

# Bagthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	122578
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	380494
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Terry Elston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Shacklock
<b>Headteacher</b>	David Walton
<b>Date of previous school inspection</b>	16 September 2008
<b>School address</b>	School Road Bagthorpe Nottingham NG16 5HB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons taught by all 6 teachers present. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, curricular planning documents, examples of the ways in which the school supports different groups of pupils, evidence from the school's lesson observations and information from questionnaires completed by pupils, staff and 72 parents and carers.

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

- How effectively does the teaching promote good progress in writing?
- How well does the school use assessment to show pupils the next steps in their learning?
- What does the school do to give pupils a good awareness of different cultures?

## Information about the school

This is smaller than the average sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The proportion of pupils who are known to be eligible for free school meals is average. The school has recently gained the Eco-Schools, Artsmark and Activemark awards. The governing body manages care facilities for children in a breakfast club before the beginning of the school day.

**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

This school provides a good education for its pupils. Parents and carers feel strongly that this is a school where their children flourish in all areas of their development and leave well-prepared for the future. They speak highly of the good care, guidance and support that make children feel safe and valued. One parent or carer, typical of many commented, 'My child so enjoys his experiences at Bagthorpe, both in the classroom and when taking part in the many outdoor activities. This school gives every child a chance to shine.'

Pupils work hard and achieve well. Their attainment is broadly average by the end of Year 2 and above average by the end of Year 6. Attainment is rising steadily, and the 2011 national test results for pupils in Year 6 were among the school's highest ever. Throughout the school, pupils make very good progress in reading and mathematics. Teachers give them many opportunities to read challenging books, research their topics on computers and practise their number skills. In these subjects, teachers use their assessments of pupils' progress well to support those struggling with their work and to show the next steps in their learning. Attainment in writing is not as high as in reading and mathematics because pupils often have to sit for too long listening and have too little time to do their writing. In addition, not all teachers make it clear enough to pupils how they can move on to the higher levels in their writing.

The school is successful in promoting pupils' spiritual, moral, social and cultural development. They reflect deeply on issues such as the sadness experienced by those affected by war and have a good sense of right and wrong. They have a reasonable knowledge of different cultures but lack the breadth of first-hand experiences to give them a thorough grasp of the diverse faiths and lifestyles of people in this country and in different areas of the wider world. Pupils say how much they enjoy the broad themes that make for such an interesting curriculum. They use their literacy and numeracy skills well in these topics and are rightly proud of their excellent work about the City of London and the Great Plague which is on display.

The school has made good progress since the previous inspection, particularly in improving the quality of teaching and raising pupils' levels of attainment. The headteacher leads well and is highly respected by pupils, parents and carers and staff. He works closely with senior staff to evaluate the school's effectiveness and highlight areas for improvement. The leaders' prompt and effective action to rectify weaknesses shows that the school has good capacity to sustain its improvement.

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

- Raise attainment in writing to the levels in reading and mathematics by:
  - giving pupils more time to write in lessons
  - ensuring that all teachers give clear feedback about how pupils can improve their writing.
  
- Enhance pupils' knowledge of other cultures by:
  - giving them more first-hand opportunities to learn about the lives and beliefs of people in this country and across the world
  - evaluating the impact of the measures taken.

## Outcomes for individuals and groups of pupils

**2**

Children enter the school with skills that are broadly typical for their ages. By the end of Key Stage 1, most pupils read confidently and become increasingly skilled at building sounds into words. Their writing is neat but few write long pieces of work. In mathematics, pupils make good progress, particularly when teachers use practical methods to help pupils learn. For example, pupils in Year 2 gained much from learning to measure by using rulers to compare each other's height.

By the end of Key Stage 2, pupils read with good expression and often read for pleasure at school and home. They scan texts rapidly to gain information from books and the internet. They write stories that are interesting for the reader. For example, pupils in Year 6 produced some vivid descriptive work on what it must have felt like as an evacuee in the Second World War. Occasionally, however, their writing is too brief because the lesson ends before they have finished. In mathematics, pupils are confident using their multiplication tables and use their numeracy skills well, for example, to investigate the cost of producing a book for publication.

