

Cloudside Junior School

Stanton Road, Sandiacre, Nottingham, NG10 5DE

Inspection dates

8–9 October 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not good. In English and mathematics the proportions of pupils making better than expected progress are lower than those found nationally.
- The proportions of pupils reaching above average standards in English and mathematics by the end of Year 6 are smaller than those found nationally.
- When teachers mark pupils' work they are not consistent in giving advice pupils understand and which will help them to make rapid progress.
- Some teachers do not give pupils the time to read the advice they give them when they mark their work so that they can act upon it.
- In some teaching the pace of learning is too slow and time is not always used effectively.
- Governors' checks on teaching do not have a sufficiently sharp focus on pupils' achievement in English and mathematics. This is also true of checks undertaken by other leaders and managers. Their actions have not brought about consistently good teaching or accelerated pupils' progress.

The school has the following strengths

- The school promotes pupils' spiritual, moral, social and cultural development well.
- Behaviour and safety are good. The school is a calm, well-ordered and welcoming community where pupils feel safe.
- The school has been successful in closing previous gaps in attainment between boys and girls.
- The school gives good support to disabled pupils and those with special educational needs.
- The school uses the pupil premium funding effectively to make sure that eligible pupils make progress in line with other pupils.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 16 lessons, some of them jointly with the headteacher, and made brief visits to several more. They examined the work in pupils' books and listened to a sample of pupils read.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 22 parents and carers had posted responses to the online questionnaire, and analysed eight questionnaires completed by staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Michael Bucktin

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- Most pupils are White British. A very small minority are from other ethnic groups and very few speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is above average. This is additional government funding which in this school applies to pupils known to be eligible for free school meals or who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is currently average. The proportion supported at school action plus or with a statement of special education needs is well below average.
- The school meets the government floor standards which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better in all classes by making sure that:
 - all lessons move at a good pace and that every moment of every lesson is used productively
 - when teachers mark pupils' work, they consistently give advice which shows pupils clearly what they need to do next to improve
 - in all classes teachers give pupils the time to read and act upon the advice they receive when teachers mark their work.
- Raise achievement by increasing the level of challenge offered to pupils in all years so that more of them exceed the national rates of progress and reach above average standards by the end of Year 6.
- Strengthen leadership and management by making sure that, when checking the quality of teaching, governors, including those newly appointed to this role, as well as other leaders and managers, keep a sharper focus on pupils' achievement in English and mathematics and hold teachers more rigorously to account.
- An external review of governance should be undertaken to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils make only expected progress as they move up the year groups. They join the school with knowledge and skills which are average for their age, and by the end of Year 6 they reach standards in English and mathematics which are average. The proportions of pupils who exceed expected progress or who reach above-average standards, are below average.
- In recent years there have been marked differences in the progress and attainment of boys and girls in different subjects but the school has done much to address these. There are now no significant differences in their achievement rates.
- Disabled pupils and those who have special educational needs, as well as the small number who speak English as an additional language, achieve in line with other pupils in reading, writing and mathematics. Teachers identify their needs swiftly and accurately and provide support and guidance so that they make expected progress.
- The extra support given to pupils eligible for the pupil premium enables these pupils to make expected progress. In 2012 there were large gaps between the standards reached by these pupils by the end of Year 6 and those of other pupils, but these gaps narrowed considerably in 2013. In 2013 these pupils were roughly one term behind other pupils in reading, two terms behind in writing and a term and a half behind in mathematics. These gaps were smaller than those found nationally in 2012.
- Some of the school's most able pupils exceed the nationally expected standards in English and mathematics. However, the level of challenge offered to these pupils means that the proportions doing so are lower than those found nationally.
- Standards in reading are average. The most able pupils read fluently and with good expression, showing skills above those expected for their age. Less-able pupils read more hesitantly and are sometime inclined to 'guess' words rather than read them carefully. They can, however, show clearly how they cope with unfamiliar words using the 'sounding out' techniques which they have been taught. Pupils talk readily about their enjoyment of reading and the kinds of books they prefer.
- Standards in writing and mathematics are average. Pupils practise their writing skills not only in English lessons but across a range of other subjects. They have opportunities to write in different styles and for different audiences. Teachers relate mathematics to real-life issues and this motivates pupils and engages their interest. In both subjects, however, a lack of challenge and a loss of pace at times hold back progress and explains why more pupils do not reach the higher levels of attainment.

The quality of teaching

requires improvement

- The teaching seen in the large majority of lessons during the inspection was good. However the impact of teaching on pupils' progress over time, along with inspectors' scrutiny of pupils' work, shows that it still requires improvement because it is not securing good achievement rates for pupils.
- Where teaching is good, teachers have good knowledge of their subjects, they make good use of visual aids, computer technology, practical and 'hands-on' tasks, groups and pair work, to make

sure that lessons engage pupils' interest and motivate them well. In one mathematics lesson, for example, pupils used rhythm, actions and short, snappy tasks as they 'warmed up' for the main part of the lesson. They were keen and alert as they got down to the main tasks.

