with their academic and social needs. There are very effective links to support those pupils in potentially vulnerable circumstances. The links with The National School are strong and help ensure that pupils are prepared for a smooth transition at the end of Year 6.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has a clear vision for the school and has ensured that systems are in place to support improvement. The leadership team has been re-structured since the previous inspection and middle leaders now take the lead on their sections of the school development plan. There are good procedures to monitor and evaluate the effectiveness of provision ensuring they have an accurate understanding of the strengths and weaknesses. The impact of actions to improve teaching and learning has been good and teaching has improved from satisfactory to good. The effectiveness of the governing body is good. Members have developed their skills and very effectively monitor the progress of the school. They have a good committee structure set up and provide both support and challenge to the school leaders. Statutory requirements are fully met.

The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. All pupils have the same opportunities within lessons and other school activities. Pupils say they are all treated fairly. Attainment is above average and there is no difference in the progress made by any group. Safeguarding arrangements are good, with good site security to ensure no unauthorised people can enter the site. Records of the suitability of all staff to work in the school are all up-to-date. Health and safety inspections are carried out regularly to support the comprehensive range of risk assessments. Whilst all the checks are carried out some of the supporting documents are not easy to locate. There are good records of meetings with external agencies to support pupils whose circumstances make them potentially vulnerable. Procedures to identify any possible concerns over child protection are all in place and training exceeds the minimum level. School leaders understand their community well and all staff were involved in the initial audit of provision. There are good links with the local community and leaders have worked with outside agencies to develop links with other faith groups in the area. The school has links in place with communities beyond the local area but these have not yet enabled productive direct contact between pupils. The leaders are taking a significant role in promoting community cohesion by working with a local Islamic group. Community

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cohesion is good and the impact of actions taken to promote it are monitored by leaders and members of the governing body.

*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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join the Early Years Foundation Stage in September or January with skills close to those expected for their age, but, lower in communications, language and literacy. They make good progress because teaching and learning are good in both Reception classes. There are no differences in the progress made by different groups of pupils. Parents and carers are very satisfied with the provision and a typical comment was 'My son has had a great start with his education'. All the welfare requirements are met within a very caring and secure environment. There is a welcoming atmosphere and children move around the area confidently and show mature and friendly attitudes. They excitedly show visitors around their classroom and explain what they are doing as well as proudly showing their work. They all behave extremely well. There is a good mix of teacher-led activities and those that the children choose themselves. The outdoor area has improved greatly since the previous inspection and is well used to support learning. Pupils confidently explain their learning and follow routines well.

The curriculum is good and meets the needs of all children. Progress is monitored regularly and teachers use the information to plan future work and to arrange any additional support needed. Leaders are knowledgeable, set targets and have very high expectations of the pupils and adults who work with them.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 response rate from parents and carers to the Ofsted questionnaire was slightly below the national average for primary schools. Most of these parents and carers are confident that pupils are safe and enjoy school. There were many written supportive comments from parents and carers. Typical of these are 'An excellent, well balanced school, which cares for its pupils', 'My child has received a very good education with any issues dealt with quickly and effectively' and 'I feel that this is an excellent school and my child (as well as his parents) is very happy at school'. There are, however, mixed views about some aspects. The written comments indicate that most of the concerns arise from the end of day procedures which are seen as much stronger for the young children but appear to a few to be less effective for the older pupils. The headteacher is to write to parents and carers to explain the procedures. Other comments and views were considered as part of the inspection process and contribute to the findings in the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Hucknall National Church of England (VA) 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 424 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	45	71	52	2	1	1	1
The school keeps my child safe	65	47	66	48	0	0	5	4
My school informs me about my child's progress	42	31	85	62	8	6	1	1
My child is making enough progress at this school	51	37	71	52	8	6	3	2
The teaching is good at this school	55	40	70	51	7	5	2	1
The school helps me to support my child's learning	38	28	86	63	8	6	1	1
The school helps my child to have a healthy lifestyle	49	36	83	61	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	27	83	61	4	3	0	0
The school meets my child's particular needs	45	33	74	54	12	9	2	1
The school deals effectively with unacceptable behaviour	36	26	77	56	7	5	7	5
The school takes account of my suggestions and concerns	28	20	83	61	8	6	8	6
The school is led and managed effectively	43	31	68	50	13	9	5	4
Overall, I am happy with my child's experience at this school	59	43	65	47	8	6	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



27 May 2011

Dear Pupils

**Inspection of Hucknall National Church of England (VA) Primary School  
Nottingham NG15 7DU**

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you and looking at the work you do. Your school is giving you a good education.

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

You enjoy school and attend regularly.

You tell us that you feel very safe in the school because any bullying is dealt with quickly and well.

Your behaviour in lessons and around the school is excellent.

You all make good progress as a result of good teaching.

There are good relationships throughout the school.

You make an extremely good contribution to your school community and to the community beyond the school including your work in the school council and your eco-team.

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

- ensure teachers always involve you in assessing your own work during lessons
- ensure that when teachers mark your work they always give you advice on how to improve your work and what you need to do to get to the next level in your learning.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood

Lead inspector

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