

Annesley Primary and Nursery School

Forest Road, Annesley Woodhouse, Nottingham, NG17 9BW

Inspection dates 13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- All pupils make good progress. Children enter school with skills in communication, literacy and mathematics which are below expectations for their age. By the end of Year 6 they catch up so well that their attainment in English and mathematics has improved to above average.
- Teaching and learning are good in all classes and some teaching is outstanding.
- Good planning in all classes ensures that pupils of all abilities are able to take a full part in lessons and do their best.
- Teachers use an impressive range of techniques and activities in lessons to ensure pupils are engaged fully and concentrate well on their learning.
- Behaviour is good. Pupils are polite and show respect for each other and adults. They feel safe and understand and school's rules well.
- The headteacher leads the school well. His rigorous checking of teaching and of pupils' achievement has greatly improved the quality of pupils' learning.
- The governing body knows the school well and challenges the headteacher to ensure that necessary improvements are made.

It is not yet an outstanding school because

- Although pupils' writing is good in literacy lessons, pupils are not given enough opportunities to write extensively in other subjects. Consequently, not enough pupils gain the higher levels in writing.
- Attendance rates are only average as there is some persistent absenteeism.

Information about this inspection

- Inspectors observed 17 lessons, of which three were paired observations with the headteacher. In addition, there were short visits to other activities and areas where pupils were being taught in small groups. Inspectors also listened to pupils read.
- Inspectors held discussions with pupils, parents and carers, teaching and support staff and representatives of the governing body and local authority.
- Books were scrutinised, as well as a range of documents including: the school’s self-evaluation, pupils’ progress records, lesson planning and the records of lesson observation. They also checked documents relating to behaviour, attendance and safeguarding.
- The results of 20 parents’ and carers’ entries on the Parent View website and 15 staff questionnaires were also considered.

Inspection team

Keith Thomas, Lead inspector

Additional Inspector

Richard Marsden

Additional Inspector

Full report

Information about this school

- Annesley is a primary school of average size. There are separate classes for Nursery and Reception.
- Most pupils are from White British backgrounds.
- The percentage of pupils from ethnic minority backgrounds is low.
- The number of pupils who are known to speak English as an additional language is well below average.
- The proportion of pupils supported at school action is broadly average.
- The proportions of pupils supported at school action plus or with a statement of special educational needs are well below average.
- An above average proportion of pupils are eligible for the pupil premium, (additional government funding for pupils known to be eligible for free school meals or who are in local authority care).
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve achievement in writing so that more pupils reach National Curriculum Level 3 by the end of Key Stage 1 and Level 5 and by the end of Key Stage 2 by:
 - increasing opportunities for pupils to develop their extended writing skills in subjects other than English
 - ensuring teachers encourage pupils to be accurate in their use of grammar and spelling at all times, and particularly when they are using technical subject-specific terms, not just in literacy lessons.
- Increase attendance by:
 - doing more to help families of pupils who are persistently absent to understand the benefits of attending school and the difficulties that arise if pupils miss important parts of their education.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills in communication, literacy and mathematics which are lower than those expected for their age. They are taught well and consequently make good progress in the Nursery and Reception and continue to do so in Key Stage 1 and Key Stage 2. By the end of Year 6 attainment in reading, writing and mathematics is above the national average.
- The percentage of pupils reaching or exceeding the nationally expected levels at the end of Key Stage 2 in both English and mathematics is higher than average. Pupils read well and with expression and understanding. The Year 1 phonics screening check in 2012 produced impressive scores that were above the expected standard. In Year 2 and Year 6 more-able pupils reach standards which are above those found nationally. Those who find aspects of reading difficult receive good support. In mathematics, standards are well above average.
- However, not enough pupils achieve the highest levels in writing. Although pupils achieve well in their writing overall, their writing skills are not as strong in other subjects as they are in English.
- Parents and carers say their children make good progress throughout the school, and the results of a pupil survey shows that they feel well prepared to move into their next class. Boys and girls, pupils from minority ethnic groups and those known to be eligible for free school meals make progress in line with that of other pupils. Extra funding made available from the pupil premium is used well. Support was provided which enabled a group of pupils in Year 6 to improve their English and mathematics test results and all the pupils in Year 2 who joined a reading recovery programme, achieved Level 2.
- Teachers are swift to identify and support disabled pupils and those who have special educational needs. Both groups are supported by extra support assistants, as well as by older pupils, and staff have carefully reorganised activities such as small group sessions in literacy and numeracy to help them do better. Small groups of pupils also attend extra classes or one-to-one sessions to help them with English and mathematics. As a result both groups make progress at the same rate as others in the school.

The quality of teaching is good

- Teaching is good throughout the school. Pupils in the Nursery and Reception classes enjoy a good range of activities which promote their learning, for example, making candle holders for a Diwali celebration and sorting number lines. Good quality resources and equipment, and support from staff mean that pupils have good opportunities to develop all areas of learning both indoors and out. Teachers and other adults take every opportunity to help them develop their observation, communication and mathematical skills.
- In Key Stages 1 and 2 teachers clearly challenge pupils and raise their expectations of what they can achieve. For example in a Key Stage 1 lesson pupils developed a range of key words linked to forms of transport which they had to then use to write complete, grammatical sentences. In a Key Stage 2 lesson pupils were highly motivated by wearing paper crowns to speak and write 'the Queen's English' using accurate grammar.
- Lessons have a good pace. The use of talk partners' to allow pupils to try answers out is a

common feature of lessons which helps pupils answer questions confidently in front of the whole class. Pupils say they like to be challenged in lessons and that teachers always make learning interesting.