- Where teaching is not good, time is not used as productively. In one science lesson, for example, on the effects of exercise on heart rates, pupils were itching to do experiments, testing each others' heart rates before and after exercise. However, throughout the whole of the observation they sat and worked at tables with pen and paper. As a result, their motivation and the pace of their learning were held back.
- In a mathematics lesson pupils were given individual tasks to do, However some pupils spent too long copying out the instructions and 'learning intentions' and did not get down to starting the actual work itself. This lack of challenge held back their progress.
- Teachers mark pupils' work regularly and conscientiously. However, there is inconsistency in the extent to which they provide comments which show pupils clearly the next steps they need to take to make progress in their work. Sometimes these comments are sharp and incisive, but at other times they are too bland and difficult to understand. Some pupils say they find teachers' comments helpful but others either do not have the time to read them or, if they do, they do not always comprehend what they mean. Such comments are therefore not effective in promoting progress.
- Teaching assistants are well informed and well organised. They give effective support to those who need it, either in class or in small-group or one-to-one activities nearby. This means that disabled pupils, those who have special educational needs, those who speak English as an additional language and those eligible for the pupil premium make progress at the same rate as other pupils.

The behaviour and safety of pupils are good

- The school is a calm and well-ordered community where teachers can teach, and pupils can learn, unhindered. Pupils are treated with respect and they, in turn, show good manners and respect towards each other and adults. Both boys and girls show enthusiasm for their school and are proud to belong to it.
- Pupils say they feel safe in school, and all parents and carers who responded to Parent View agreed. Any inappropriate behaviour is 'nipped in the bud' to ensure that it does not disrupt learning. Pupils are aware of different types of bullying, including, for example, cyber bullying, and the effects these can have. They and their parents and carers say that bullying is rare. They express confidence in the staff to handle it appropriately if any does occur.
- Pupils are proud to take on responsibilities to serve their school community. They develop confidence and self esteem as they serve as playground buddies, lunchtime monitors or on the school council, for example. They respond well to opportunities to help people less fortunate than themselves through charity fundraising.
- The school provides good support for pupils whose circumstances make them vulnerable. Inspectors saw telling evidence of how this support has enabled such pupils to settle and play a full part in the life of the school and to make progress in line with their peers.
- Pupils have a good sense of right and wrong. They have a good understanding of different people's backgrounds and beliefs, even though most pupils at the school are White British. Pupils have regular opportunities to reflect on the deeper issues of life, and to use their imagination

and creativity.

- Behaviour and safety are not yet outstanding because the school has not yet managed to secure above average attendance and because there are still occasions when pupils need to be reminded about the behaviour expected rather than behaving well of their own accord.

The leadership and management requires improvement

- Leaders and managers have appropriate priorities and targets for school development and these are based on an accurate and incisive view of the school's work. However, they have not yet managed to secure good achievement. Leadership and management are therefore not good.
- Some of the areas for improvement raised at the last inspection have been addressed. Staff now ask searching questions throughout lessons to assess pupils' understanding, and pupils now practise their literacy and mathematics skills in a range of relevant contexts, for example. However leaders and managers have not yet made sure that enough pupils exceed expected progress or reach above average standards in English and mathematics by the end of Year 6.
- The quality of teaching is checked by senior leaders who make sure that any promotions are only given when the impact on pupils' progress shows that these are fully deserved. Teachers receive regular feedback about their performance in order to help them improve. This process, however, does not have a sharp enough focus on raising pupils' achievement in English and mathematics.
- Teachers have appreciated the support they have received from the local authority in helping them develop and improve their teaching skills. This includes confirming that the standards teachers apply when they mark pupils' work are in line with the standards applied nationally. This means pupils and parents and carers can be confident that the information they receive from teachers about pupils' standards is accurate.
- The local authority also supports the school in improving pupils' attendance which has been below average in recent years. As a result, attendance rates for 2013 and for the current term are much improved on previous figures.
- Pupils learn a broad and balanced range of subjects. All pupils have regular swimming lessons in the school's own pool. There is a good range of out-of-school activities including various sports, music, knitting and cooking. Out-of-school visits include two residential visits where pupils enjoy adventurous, confidence-building activities.
- The school plans to use the new government primary school sport funding to extend teachers' expertise in different sports so that the school can offer a wider range of sporting activities to pupils. It has plans to measure the effectiveness of this work.
- Leaders make sure there is no discrimination of any kind. All pupils, regardless of background or need, have access to everything the school offers. Parents and carers speak highly about the helpfulness of staff. They hold the school in high regard.
- **The governance of the school:**

A larger proportion of governors than is commonly found are newly in post and not yet trained for their roles in holding the school to account, particularly for checking the quality of teaching and pupils' achievement in English and mathematics. Longer-standing governors, well supported by the local authority, are fully aware of the issues facing the school, how its

performance compares with that of schools nationally and how it has successfully begun to tackle areas of weakness. They are supportive of the school and visit regularly. However, they do not hold teachers to account with sufficient rigour for pupils' achievement in English and mathematics, for example through the management of their performance. They check how the headteacher manages finances and make sure that pay awards are linked to performance. They are aware of how the pupil premium is used to promote achievement and how this funding has helped narrow the gaps in achievement between different groups of pupils. They make sure that the school's procedures for safeguarding children fully meet national requirements and that all children are kept safe.

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	112702
Local authority	Derbyshire
Inspection number	424969

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	233
Appropriate authority	The governing body
Chair	Lisa Dinsdale
Headteacher	Lydia Lastowiecki
Date of previous school inspection	6 December 2012
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