

Peafield Lane Primary and Nursery School

Inspection report

Unique Reference Number	122434
Local Authority	Nottinghamshire
Inspection number	380470
Inspection dates	8–9 November 2011
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	David Hinds
Headteacher	Gary Walker
Date of previous school inspection	22 January 2009
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Age group	3–11
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Introduction

This inspection was carried out three additional inspectors. They observed 13 teachers and saw 20 lessons. Inspectors observed two assemblies and held discussions with staff, parents and carers, groups of pupils and members of the governing body. They observed the school's work and looked at pupils' books. They also viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements and records of pupils' progress. Questionnaires returned by 158 parents and carers, 70 pupils and 35 members of staff were analysed.

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

- Is teaching effective in raising attainment and are teachers' assessments of the standards that pupils reach accurate?
- What are the explanations for the apparent anomalies in attainment by boys and girls between Key Stage 1 and 2?
- How effective is the school's tracking system in highlighting any differences in achievement across subjects, and between the various groups of pupils as they move through the school?
- Has leadership and management been sufficiently rigorous in tackling weaknesses in pupils' achievement, at both key stages?

Information about the school

Peafield Lane is larger than the average primary school. The governing body manage a nursery for up to 78 children, who move into the school's Reception classes. The proportion of pupils in the school known to be eligible for free school meals is below average. The majority of pupils are from White British heritage. The remaining small proportions are from White and Black Caribbean backgrounds, Pakistani, Polish and from Black African and Black Caribbean backgrounds. A small minority speak English as an additional language, very few of whom are in the early stages of learning the language. The proportion of pupils with special educational needs and/or disabilities is average, with the majority having behavioural, emotional and social difficulties. Pupils are taught in nine mixed-age classes across Key Stage 1 and 2. The school has gained national recognition for its work in several areas, including having the International School Award, Eco-schools Green Flag and Healthy Schools Gold status. Four new members of staff joined the school in September 2011 to replace members of staff who had been promoted to schools elsewhere.

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

Peafield Lane Primary is a good school. It is a school in which pupils feel very safe and highly valued because staff know them really well and provide excellent levels of care. As a result, pupils enjoy coming to school and derive great benefit from the welcoming and supportive learning environment. This is recognised by the vast majority of parents and carers. One, capturing the views of many, said, 'My daughter is very happy at school and enjoys every aspect of her learning. Peafield Lane is a lovely school and I am very pleased with the progress my daughter is making.' Pupils take great pride in the wide range of jobs that they carry out, such as being members of the effective school council, and have contributed considerably to developing the richness of the school environment. Other contributions that pupils make are through Peafield Radio and as eco-warriors in the school allotment. Their consistently outstanding behaviour acts as encouragement for others to contribute to the school's positive ethos. The eager attitudes to learning are underpinned by good spiritual, moral, social and cultural development.

An enterprising Early Years Foundation Stage enables children to make a good start to school. Careful early assessments enable children to start making good progress immediately. This good progress continues as pupils move through the school so that overall attainment at the end of Year 6 is above average. However, pupils' progress is not quite as rapid in mathematics as it is in English because it is occasionally uneven across subjects in problem-solving skills. In addition, pupils have a varying awareness of how to evaluate their success in learning. The effective use of assessment information to identify where additional teaching will be most beneficial makes a significant contribution to pupils' good achievement. One particularly notable aspect of the school's care for individual pupils is the very effective support provided for those who may be in vulnerable circumstances; this ensures that they keep up with classmates and make good progress.

An outstanding feature of the school's provision is the vast range of partnerships that the school engages with to provide a particularly vibrant and stimulating curriculum. This makes a significant contribution to pupils' good progress. Much has been done to improve the quality of teaching and learning; most teaching is good and some is outstanding. However, the quality is not consistent throughout the school; not all pupils in all classes are provided with activities that consistently challenge them. In a few lessons, pupils spend too much time passively listening to lengthy introductions and teachers' questioning does not challenge and extend their thinking well enough.

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In these lessons, too few checks are made on pupils' progress so that learning can be moved on more rapidly.

Another strong feature of the school is the extent to which use is made of the rich diversity of cultures within the global community. The school does much to engage with the local community and works very effectively with many external agencies, faith groups and businesses. As a result, pupils' awareness of, and their preparation for, living and working in a culturally diverse Britain are good. Since the last inspection, the headteacher, with the strong support of all staff, governors and others with leadership responsibilities, has steered the school forward effectively. Strategies for tackling the school's improvement priorities are proving successful; provision for the curriculum and pastoral care have improved since the last inspection. The school's view of itself is accurate and its record of raising achievement shows that it is well placed to build on its strengths and has a good capacity to improve further.

What does the school need to do to improve further?

