

Richard Bonington Primary and Nursery School

Calverton Road, Arnold, Nottingham, NG5 8FQ

Inspection dates 10–11 July 2013

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.

- The headteacher's strong leadership and clear vision have been the driving force behind the school's considerable improvement.
- The main reason for the improvement is the headteacher's successful focus on improving the performance of all teachers.
- Pupils achieve well and standards are above average in English and mathematics because teaching is consistently good.
- The pupil-premium funding is spent very wisely so that it has a strong impact on the achievement of eligible pupils.
- Pupils' behaviour is good. They try hard in lessons because they are eager to do well.
- Pupils say they feel safe at all times. This reflects the attention paid by staff and governors to making sure that all pupils are cared for and their well-being safeguarded.
- Pupils are given some exciting learning experiences that enhance their enjoyment of school, such as regular business enterprise projects, and imaginative outdoor woodland learning for all age groups.
- The headteacher is rightly highly regarded. She is supported by a challenging and helpful group of governors.

It is not yet an outstanding school because

- There is not enough outstanding teaching to lead to exceptional achievement.
- Teachers do not remind pupils frequently enough about how the activities undertaken can help them meet their targets.
- Occasionally, tasks are not demanding enough to meet the requirements of pupils who have now been achieving well for some time
- Work does not always develop pupils' curiosity to explore and learn for themselves.

Information about this inspection

- The inspectors observed teaching in all classes and saw 25 lessons or part lessons, over a third of which were observed jointly with the headteacher.
- The inspectors made a scrutiny of the work in pupils' books to obtain a view of current achievement and progress over time. They spoke to pupils about their work, and what they are involved in at school, and what they think about behaviour.
- The inspectors listened to pupils read and checked the school's records of reading progress.
- The inspectors took account of the 37 responses from parents to the on-line questionnaire (Parent View), results of a school survey of parents' views, the views of parents they spoke to at the start and end of the school day, and the detail of a telephone call received by the inspection provider from a parent.
- Inspectors considered the views expressed in 25 responses to the staff questionnaire as well as school surveys of pupils' views.
- Discussions were held with the Chair and Vice-Chair of the Governing Body, the school's senior leaders, teachers with responsibility for subjects, a group of teaching assistants, an external adviser and a representative from the local authority.
- The inspectors looked at a number of documents, including the school's view of itself, the improvement plan, records of the school's checks on the quality of teaching and the school's tracking of pupils' progress. They also looked at safeguarding documents and the school's records of behaviour and bullying incidents.

Inspection team

Ruth McFarlane, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

David Martin

Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- Most pupils come from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, or who are looked after by the local authority or who have a parent in the armed services.
- The school is a member of the Redhill Teaching Alliance, which provides training for teachers.
- The headteacher leads training for other school leaders in the local area.
- The school has won several awards for its provision, including the Dyslexia Friendly Kitemark School Award and the Woodland Trust Green Tree School Gold Award.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Before- and after-school care is managed on the school premises by other providers and was not a part of this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to secure outstanding achievement by:
 - making sure pupils are reminded about how the task being undertaken can help them meet their targets more effectively
 - making sure that tasks are demanding enough for all abilities, and take full account of pupils' improved rates of progress and higher attainment
 - including more work that stimulates pupils' curiosity and that they can pursue independently.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress and achieve well because teaching is reliably good. By the time pupils leave Year 6, standards are usually above average in reading, writing and mathematics. The 2013 unvalidated results show that over half of the pupils have achieved the level expected of a thirteen-year-old.
- Pupils' progress in 2012, from Year 3 to Year 6, was more favourable than the national picture, and better than in 2011, but attainment was less strong in writing and mathematics. Strategies such as improvements in planning, to interweave literacy and numeracy with topic work, boosted pupils' progress this year and dealt convincingly with the shortfall.
- In writing, pupils respond to the high expectations driven by expert literacy subject leadership. Pupils are familiar with technical language early. A group of five-year-old children confidently told the teacher, 'You've got to have a noun and a verb in every sentence.'
- Pupils' good understanding of phonics (linking letters with sounds) helps them when faced with unfamiliar words. Pupils read well and can talk about the reasons why they like particular authors.
- Pupils have strong communication skills because they are given plenty of opportunities to work cooperatively. Enquiry skills develop well through the many opportunities for solving mathematical problems and undertaking scientific investigations. Despite some pupils' skills on entry being below those typically found, the majority learn to add, subtract, multiply and divide at levels above their age.
- Disabled pupils and those who have special educational needs sometimes make outstanding progress. The school is rigorous in identifying individual needs and work is carefully tailored, promoting equal opportunities for all pupils to learn. There is no discrimination.
- In 2012 there was no difference at all between the English attainment of Year 6 pupils for whom the school receives the pupil premium compared with the rest of the class. In mathematics, they were just half a term behind. This small gap is closing further because the school uses its pupil-premium funding well to accelerate progress through one-to-one tuition and small-group support.
- Pupils proudly showed inspectors the good progress evident in the lovely displays of work in each year group in literacy and numeracy. Sometimes, in class, progress is held back because the work pupils are asked to do does not take full account of the fact that since the previous inspection, standards have risen and pupils are working at a higher level.
- While progress is convincingly good, achievement is not outstanding. Teachers do not always develop pupils' curiosity to learn and give them opportunities to explore and discover for themselves. Not many pupils are sure how the work they are undertaking can help them reach their individual targets and move on to the next level of attainment.

