

Awsworth Primary and Nursery School

Inspection report

Unique Reference Number	133296
Local Authority	Nottinghamshire
Inspection number	360474
Inspection dates	8–9 June 2011
Reporting inspector	John Horwood

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Marilyn Reed
Headteacher	Jane Mainprize
Date of previous school inspection	20 November 2007
School address	The Lane Awsworth Nottingham NG16 2QS
Telephone number	0115 9321926
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Age group	3–11
Inspection date(s)	8–9 June 2011
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Introduction

This pilot inspection was carried out by three additional inspectors. Inspectors used a number of strategies to observe learning. The strategies included lesson observations ranging from five minutes to full lessons, which were then followed by discussions with the teacher and separately with the pupils. A total of nine hours was spent observing teaching, which included visiting 19 lessons and observing nine teachers. Meetings were also held with staff, governors and groups of pupils. Informal discussions also took place with parents, carers and pupils. Inspectors looked at documents including the school improvement plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to 87 questionnaires from parents and carers, 16 responses from staff and 100 responses from pupils were examined and analysed.

Information about the school

Awsworth Primary and Nursery School is an average-size primary school serving the local village and the outlying areas. The proportion of pupils from minority ethnic groups is lower than that found nationally and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is also lower than that found nationally. The proportion of pupils with disabilities and with special educational needs is lower than the national figure and no pupils have a statement of special educational needs.

The school has achieved the Healthy Schools Gold Award and the International Schools Award. The national attainment targets have been exceeded in the past three years.

There is a privately managed out of school club on the school site, which was inspected, and is reported upon, separately. A recently opened Sure Start Children's Centre operates from the school site but was not scheduled for inspection at this time.

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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	1
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- This is a good school which continues to improve. Pupils enjoy school and attend regularly. The safety of pupils is a high priority and the approach to safeguarding is outstanding. Pupils and parents and carers confirm that pupils are safe.
- Most pupils, including those in the Early Years Foundation Stage, make good progress as a result of good teaching and effective guidance and support by caring staff. Pupils who find work harder than others are often taught separately from the main class to help them make good progress. Attainment at the end of Year 6 has been rising steadily and is broadly average. The differences between the attainment of boys and girls and that between those eligible for free school meals and those who are not are narrowing.
- The outstanding behaviour within the school enables pupils to focus on their learning. There have been no exclusions for many years and excellent behaviour is 'the norm' for all pupils. A small minority of parents, carers and pupils expressed concerns about a small amount of disruption in lessons. The poor behaviour of a very few is currently evident in a few lessons. The pupils concerned have particular difficulties and there are effective measures in place to support them. Their behaviour does not have a significant impact on the learning of others.
- Excellent relationships exist in all lessons. Teachers adapt the lessons in response to pupils' pace of learning and activities are kept to appropriate lengths so that pupils do not lose interest. In a small minority of lessons, work is not matched sufficiently to pupils' abilities, especially the most able, and the pace of learning is slower.

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- Parents, carers and pupils all attest to the outstanding leadership of the headteacher and the staff team. Leaders have tackled the issues from the previous inspection well and standards have risen. Improvements around the school have also enabled better use to be made of the outdoor learning area for the Early Years Foundation Stage children.

What does the school need to do to improve further?

- Raise achievement by sharing best practice within teaching to ensure:
 - consistent use of assessment systems within lessons to match work to pupils' abilities and to promote a good pace of learning
 - that the more-able pupils are always given work that challenges them sufficiently in order to develop their full potential.

Main report

The school benefits from established leadership that is committed to improvement of academic standards within a safe and caring environment. All leaders share the vision of the headteacher and, while systems to support improvement are well established, there is a determination to improve these continually to accelerate progress. The governing body provides good support and challenge to school leaders to help drive improvement. It has an effective committee structure for monitoring and discussion as well as established and allocated responsibilities to work with subject leaders or others who lead on aspects of the school's work.

The school's self evaluation is accurate and confirms the leaders are focused correctly on how to improve the school. The consolidation of the strengths noted in the last inspection, accompanied by the improvements in achievement, show that the school has a good capacity for sustained improvement.

The outstanding safeguarding arrangements include rigorous systems to support pupils whose circumstances may have made them vulnerable and their families. Leaders have ensured that there has been no discrimination within the school and that staff and the curriculum promote equality. Several parents and carers wrote very supportive comments about the leadership including, 'The school is well led and managed by Mrs Mainprize who is professional and extremely dedicated' and 'Both my children have been very happy and Mrs Mainprize and all the staff do a fantastic job'.

Children enter the Early Years Foundation Stage in the school's Foundation Unit with skills levels below those expected for their age. They make good progress throughout the Early Years Foundation Stage to be slightly below but close to expected levels when they move to Year 1. This is because of a stimulating environment and good teaching. The Reception-age children are taught in both the Foundation Unit and the first class in the main school and all children share the experiences of both. Parents and carers are very pleased with the provision within

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the Foundation Unit, where there is a welcoming environment with good resources and well-planned activities. The outdoor area is used well to support learning. A typical comment from parents and carers of children in the Foundation Unit was 'The unit is fantastic in every way'. Within Key Stage 1 and 2, pupils make good progress. Attainment at the end of Year 6 has been rising over recent years and is now consistently average in English and mathematics. Throughout the school, pupils are currently making good progress as a result of good teaching. The progress seen in lessons is good and this is confirmed by the work seen in books for the current Year 6 pupils. Girls often do better than boys in all subjects at the end of Year 2, but by the end of Year 6, the gap has been eliminated. A new assessment system has been introduced to enable easier monitoring of progress of groups of pupils as well as individuals. The data show that, for example, the gap between the attainment of boys and girls is narrowing throughout the school. The gap between the attainment of pupils known to be eligible for free school meals and those who are not is lower than in most schools. The sample size for pupils with disabilities and with special educational needs and/or disabilities is too small for accurate analysis as a group, but individual attainment records show that they make good progress over time. The judgement is confirmed by the progress they were seen to be making during lessons.