- Improve pupils' mathematical skills by:
 - systematically developing pupils' problem-solving skills across all subjects
 - raising pupils' awareness of how to gauge the success of their learning.
- Make all teaching good or better by ensuring that:
 - lesson introductions are not too long and that pupils are actively engaged from the outset
 - learning tasks are appropriately challenging and matched to the attainment levels of pupils
 - teachers' questioning challenges and extends pupils' thinking and reasoning skills.

Outcomes for individuals and groups of pupils

2

From below the expected starting points on entry, pupils make good progress so that they achieve well and attain above average outcomes by Year 6. Close attention is paid to pupils' individual needs as they move through the school. Pupils who speak English as an additional language, those with special educational needs and/or disabilities, and those from minority ethnic groups all progress equally well and standards are rising. Pupils enjoy discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. Good achievement was exemplified in Year 5/6 lessons where pupils clearly enjoyed acquiring new mathematical skills and doing the sums correctly. Talking with partners and working in groups with appropriate resources, pupils were able to use clearly-understood methods to calculate increasingly challenging sums by the close of the session. The outcomes of pupils' work in information and

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communication technology, and in art and design, are above the national expectations, and sometimes well above.

Pupils are considerate of each other and their excellent behaviour helps to make the school the calm, harmonious and welcoming place it is. The overwhelming majority report that they feel very safe at school and are confident that they can turn to an adult to sort out any concerns. They report that, while occasional bullying has taken place, they fully trust the adults in the school and know that someone will help them if needs arise. Pupils demonstrate a good awareness of how to avoid risks, whether using the internet or during their journeys to and from school. Pupils are very proud of their school and make an excellent contribution to the school and wider community in many ways, for example, though raising large sums of money for charitable causes.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All lessons are characterised by good relationships between teachers and pupils. Pupils make good progress because assessment information is mostly used well to guide the planning of learning tasks and because pupils are expected to work independently, challenging themselves and others as they talk things through. Perceptive questioning is used by adults to extend pupils' thinking and encourage the use of more varied vocabulary in their answers. This was seen in an outstanding Year 5/6 ICT lesson; pupils were encouraged by the teacher's questions to present their research findings about Hitler in persuasive language in either a presentation

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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or a poster. However, in a few lessons, the work planned is not always pitched at the correct level and progress sometimes slows because the tasks do not offer enough challenge. There is much good practice in the marking of pupils' work. Instances of grammatical and spelling errors in written work are corrected systematically in English books, although not as consistently in other subjects. Particularly good use is made of assessment information to identify underperformance and to track pupils' progress towards their targets.

The excellent curriculum is relevant to pupils' needs and abilities and provides them with memorable experiences. Cross-curricular topics have a special starter to stimulate project work that include studies of the environment alongside aspects of conservation and recycling contributing to pupils' good progress across subjects. All year groups go on a residential stay that pupils describe enthusiastically. Provision for creative subjects, such as art, music and drama, is excellent. The curriculum is enhanced particularly well through local partnerships such as links with other schools.

The vast majority of parents and carers say that the school is very caring. Excellent relationships between pupils and adults are established as a priority. Calm morning registrations begin the day by encouraging punctuality and good attendance. This establishes good preparedness for pupils' subsequent learning. Additional support is provided for those returning after periods of absence ensuring that they catch up rapidly. Pupils say that they feel that all staff care for them very well. A display board indicates clearly to pupils who they can talk to if they have any problems. Transition into, out of, and within school is seamless due to well-embedded procedures. Staff and senior leaders work hard to involve parents and carers in their children's learning by organising workshops to explain, for example, current methods of teaching mathematics. Feedback from parents is positive and pupils are starting to make better progress in mathematics.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels have worked successfully since the previous inspection. Provision has improved considerably and since outcomes for pupils are good the school gives good value for money. Senior leaders have ambitious targets for improvement and the clear sense of drive and direction means the school is firmly set to continue on its upward path. Through rigorous monitoring of teaching

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and learning and very careful tracking of pupils' progress, the school has recognised its strengths and ensured that weaknesses are properly identified and tackled. In particular, the headteacher and the deputy headteacher have a detailed knowledge of the school and community. They share a determination to raise standards further.

Staff carefully check the progress of different groups of pupils reflecting the school's strong commitment to promoting equal opportunities and tackling discrimination. The success of its plans to remedy previous gender differences in pupils' progress shows that its policies are having a strong impact. The contribution the school makes to community cohesion has improved and is good. Clear actions promote pupils' understanding from a local perspective well. Links with other schools and agencies are harnessed very effectively. Another strong feature is the extent to which use is made of the rich diversity of cultures within the global community. Pupils have established links with a school in China through the exchange of letters and educational materials, and all the older pupils learn Mandarin. A topic on China is embedded in the curriculum and the school was seen to be preparing for China Week that coincides with the visit of a headteacher from China.

