

William Booth Primary and Nursery School

Inspection report

Unique reference number	122444
Local authority	Nottingham
Inspection number	393476
Inspection dates	9–10 May 2012
Lead inspector	Ceri Morgan HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection 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	205
Appropriate authority	Interim executive board
Chair	Chris Edwards
Headteacher	Gary Fullwood (Acting Headteacher)
Date of previous school inspection	1 December 2010
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Age group	3–11
Inspection date(s)	9–10 May 2012
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Introduction

Inspection team

Ceri Morgan

Her Majesty's Inspector

Kathryn Dodd

Additional Inspector

This inspection was carried out with two days' notice. Every class and all eight teachers were observed, in addition to some small teaching groups and other sessions led by teaching assistants. Meetings were held with the headteacher, senior leadership team, pupils and staff. Meetings were also held with representatives of the interim executive board and the Early Years Foundation Stage staff. Some pupils were heard reading. This inspection was a monitoring inspection following the school being placed in special measures in 2010 and, as such, no parental questionnaires were issued. However, inspectors took account of the online Parent View survey and the schools' own analysis. They also looked at a sample of work and a wide range of school documentation.

Information about the school

William Booth is a smaller than average primary school. A majority of pupils come from a wide range of differing ethnic backgrounds. The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement is well above average, as is the proportion of pupils who speak English as an additional language and those known to be eligible for free school meals. The school is currently growing from an infant school to an all-through primary school for the first time from September 2012 but already has a small number of pupils in Year 6 but within the Year 5 classes. At the time of this inspection, the school was being led and managed by an acting headteacher who shares his time equally between William Booth and another school. The governing body has been replaced temporarily with an interim executive board. The school operates a free breakfast club.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	2

Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school no longer requires special measures. This is now a satisfactory school. It is not good because progress and attainment remains low for some groups of pupils, there is still some variation in the quality of teaching, and not all staff with leadership roles are involved fully in monitoring. Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- William Booth is a rapidly improving school. This improvement has been achieved through good leadership, a clear focus on pupil achievement, a hardworking and committed staff and careful tracking of pupil progress. The information this generates is accurate and used effectively to provide additional support for pupils who need it. Highly effective leadership by the acting headteacher and deputy headteacher have galvanised the school community and generated a strong sense of purpose focussed on school improvement. All spoke of a change of culture which puts pupils’ achievement at the core of all planning. This now features as the key element of performance management, although some pupils at risk of underachievement are monitored every half term rather than more frequently.
- Teaching is improving rapidly with an appropriate focus on core literacy and mathematical skills, strong questioning and well planned activities. Teaching is satisfactory overall but with an increasing proportion that is good. None observed was inadequate. A key strength is the detailed knowledge of individual pupils’ needs used to tailor lessons and support. This is not ‘soft’ support but specific, purposeful learning targets which are respected by pupils and which have helped to increase their self-confidence whilst tackling challenging activities. Occasionally, teachers over dominate lessons by constant intervention thus reducing the opportunities for pupils to speak at length and for teachers to resolve pupil misconceptions which is why teaching is not

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judged as good.

- Despite improvement, attainment remains low for some pupils. However, all pupils now make at least satisfactory and often good progress and attainment is improving for many. This is despite some pupils starting school with language skills well below those expected for their ages. There has been a step change in attendance, which is now above average, reflecting pupils' keen desire to be at school.
- The school ensures safeguarding procedures are satisfactory and, in doing so promotes satisfactory behaviour.

What does the school need to do to improve further?

- Raise attainment for all pupils but especially those who speak English as an additional language, more-able pupils and in boys' literacy in Key Stage 2 by more frequent monitoring of pupils at risk of underachievement.
- Increase the proportion of good and outstanding teaching by sharing best practice more frequently within and between partner schools.
- Refine the monitoring of pupil performance by increasing the opportunities for the wider leadership team to contribute to monitoring in their subjects.