Pupils enjoy the lessons and talk about their learning, as was seen after a science lesson exploring food values and their importance; a group of girls demonstrated their enthusiasm and understanding by explaining to an inspector the food values of playtime snacks. In an outstanding Year 1 and 2 design and technology lesson, pupils' interest and desire to learn were reflected by their outstanding behaviour and they made very good progress in identifying fruits by their description and then by their smell. Pupils with disabilities and with special educational needs are supported well by teaching assistants and the class teacher during lessons and benefit from small-group activities. They are also taught by a teaching assistant separately and in 1:1 sessions. The support is effective because the teaching assistants are well trained and plan with the teacher so that the same lessons are taught, but using more practical approaches. The 1:1 sessions are very focused and mean that pupils do not miss a significant amount of the lesson. All groups of pupils have good opportunities to develop their reading skills, with very effective provision for phonics teaching (the sounds that letters make) in the younger age groups and then focused guided reading sessions in the older age groups. Pupils make good progress in their reading. At the age of six, their reading skills are slightly below average, but by the end of Year 6 in 2010 their reading skills were above average.

Teachers have good subject knowledge and plan together well for the parallel classes in order to avoid any repetition of work and ensure equal opportunities for all pupils. Teachers manage behaviour well and the few behaviour issues are dealt with quickly. Assessment systems are used well in most lessons to ensure the pupils can learn at a good pace. but in the few satisfactory lessons the work was not matched well to pupils' abilities. In most lessons, the more-able pupils have extension activities available, but they are not always encouraged to move on to them. Many teachers have outstanding aspects to their teaching and there is a programme of lesson observations in place to share strengths with other teachers. Teachers have the

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confidence to make lessons fun and to spend time responding to pupils' questions, even if it means deviating from the lesson plan. The deviations have a good impact on learning because they allow pupils to extend their understanding in a wider direction. Also, teachers provide constructive comments when they mark pupils' work and set targets for pupils to strive for.

Parents and carers, as well as pupils, are very clear that there is a good standard of behaviour in the school. The responses from the questionnaires are significantly more positive than in most schools. There was only one comment written about a bullying incident and the school's records confirm that such incidents are very rare and dealt with quickly. Racial incidents are extremely rare. The school is a very harmonious community and behaviour and safety are outstanding. A few parents and carers felt that the school did not always meet the needs of their children and written comments suggested this was linked to the needs of the more able. This aspect is discussed in the report.

The school is a mainly White British community, but there is an excellent approach to community cohesion which has ensured there has been no discrimination of any kind. Pupils' spiritual, moral, social and cultural development is outstanding. Leaders know the local community well and have established many good links and partnerships to support pupils' academic progress and personal well-being. They make every effort to provide for the cultural aspects of pupils' development and ensure that the curriculum not only promotes the social and health aspects, but also includes spiritual and cultural opportunities. There is a wealth of display of pupils' work and photographic evidence that pupils are provided with a wide range of opportunities. There is a good range of opportunities for pupils to visit places of worship in the vicinity and good opportunities for pupils to mix with pupils from nearby schools, where pupils have significantly different backgrounds. The school has obtained the International School Award because of its links with schools in different countries such as Mexico and India. Pupils have already communicated directly with pupils through internet links and teachers from partner schools have visited Awsworth. Within the school pupils socialise well and have excellent relationships with each other. Their attitudes and behaviour reflect their good moral understanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Awsworth 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 12 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	62	71	23	26	1	1	1	1
Q2 My child feels safe at school	70	80	17	20	0	0	0	0
Q3 The school helps my child to achieve as well as they can	50	57	30	34	6	7	1	1
Q4 The school meets my child's particular needs	44	51	35	40	5	6	1	1
Q5 The school ensures my child is well looked after	58	67	27	31	0	0	0	0
Q6 Teaching at this school is good	53	61	32	37	2	2	0	0
Q7 There is a good standard of behaviour at this school	41	47	43	49	1	1	0	0
Q8 Lessons are not disrupted by bad behaviour	42	48	35	40	3	3	0	0
Q9 The school deals with any cases of bullying well	43	49	34	39	3	3	0	0
Q10 The school helps me to support my child's learning	47	54	36	41	2	2	0	0
Q11 The school responds to my concerns and keeps me well informed	50	57	33	38	3	3	0	0
Q12 The school is well led and managed	55	63	30	34	1	1	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	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).

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"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 June 2011

Dear Pupils

Inspection of Awsworth Primary and Nursery School, Nottingham, NG16 2QS

Thank you for making us so welcome when we visited your school. We 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.

- The vast majority of you behave exceptionally well in lessons and around the school.
- 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.
- You make good progress as a result of good teaching.
- There are excellent relationships throughout the school.
- Mrs Mainprize and your teachers ensure that you are able to understand about how pupils in different countries and different schools live and learn.

The following are the things we have asked the school to do to make it even better.

- We have asked teachers to ensure they always use their knowledge of your abilities to make sure that work is set at the right level for you and enables a brisk pace of learning.
- We want teachers to always provide work that challenges those of you who find work easy so that you can always make good progress.

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 (on behalf of the inspection team)

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