

Sandiacre Cloudside Junior School

Inspection report

Unique Reference Number	112702
Local Authority	Derbyshire
Inspection number	378541
Inspection dates	6–7 December 2011
Reporting inspector	Joanne Harvey HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Martin Waring
Headteacher	Lydia Lastowiecki
Date of previous school inspection	22 November 2010
School address	Stanton Road Sandiacre NG10 5DE
Telephone number	0115 9392263
Fax number	0115 9392263
Email address	headteacher@cloudside.derbyshire.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fourteen lessons were observed and eight teachers seen. Inspectors held a meeting with representatives of the governing body, groups of pupils, senior and curriculum leaders, a representative of the local authority and the special educational needs coordinator. They observed the school's work and looked at: the school development plan; assessment information; school monitoring information; lesson plans; and school policies. They analysed 44 questionnaires from parents and carers, together with questionnaires from staff and a representative sample of pupils.

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

- Whether attainment and progress, particularly in mathematics, are improving swiftly and securely across school.
- Whether enough pupils are reaching the higher grades of which they are capable.
- Whether there are enough consistently effective features in teaching and the curriculum to ensure good progress in pupils' learning.
- Whether there is sufficient rigour to systems for monitoring and data analysis to drive rapid improvements and to enable the governing body to carry out its work effectively.

Information about the school

This is slightly smaller than average-sized school. The proportion of pupils entitled to claim free school meals is slightly larger than average. The proportion of pupils from minority ethnic groups is much smaller than average and there are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is higher than average. The school has achieved the International Schools Bronze Award, Financial Management Standards in Schools status, Activemark, Let's Get Cooking and Healthy School 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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has successfully addressed the issues raised at the last inspection and its overall effectiveness is now satisfactory. It has some good features.

Success is due in no small part to the drive and determination of the senior leadership team. Staff and the governing body now share senior leaders' vision and are working together more effectively to secure improvements. Care, guidance and support and safeguarding are good as are aspects of pupils' personal development. Significant improvements have been made to teaching so the achievement of pupils has also improved. The curriculum is satisfactory: the focus has been on securing rapid improvements to provision and outcomes in English and mathematics, so development in other subjects has been relatively slower. However, pupils' enjoyment of school is in no doubt and they demonstrate this through their broadly average but improving levels of attendance and their good behaviour.

Pupils make at least satisfactory progress during their time at the school. For an increasing proportion, progress is good. Attainment, particularly in English, has been steadily rising over recent years and is now securely average at the end of Year 6. It is above average in reading and broadly average in writing. Though attainment is broadly average in mathematics, the progress pupils make and their levels of attainment have been more variable. Some have had to make accelerated progress in order to make up for previous underachievement which has now been eradicated. There are other encouraging signs. Attainment is currently above average in English and mathematics in Year 5 for example. The proportion of good teaching has increased significantly. However, there is not enough of this good practice to ensure good progress for the large majority of pupils or to enable the most able to excel. For example, instances remain where teachers miss opportunities to maximise pupils' learning through probing questioning which gets pupils to explain their answers. It remains the case that pupils do not get enough opportunities to apply and reinforce their basic skills of literacy, numeracy and information and communication technology to the highest standards in other subjects.

The good care provided in a positive and welcoming environment underpins the school's work. Staff form strong relationships with pupils so they feel safe and develop positive attitudes. Barriers to learning are minimised for those whose

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

circumstances may make them vulnerable so they are ready to learn and progress at least as well as their peers.

Leadership at a senior level has strengthened considerably. Leaders' monitoring and evaluation of the school's work, including that of teaching, pupils' performance and provision for pupils with special educational needs and/or disabilities, is rigorous and accurate. Recent improvements to provision and better outcomes for pupils demonstrate the school's satisfactory capacity to continue to improve. The governing body, previously judged inadequate, now carries out its role satisfactorily. With regard to safeguarding, it carries out its duties well. Middle leaders have yet to play their full part in driving forward school improvement, particularly in checking on the quality of, and planning for improvements to, the wider curriculum.

Up to 40% of the 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?