Main report

Achievement of pupils

Attainment, historically very low, is improving rapidly, especially in reading and mathematics. It is now approaching average overall but with some significant groups for whom it remains low. Progress for all is now at least satisfactory, and many are making good progress. There are examples of some individuals making very rapid progress across all subjects. This progress, together with rapidly improving attainment, has resulted in satisfactory achievement.

When children start school, many have language and social skills that are well below what may be expected. Around 80% start school at age 3 already a full year behind where they might be. A close focus on their social, emotional and spoken skills in the Early Years Foundation Stage helps such children make satisfactory progress and settle well into school life. This is continued during Key Stage 1 and, by end of Year 2, most pupils are reaching levels that are broadly average. Attainment is lower for older pupils as they 'catch up' from a period of underperformance, although many older pupils are now making rapid progress and approaching satisfactory levels of attainment. There are some gaps emerging, however, as attainment improves. Pupils who speak English as an additional language do slightly less well than their peers,

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largely due to grammatical errors in their writing. Similarly, boys do not write as well as the girls, especially in Key Stage 2, and too few pupils reach the higher levels in Year 2, nor are many predicted to by the time they reach the end of Year 6. More-able pupils do not always have the opportunity to demonstrate their skills and knowledge.

A key ingredient in this improvement is the attention to core literacy and number work. Pupils now write at length, understand complex sentences and use a rich vocabulary in their text. They have a satisfactory grasp of grammar and spelling strategies. Many have a love of books which is a delight to see. Recent improvements in reading by the end of Year 2 and Year 5 are a significant success for the school, consequently attainment is broadly average. Pupils now add, subtract and multiply with confidence, and older pupils enjoy tackling complex problems. In Year 5, they can convert word problems into simple algebra and many say they love mathematics. Younger pupils mapped out a bedroom furniture plan to scale by measuring accurately. Disabled pupils and those who have special educational needs enjoy school, receive good support and make progress comparable to their peers.

Quality of Teaching

Teaching is satisfactory but with much that is now good. Emphasis on phonics and sounding out has helped younger pupils improve their reading to a satisfactory level. All teachers plan well and match activities to pupils' needs including disabled pupils and those who have special educational needs. Relationships are good and always encouraging. Teachers have good subject knowledge, especially in literacy, and use this to set high challenge for pupils. Teachers make lessons as interesting as possible by using a varied mix of themes and topics. They work hard on behalf of their pupils and know their needs well. This includes a thoughtful response to pupils who are at risk of underachievement or who may be vulnerable by offering quick and suitable additional support. As a result of this, pupils' social, moral, spiritual and cultural development is good. Many lessons are given an extra sparkle by additional visits or visitors or by using information and communication technology (ICT). During the inspection, one class were making their own video animation after a series of training sessions and the after-school club were baking delicious-looking jam tarts. Similarly another group of young journalists were fascinated by tracking down the mysterious purple 'thing' moving amongst their community that had hatched from the even more mysterious purple egg they discovered in their school. These activities involved the wider community and led to high-quality writing and reporting. These examples are an illustration of how teachers strive to make the curriculum exciting and engaging. It is keeping enthusiasm levels high and having a tangible effect on improving attainment. No outstanding teaching was observed, mainly because teachers do not always offer high challenge to the most able.

There are some common reasons why teaching is not graded higher. Occasionally, teachers intervene too frequently – if not constantly – thus restricting the opportunities for pupils to explain their thinking at length by using full sentences. Similarly, teachers sometimes focus on their own delivery rather than allowing pupils

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to reach their own conclusions, including a heavy focus on technical vocabulary at the expense of pupil-level language. This means teachers miss opportunities to resolve misconceptions. Teachers are rightly keen to increase their use of ICT in lessons. Marking is up to date but does not always give pupils guidance on what they need to do to improve. Some marking offers only simple ticks and congratulations. There is a large team of teaching assistants who support pupils well.

Behaviour and safety of pupils

The school is diligent in protecting pupils and keeping them safe. Safeguarding and risk assessment checks are maintained well. Pupils recognise risk and are taught about road, water and internet safety. They look after each other well and the playground buddies take their responsibilities very seriously. Parents and carers are effusive about the improvement and are keen to support the school. Attendance at recent parents' evenings was approaching 100%.