Members of the governing body have worked well with other leaders and managers to ensure that safeguarding procedures, including those for recruiting and vetting staff, are of excellent quality and applied consistently. The local authority uses staff from the school in child protection training. Rigorous risk assessments are carried out, for example, for the many trips outside school and for the great variety of activities that are carried out on the school site. The governing body takes its statutory responsibilities seriously and provides effective support and challenge. The school is giving support to a local school, in the drive to raise standards there, and has raised funds to help the education of children who have fewer advantages. The school seeks the views of parents and carers to make sure it understands their particular needs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

When children join the Nursery, the skills of many in all areas of learning are below those usually found in children of their age. Some have limited knowledge of speaking English. However, effective adult support ensures that learning is good for all groups of pupils. As a result, by the time pupils enter Year 1, attainment is broadly average. Children settle quickly as a result of the well-organised induction arrangements and good adult care and support. All adults are vigilant in meeting the needs of children and welfare requirements are met. As a result, children feel safe and enjoy their learning. Most children get a good start in the Nursery where opportunities for active play in the large and well-equipped outdoor play area are taken up eagerly. A strong emphasis on children's personal and social skills ensures that children soon begin to share, to learn and to play together. Children show obvious enjoyment, for example, as they start counting and recognising numbers. Parents and carers are delighted with the education provided by the school, typically commenting about the progress they see their children making. A particular strength in provision lies in the accurate assessment of children's language needs, so that appropriate support can be provided, especially in reading. Increasing competence in spoken English enables children to express themselves with growing confidence as they move through the Nursery and Reception classes.

The range of learning opportunities provides positive experiences for children, both indoors and outdoors, and covers the six areas of learning well. Staff have undergone training in the promotion of early literacy skills. However, it is too soon to see the full impact on children's attainment. Leadership and management of the Early Years Foundation Stage is good because adults work well as a team and share a clear vision about what can be done to enhance children's learning experiences.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers responding to the inspection questionnaire was higher than in other primary schools. The responses to the questionnaire reflect a positive relationship with the overwhelming majority of parents and carers, who say

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that staff keep their children safe, that their children enjoy school and that teaching is good. Inspection evidence corroborates these positive comments. A minority of parents and carers felt that behaviour is not managed effectively. Inspectors investigated their concerns and found that behaviour is excellent, both in and outside the classroom, as a result of staff's very good care and guidance. A similar small proportion of parents and carers felt that the school does not take notice of parental suggestions and concerns, and that the school is not led and managed well. The school is communicating regularly with parents and carers, especially through newsletters and the school's website, to set up a dialogue to share the leaders' vision for school improvement. Inspectors found that the quality of leadership and management is good and underlies the good progress that pupils are making.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peafield Lane 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	57	63	40	3	2	0	0
The school keeps my child safe	92	58	63	40	1	1	1	1
The school informs me about my child's progress	73	46	76	48	7	4	0	0
My child is making enough progress at this school	79	50	72	46	3	2	1	1
The teaching is good at this school	85	54	66	42	3	2	0	0
The school helps me to support my child's learning	80	51	70	44	5	3	0	0
The school helps my child to have a healthy lifestyle	67	42	85	54	5	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)	67	42	78	49	7	4	0	0
The school meets my child's particular needs	73	46	77	49	4	3	0	0
The school deals effectively with unacceptable behaviour	59	37	70	44	20	13	3	2
The school takes account of my suggestions and concerns	61	39	65	41	14	9	1	1
The school is led and managed effectively	53	34	80	51	12	8	4	3
Overall, I am happy with my child's experience at this school	84	53	65	41	5	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



10 November 2011

Dear Pupils

Inspection of Peafield Lane Primary and Nursery School, Mansfield NG19 9PB

Thank you for the help you gave us with the recent inspection of your school and for the very friendly way you received us. We spoke to many of you and you were really helpful in sharing your views and telling us how the school council was helping to improve the school even more. We particularly enjoyed watching you learn in lessons and seeing your enjoyment in playing outside in your wonderful surroundings.

Yours is a good school. Your behaviour is excellent. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You make more progress on some occasions than on others. We have asked your teachers to make sure that in all of your lessons you are really stretched so that you make the best possible progress all the time. We have also asked that teachers make more frequent checks on your learning in lessons. Your teachers spend a lot of time marking your work and, through this, give you good guidance on what you have to do to take the next steps in learning, particularly in developing your number skills. We have asked staff to do more to improve your skills in mathematics and you all can help yourselves to do better by making sure that you try hard to follow the advice you are given.

You understand the importance of being healthy; you eat sensibly and take part in physical activities regularly. You learn to work and play very well together and willingly help each other. We were also impressed with how you all do so much to help the school, especially those who help at playtimes and in the classrooms and those of you involved in making decisions through the school council. Yours is a strong and happy community.

Adults at the school look after you exceptionally well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. We think that everyone at Peafield Lane can work together to do the things we have asked them to do and that all of you will want to play your part by working hard and attending school regularly.

Yours sincerely

Andrew Stafford
Lead inspector

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