Pupils with special educational needs and/or disabilities make good progress. They do particularly well in reading and mathematics because of the very strong focus on these skills in many subjects. They are supported well in lessons while enjoying some good opportunities to work independently.

Pupils behave well and concentrate hard in lessons. They have a good awareness of the need to eat nutritious food and take regular exercise. They nearly always choose the healthy options at lunchtime and enjoy the fresh produce from the school vegetable patch. Pupils have a good involvement in the local community and are often praised for their enthusiastic involvement in events that raise money for local and global charities. They take responsibility well as members of the school council, eco-committee and, in Year 6, as 'reading buddies' for younger pupils.

*These are the grades for pupils' outcomes*

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<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>2</b>
<b>Pupils’ behaviour</b>	<b>2</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>2</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>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers show a good knowledge of subjects and are particularly adept at teaching reading and number skills. They use computer technology well to illustrate their lessons and provide pupils with the means to research their topics. They explain new work clearly but sometimes expect pupils to listen for too long rather than get on with work at their own pace. Teachers ask probing questions and are careful to give pupils of all abilities the opportunity to answer. The teachers make detailed assessment of pupils’ progress in lessons and use these well to plan future work. Pupils find the marking of their work helpful, but not all teachers pay sufficient attention to showing pupils how to do even better, particularly when marking their writing.

The school has developed a rich curriculum that links subjects together in order to make learning interesting for all groups of pupils. Topics on Tudor England, for example, helped pupils learn about the lifestyles of people at that time while giving them opportunities to research how great battles were won and lost. Well-planned personal, social and health education provision ensures that pupils gain a good awareness of health and safety and learn the importance of understanding the impact of their actions on others. Work on bullying, for example, has proved very effective and acts of aggressive behaviour of any kind are rare. The many extra-curricular clubs are popular and help pupils develop their skills in sport and the creative arts. Pupils enjoy many opportunities to use the outdoor area to plant fruit and vegetables and learn about animals in their natural habitat.

Parents and carers appreciate the way staff know their children as individuals and

<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

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are always there if any needs support. Pupils whose circumstances may make them vulnerable benefit from sensitive support, both from the school and from outside professionals. The school has taken effective measures to improve attendance, and absence rates have fallen considerably over the last year. Parents and carers appreciate the good provision of a breakfast club. They say how much their children enjoy the activities provided in, as one said, ‘such a safe and happy place’.

*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	3
<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 plays an important part in promoting pupils’ personal as well as academic development. His strong focus on the school’s ‘Core Values’ means that pupils understand clearly the need to work hard and show respect for others. The headteacher and senior staff form an effective team and drive improvement well towards very challenging targets. The school runs smoothly and safeguarding systems are robust. They are reviewed regularly, and training for areas such as child protection and safe recruitment is thorough.

There are good systems to evaluate teaching and learning. Members of the leadership team make regular observations of lessons and their feedback to teachers is clear and helpful. Governance is good. Members of the governing body are knowledgeable and support the school enthusiastically. They work closely with the leaders to monitor the school’s performance and have the skills and confidence to hold them to account.

The good partnership with parents and carers keeps them well-informed about the school’s work and their children’s progress. Parents and carers feel welcome in school and know that their concerns will be taken seriously.

The school makes satisfactory provision to promote community cohesion. The school’s leaders have forged strong partnerships with the community and local businesses that add much to that provision. Links with environmental groups, for example, have helped develop the school’s grounds and provide pupils with exciting activities such as building an irrigation system. Pupils enjoy many opportunities to take part in local events and meet people to learn about the history of Bagthorpe. Partnerships with contrasting schools in the United Kingdom are developing, and pupils have some good opportunities to communicate with a school in Malawi. These opportunities are fragmented, however, and not part of a systematic and evaluated

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provision to teach pupils about diversity.