- Raise attainment in English and mathematics to be consistently above average and quicken progress by:
 - asking questions throughout lessons to assess pupils' understanding, adjust teaching accordingly and further challenge their thinking
 - ensuring the system for target setting is applied consistently across school
 - providing more cross-curricular and creative opportunities for pupils to practise their literacy and mathematics skills to the highest standard in a range of relevant contexts
 - securing teachers' subject knowledge in subjects other than English and mathematics.
- Ensure that at least a similar proportion to that found nationally achieve the highest levels in reading, writing and mathematics by:
 - ensuring all teachers share the highest expectations of what pupils can achieve and consistently challenge them to excel
 - providing more opportunities for pupils to use information and communication technology to research, analyse and present their ideas.
- Strengthen leadership and management by:
 - empowering middle leaders to play their full part in driving school improvement
 - strengthening partnerships with parents and carers.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning and are keen to do well. Leaders keep a close eye on everyone's performance, whatever their gender, background, first language, or

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

particular need. As a consequence, from broadly average starting points, progress for all groups is at least satisfactory overall. Some pupils who had previously underachieved have made accelerated progress and so made up the lost ground. Pupils with special educational needs and/or disabilities make similar progress to their peers and where they have a specifically identified need their well-planned and well-delivered additional support ensures their progress is good. Gaps are identified promptly and become a focus for action. Evidence shows that these gaps are successfully closed, such as the relatively weaker performance of boys in writing and of girls in mathematics. Observations by inspectors and evidence presented by the school confirm that the proportion of pupils who make good and even better progress has grown. For example, in a lesson in a Year 5 class, all pupils made excellent progress in their ability to develop characters in stories. The teacher began by making the objective extremely clear and setting meaningful well-planned tasks matched closely to ability. She then circulated, using probing and open-ended questions to check understanding, address misconceptions, model and insist pupils present and explain their ideas, developing good speaking and listening skills and challenging them to take their learning on even further. In contrast, the characteristics of weaker lessons seen included the use of the same task for pupils with a wide range of ability, questioning which did not encourage the pupils to explain their thinking well enough and insufficient attention to the pace and quality of learning.

Pupils acquire a range of personal skills that help them to develop into rounded individuals. These personal skills, along with their satisfactory basic skills, ensure that they are prepared suitably for the next stage of their education. They can talk with confidence about how to keep themselves safe because they say the emphasis is put on this daily. They enjoy physical activity and tuck into healthy school lunches. The school cultivates mutual respect and cooperation and promotes pupils’ confidence and self-esteem well. Their spiritual, moral, social and cultural development is good. They have some opportunities to reflect and discuss topics such as feelings and relationships. They have a good sense of right and wrong, are sensitive to the needs of others and can often be seen to help and support each other in lessons and at social times. Their understanding of life in a multicultural society is relatively less well developed.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2

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

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

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

How effective is the provision?

While the quality of teaching has improved significantly since the last inspection, some inconsistencies remain which prevent pupils from making consistently good progress. For example, teachers now use accurate assessments to inform detailed planning which is mostly matched closely to the differing needs and interests of pupils. In the best lessons, teachers supplement this with regular, closely targeted questions to check on pupils' understanding and address misconceptions, modifying plans to add further challenge so that learning is highly individualised and moves on at a good pace. However, there remain instances where, for example, expectations are not high enough, questioning does not probe pupils' understanding, and starting and ending points are similar for all. The quality of marking and feedback is now good. However, this is not always complemented by clear and relevant targets that help pupils to move their own learning on quickly as in some classes the school policy in this regard is inconsistently applied.

A creative, topic-themed approach to the curriculum is being planned but has not yet been implemented. Teachers are much more secure in their ability to encourage the progression of reading and writing skills and, increasingly, mathematical skills. However, these skills are not yet promoted strongly across a range of subjects, including in information and communication technology, and through a range of relevant and exciting contexts. Teachers have yet to develop the same level of subject knowledge and confidence across the range of foundation subjects. Some good practice in the use of information and communication technology to support learning was seen, but this is not consistent across school. Enrichment includes a popular residential visit and French lessons. Extra-curricular activities are many and varied to suit all interests; they are enjoyed by pupils and have a high take-up.

Good-quality care for all pupils lies at the heart of the school's ethos, as does reducing barriers to learning for the most vulnerable. For those facing emotional and social challenges, additional nurture and support is readily available, often in partnership with a range of other agencies. Good leadership from the special educational needs coordinator ensures that the progress of pupils with very specific additional needs is particularly closely tracked so that interventions are well targeted and secure good progress.