The school has reviewed its behaviour management policies recently and all staff apply them consistently. Pupils are very welcoming and polite to visitors and get on well together. They say that, although there is some occasional, 'falling out' with friends, there is very little bullying of any type and it is always quickly resolved. Friendships are formed across all gender, faith and cultural groups. To the pupils 'background' isn't important but 'what you're like as a person'. There is a relatively high exclusion rate, however. For this reason, though many pupils behave well, behaviour is judged satisfactory rather than good.

Attendance is now above average, showing how pupils want to be in school and learn. There is some variation between classes but the older pupils, in particular, do not like to miss their lessons. Where attendance dips, the school follows it up fully by a mix of simple 'pester power' and the involvement of other agencies where appropriate. There are also some innovative rewards for good attendance, such as trips to a local bowling alley. Where behaviour is potentially challenging, adults sensitively and carefully manage it to keep all pupils engaged and involved in their lessons. As a result, attitudes to learning are good.

Leadership and management

The contribution of the acting headteacher to school improvement is considerable. He has an exceptional grasp of detail and, in a relatively short period of time, has secured the full support of the wider school community. The school plays its part by bidding for and supporting events for family learning activities. A clear vision, articulated in a way all can engage with, has helped steer a path to rapid improvement. The acting headteacher is well supported by a strong leadership team and an effective interim executive board. Statutory requirements in relation to safeguarding are fully met. The team have built a good curriculum, although all acknowledge that literacy sessions could be adapted to appeal even more to boys. They all share the correct school priorities based on careful attention to performance data. This data is accurate but not always easy to access. For example, the school

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tracks pupils in class cohorts making whole-school analysis more complex, especially for disabled pupils and those with special educational needs. Termly pupil progress meetings are used to identify any additional support needed by pupils as well as performance management of teachers. This individual attention to pupil need is leading to full equality and contributing to good social, moral, spiritual and cultural development. School self-evaluation is accurate and, given the strength of current leadership, the capacity to improve further is good. Basic organisational housekeeping, such as well-maintained records of meetings and actions taken, are helping to keep a strong team on task well.

In recent times, leaders and managers in the Early Years Foundation Stage have successfully focussed efforts on ensuring staff have the required skills to teach children to read which is paying dividends in improving attainment. There are good relationships with parents and carers and children settle well in this stage.

The school recognise that many pupils, especially those in Key Stage 2, did not make the progress they were capable of in previous years. Leaders have implemented additional support and booster groups to help with their 'catch up' and are using their pupil premium funds to enable this to happen. Overall school performance targets set by senior leaders are safe rather than ambitious on occasions but this too is kept under constant review.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



11 May 2012

Dear Pupils,

Inspection of William Booth Primary and Nursery School, Nottingham, NG2 4QF

Many of you will remember that I visited your school with a colleague recently to see how well you were all doing. I am writing to tell you what our findings were.

I would like to thank you all for making us so welcome. You were very polite and happy to chat throughout. I especially appreciate the help of those who took time to talk with me or read to me and those who offered me a jam tart. I have to say I thoroughly enjoyed visiting your school each time I came.

We are very pleased to say that your school has improved enough for it no longer to require special measures. Your school is giving you a satisfactory education, so that you are all making at least satisfactory progress in your work and reaching higher standards. Many of you read well, write well and are confident in your number work. This will help make sure you all do well in the future. Many of you behave well and we are delighted with the improvements in attendance.

The school is well run and your teachers plan lessons carefully to keep them interesting and help you learn. We have asked them to think about three things in the future. These are to keep a careful check on those who might need extra help and then make sure they get it, to let teachers watch each other teach to share good ideas and to keep working on helping those of you who speak more than one language, boys with their writing and to offer even more challenge for those of you who find learning easier.

You can all contribute to further school improvement by continuing to work hard, especially in your writing, and by behaving well. I would also like to wish you all well for the future.

Yours sincerely

Ceri Morgan
Her Majesty's Inspector

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