The quality of teaching is good

- Teaching has improved markedly since the previous inspection and contributes directly to pupils'

improved achievement. Teachers have responded well to the headteacher's astute analysis of weaknesses and provision of training, and 'lesson study' sessions, where teachers share and discuss their teaching.

- Teachers make good use of resources to enhance pupils' learning. Well-planned 'forest school' work, for outdoor learning and adventure, benefits all age groups, through tasks that quickly gain pupils' attention and help them develop confidence and social skills. This has helped the school achieve a Woodland Trust Green Tree School Gold Award.
- Probing questions that teachers ask, to make sure pupils have understood the work, are a key feature of outstanding teaching that is beginning to emerge. In a mathematics session in Year 2, on coordinates, the fast pace and well-timed questions deepened understanding and enabled the teacher to spot the right moment for pupils to move on.
- Teachers' written advice is good and anchors pupils' good progress in reading, writing and mathematics. The best written marking requires pupils to respond to their teacher's comments and so develop good communication skills as well as improve their work. Carefully-annotated reading records form a good home/school link and an incentive for pupils to read widely.
- Teaching assistants provide effective support for groups and individuals, including those for whom pupil premium funding provides support, because they are briefed well by teachers. They know when to intervene to move learning forward and when to encourage greater independence from the pupils.
- Planning is good overall. Some planning is exceptional. For instance, the termly 'enterprise' projects prepare pupils very well for the future world of work. However, there are times when pupils' progress is held back because tasks planned are too easy and the same work is given to the whole class. Tasks planned are sometimes too prescriptive. This limits the chances pupils have to use their curiosity and explore learning for themselves.
- The targets for success in each lesson are clear and thoroughly checked. A good range of longer-term targets are set for pupils in literacy and numeracy, but teachers do not routinely refer to these in lessons, to show pupils how the task in hand can help them meet their targets.
- However, adults assigned to disabled pupils and those who have special educational needs know their pupils' individual targets and explain how they are to be achieved, accelerating progress. The school's work in this area has led to the Dyslexia Friendly Kitemark School Award.

The behaviour and safety of pupils are good

- Pupils are proud of their school and the part they play in it. Their good manners and politeness help to make the school an orderly and happy environment. Teachers are consistent in the way they manage the pupils' behaviour.
- Pupils respond quickly to their teachers and are always willing to answer their questions. They collaborate well when working together on tasks and enjoy sharing their ideas with each other in discussion. Most pupils say they enjoy school. This is reflected in their above-average attendance.
- Pupils feel they are kept very safe at school and the vast majority of their parents agree. They know about risks they might meet, on the internet or on roads. They are taught about aspects of bullying that pupils of their age might meet and are confident that any incidents are dealt with

swiftly.

The leadership and management are good

- The headteacher has high expectations of teachers and sets them challenging targets for improving their performance. She does not tolerate anything less than good teaching and makes sure that individual training is provided when anyone falls short. Salary progression is only awarded for teaching that leads to pupils making good progress.
- The school's participation in the Redhill Teaching Alliance brings benefits through staff training. The headteacher shares her excellent practice with senior leaders of other local schools at the invitation of the local authority, which provides suitable light-touch support for the school.
- The creatively organised topics support the development of literacy and numeracy well and the wide range of clubs expands opportunities in pupils' daily lives. The woodland area is used well to broaden the pupils' experiences of the natural world. Pupils' spiritual, moral, social and cultural development is promoted effectively through assemblies, religious education, events such as musical productions and links with a school in the Indian province of Goa.
- The strong partnership with home is based on understanding the circumstances of pupils' families. The fact that the majority start school with more limited skills and abilities than is usual for their age is not used as an excuse by the school for lower attainment or attendance, and this is why both are above average. Staff make sure that all pupils are cared for and their well-being safeguarded.
- The headteacher's evaluation of the school, which is shared well with staff and governors, is accurate. Plans for improving performance are sharply focused on raising pupils' attainment and meticulously put into practice.
- Leaders and managers as a group are becoming increasingly effective. Some leaders are new to their roles, developing skills through good training. As a result, improvements in teaching and pupils' achievement are becoming more consistent.
- **The governance of the school:**
 - Governors are good at questioning the headteacher and using national data to determine the school's performance, because the Chair has educational expertise and governors undergo regular training.
 - Governors were quite clear that teaching needed to improve so that the pupils' progress and attainment could rise. They understand that successful action taken by the headteacher, through procedures for managing the performance of teachers, has driven up the quality of teaching.
 - Governors carefully check the work of the school and the impact of spending decisions such as one-to-one and small-group support and they know how effective the impact is on those pupils for whom the school receives the pupil premium.
 - The governing body fulfils its statutory duties thoroughly, for instance, for safeguarding children and safe recruitment.

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	122512
Local authority	Nottinghamshire
Inspection number	402100

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	436
Appropriate authority	The governing body
Chair	Anne Daffern
Headteacher	Jackie Stirland
Date of previous school inspection	17–18 June 2010
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