The senior staff employ rigorous systems to analyse attainment, compare the school’s performance with others and set priorities for improvement. The school tackles all forms of discrimination well and does much to ensure equal opportunities for all pupils, with the leaders checking carefully on progress made by all groups of pupils and providing effective support for those falling behind.

*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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers speak highly of the way their children are prepared for school and how quickly they settle. The teaching is consistently good and ensures that children make good progress in all areas of learning. The detailed planning enables the adults to manage the mixed-age class well. It ensures that the activities meet the needs of children in the Early Years Foundation Stage while making the most of opportunities for them to learn alongside the more mature pupils in Year 1. The teaching of early reading and number skills is a particular strength and prepares children very well for the move into Year 1.

Children learn to choose from the wide range of activities on offer, and enjoy selling dinosaurs in the ‘Museum Shop’ as much as painting ‘ch’ sounds on the wall outside. The adults observe children’s learning and development carefully and make detailed records of their achievements in the comprehensive ‘learning journals’. The curriculum is planned well, but sometimes the adults provide too few opportunities for children to work on their own and develop their independence. The outside area is well stocked with interesting equipment but the lack of a covered space limits its use in bad weather.



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Children learn much about health and safety and remember to wash their hands after handling dirty materials. They behave well and learn the importance of listening carefully to the adults’ instructions. The provision is led and managed well with a good awareness of how it could be improved.

*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**

Parents and carers think highly of all aspects of the provision. The vast majority appreciate the way their children enjoy school, feel safe and learn how to live healthy lives. They believe the school is well led and that their children are making good progress. Nearly all of those who responded say that the teaching and learning are good. With very few exceptions, they feel well informed about how well their children are doing and how they can help at home. Inspection findings support their views on these issues.

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

Ofsted invited all the registered parents and carers of pupils registered at Bagthorpe 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	76	16	22	1	1	0	0
The school keeps my child safe	55	76	17	24	0	0	0	0
The school informs me about my child’s progress	44	61	24	33	3	4	0	0
My child is making enough progress at this school	42	58	23	32	4	6	1	1
The teaching is good at this school	42	58	25	35	2	3	0	0
The school helps me to support my child’s learning	46	64	21	29	3	4	0	0
The school helps my child to have a healthy lifestyle	46	64	25	35	1	1	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	51	26	36	3	4	1	1
The school meets my child’s particular needs	42	58	23	32	4	6	0	0
The school deals effectively with unacceptable behaviour	45	63	24	33	1	1	0	0
The school takes account of my suggestions and concerns	39	54	31	43	0	0	0	0
The school is led and managed effectively	47	65	22	31	0	0	0	0
Overall, I am happy with my child’s experience at this school	51	71	17	24	2	3	1	1

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](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.**



12 December 2011

Dear Pupils

### **Inspection of Bagthorpe Primary School, Nottingham NG16 5HB**

Thank you for making the inspectors so welcome when we came to your school. We really enjoyed seeing you work so hard in lessons and prepare for your Christmas concert. The many of you who were kind enough to speak to us showed how proud you are of your school. You think yours is a good school, and we agree.

The inspectors found that you work hard and make good progress. You behave well, and this helps to make school a safe and happy place. You have a good knowledge of how to live healthy lives. Even the youngest ones think a lot about people in the world who are sad or have too little to eat. Your headteacher and other senior staff help to run the school smoothly. You work hard at the activities provided for you and enjoy the many clubs at lunchtime and after school. Your teachers make learning interesting and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe.

Your teachers are always looking for ways to improve the school. This is what we have asked them to do:

- help you to make faster progress in writing – you can all help by doing your best writing every time
- teach you more about the lives of other people in the world.

We wish you well for the future.

Yours sincerely

Terry Elston  
Lead inspector.

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