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

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The impact of senior leaders has improved significantly. Their renewed drive to raise aspirations for pupils and staff has resulted in a united team and generated higher morale. They now extensively monitor and accurately evaluate the effectiveness of provision and its impact on learning. Importantly, leaders have set about improving the quality of teaching and learning with measurable success. They are aware that there is more to be done to bring consistency to the quality of teaching and learning and the curriculum across school but have identified the correct actions. They hold teachers to account for the performance of pupils. They have yet to grow the capacity of middle leaders to drive improvement in their curriculum areas. Governance is satisfactory. Governors are highly committed and give freely of their time and support. They ensure all statutory duties are met and, along with the headteacher and staff, they are tenacious in ensuring the effectiveness of safeguarding procedures. Training and a new monitoring cycle have ensured they are now in a better position to hold leaders to account for the school's performance. The school is highly inclusive and the performance of different groups of pupils is tracked to ensure equality of opportunity and that any discrimination is tackled. The improving outcomes for the groups in school are testament to its success. The school is a cohesive community and has suitable plans to extend its duty in this regard beyond the immediate locality. Partnerships are strengthening suitably, for example with partner schools to improve transition, though opportunities are missed, for example, to provide extension activities to encourage the most able to excel. Leaders are beginning to encourage greater parental involvement in the life of the school. They acknowledge that there is more to be done to convince some parents of the effectiveness of the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3

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

The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A smaller proportion of parents and carers than that found in other schools responded to the questionnaire. Of those who responded, the large majority are happy with their children's experience of school and express positive views on most aspects of the school's work. One said, 'My child absolutely loves being here, enjoys his lessons, gets on with all the teachers and is happy with doing his homework. Well done to the school!' A minority of those who responded expressed concerns about several aspects of the schools work, including the quality of teaching and the progress children make and the quality of leadership. Inspectors found these aspects to be satisfactory and improving. Some were concerned that the school does not deal effectively with behaviour. Inspectors judged this to be done well. Inspectors agree with parents that whilst partnerships with parents are satisfactory and good in some respects, more could be done to convince parents that their concerns are listened to and acted upon and to communicate with them more clearly about the effectiveness of the school's work.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandiacre Cloudside Junior 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	27	26	59	5	11	1	2
The school keeps my child safe	19	43	25	57	0	0	0	0
The school informs me about my child’s progress	10	23	27	61	5	11	2	5
My child is making enough progress at this school	10	23	23	52	8	18	2	5
The teaching is good at this school	9	20	26	59	7	16	1	2
The school helps me to support my child’s learning	7	16	26	59	4	9	3	7
The school helps my child to have a healthy lifestyle	12	27	29	66	3	7	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)	8	18	25	57	4	9	1	2
The school meets my child’s particular needs	7	16	28	64	7	16	2	5
The school deals effectively with unacceptable behaviour	9	20	25	57	6	14	2	5
The school takes account of my suggestions and concerns	7	16	24	55	7	16	3	7
The school is led and managed effectively	8	18	19	43	8	18	6	14
Overall, I am happy with my child’s experience at this school	9	20	27	61	2	5	5	11

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.



8 December 2011

Dear Pupils

Inspection of Sandiacre Cloudside Junior School, Sandiacre, NG10 5DE

Thank you for your help during your school's recent inspection. Special thanks go to those of you who took the time to talk with inspectors.

We found that yours is a satisfactory school, and with some good features. It is a school which has improved since the last time it was inspected because of the good work of the senior leaders in school. We were pleased by the friendly and welcoming atmosphere when we arrived. Everyone at school takes good care of you and helps to keep you safe. You say you enjoy learning. This, together with your good politeness and good behaviour, is contributing to your satisfactory but improving achievement. Your teachers are keen for you to make faster progress, so we have asked them to do several things. We have asked them to make sure that:

- the teaching in all subjects is as good as it is in English and mathematics
- you get lots of opportunities to use your literacy and mathematical skills in other subjects to the highest standard and to use information and communication technology more often to support your other lessons
- teachers always give you work that challenges you to do your best so that everyone reaches the highest levels of which they are capable
- you always know what you have to do next to continue to improve and have all the skills you need to help you do as well as you can
- subject leadership is consistently strong
- your parents and carers feel happy that they are included and know how well the school is doing.

You can all play your part by knowing your targets, acting on the guidance your teacher gives you, coming to school every day and continuing to behave well.

On behalf of the team, I wish you all every success in the future.

Yours sincerely

Joanne Harvey
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**