- Teachers do not provide enough opportunities for pupils to practise extended writing, particularly outside English lessons. Here, they rely too much on the use of partially completed worksheets to which pupils provide additional information in the form of single words or short phrases.
- Teaching assistants play an important role in supporting pupils' progress. They take a full and active role in lessons, often leading groups of pupils as well as supporting individuals within lessons or close by. They have good subject knowledge and employ the same effective techniques to engage and sustain pupils' interest as the teachers they work with.
- Marking is good, and makes clear to pupils how well they are doing and how to improve. Other than in English, however, teachers do not stress the importance of using accurate punctuation and grammar sufficiently.

The behaviour and safety of pupils are good

- Behaviour is good. The school's emphasis on clear routines, high expectations and encouragement and rewards to maintain good relationships is followed consistently by all teachers.
- Pupils consequently have very positive attitudes to learning and appear genuinely pleased to be in class and learning. Lessons start in orderly fashion and pupils arrive ready to work. They try hard in all tasks, cooperate with their classmates and follow routines and instructions at all times. As a result they learn well.
- Pupils readily take responsibility for themselves and for activities within the school. They have a sensible approach to such jobs as monitors or buddies who assist younger pupils at lunchtime.
- The school council meets regularly and seeks the views of other pupils and is influential in highlighting areas which they feel can be improved.
- Pupils, parents and carers say that children are safe in school. Pupils know about the dangers that exist outside school. They learn how to be safe on the internet, for instance. They are confident that if they experience difficulties such as bullying, they will be properly supported. The school monitors behaviour closely and records show that poor behaviour is rare.
- The school knows its pupils, families and the community well. It is therefore very aware of the circumstances which may make its pupils vulnerable. It uses resources well to ensure that these pupils are properly supported and also seeks support from outside the school when appropriate. Nevertheless there remain a few families who do not ensure their children regularly attend school.
- There are good opportunities for pupils to reflect on 'life issues' which raise thought-provoking questions. In a whole school assembly they were asked to consider why some aspects of life mean that people either get on together or fall out. They are also encouraged to think about whether it is acceptable to be different in sensitive and well-planned lessons about other

cultures and beliefs. This prepares them well to take their places in multi-cultural society.

The leadership and management is good

- The ambition and high expectations of the school's leaders and managers are reflected in all its work. Self-evaluation is accurate and effectively informs planning. School leaders are rightly proud of their achievements but are not complacent and are clear about what needs to be done to become outstanding.
- Leaders carefully check teachers' effectiveness through a rigorous programme of lesson observations. This has ensured that leaders know accurately where teachers have strengths and where improvement is required. Carefully selected training and the use of external support and advice have had a clear and positive impact on the quality of teaching within the school. Teachers' pay progression is closely linked to their performance and objectives. The school uses the experience of its most effective teachers to improve and extend the skills of all staff.
- A wide range of out-of-school activities and events broadens pupils' experiences. Sport and music are important features. There is good range of lunchtime and after school clubs which are popular and well attended.
- Support from the local authority has been important in assisting the school's improvements since the last inspection. The school has also made good use of other support. This includes working closely with another school which has helped to support its disabled pupils and those with special educational needs better.
- There is strong commitment to equality of opportunity. All staff make great efforts to ensure that pupils of all backgrounds and abilities are able to get the best out of all that the school has to offer. There is no discrimination whatsoever against any pupil.
- Proper attention is paid to safeguarding and child protection procedures and statutory requirements are met. The school takes these aspects very seriously and keeps them under review to ensure that good practice is maintained.
- **The governance of the school:**
 - The Governing Body provides support and challenge to senior leaders and shares their ambitions for sustained progress and high attainment. Governors know about pupils' achievements, and how they compare with other schools, through their scrutiny of attainment and progress information. Individual governors make formal and informal visits to the school. These include attending lessons, assemblies and a range of other activities. As a result, governors have a good understanding of the strengths of the school and where improvement is required. The governing body has also completed its own audit and self-evaluation and knows where developments are required so that it is able to play its part in the school's further development. Members are well trained and able to ensure that financial resources are properly used, including the recently introduced pupil premium, and know how it has been used. Through its committee structure, governors have a clear view of how teachers' appraisal is linked to pay progression. They understand that all teachers have specific objectives which are properly linked to good results and progress for pupils. They are rigorous in ensuring that safeguarding procedures are properly in place and ensure any promotion for teachers is related directly to their effectiveness.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122404
Local authority	Nottinghamshire
Inspection number	402092

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

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Paul Bennett
Headteacher	Paul Nolan
Date of previous school inspection	14-15 June 2010
Telephone number	01623 468806
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