

Toton Banks Road Infant and Nursery School

Banks Road, Toton, Beeston, Nottingham, NG9 6HE

Inspection dates

12–13 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress in both their academic and personal development during their time at this school.
- By the time they leave the school at the end of Year 2, standards of attainment are above average. As a result, pupils are well prepared for the move to junior school.
- Good teaching ensures that pupils learn well. In lessons, pupils readily answer questions and join in discussions to share what they know and understand.
- Pupils have positive attitudes, behave well and say that they enjoy school. They feel very safe in school and know who to talk to if they have any concerns or worries.
- Good teaching and attainment have been maintained since the last inspection through good leadership, management and governance.
- Staff work well together and are keen to learn from each other and improve.
- The vast majority of parents and carers say behaviour is good and their children feel safe in school.
- The new headteacher has a clear vision for improvement and has made a good start to build on the many positive aspects of the school to make it even better.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Although pupils read well by the end of Year 2, the skills of linking letters and the sounds they make (phonics) are not taught securely.
- Senior leaders do not delegate enough responsibility to subject leaders to check on the quality of teaching and pupils' work or to lead improvements in their subjects.
- Teacher's marking in pupils' books does not give enough guidance to pupils on how to improve and achieve more.
- Although pupils write well, they do not have enough opportunity to consolidate and develop their skills further by producing extended pieces of writing in different subjects.
- Pupils do not always present their work well.

Information about this inspection

- Inspectors observed 20 lessons or part lessons, four of which were observed with the headteacher. They looked at a selection of pupils’ work and had discussions with pupils about their learning. Pupils from Years 1 and 2 read to an inspector.
- Inspectors examined the school’s self-evaluation documentation, safeguarding information, development planning, monitoring and evaluation records, minutes of meetings of the governing body, and data related to pupils’ progress and attainment.
- Inspectors examined 85 responses to the on-line Parent View survey. They also took the returns to the staff survey into account.
- Meetings were held with the school leaders, three governors, and a representative of the local authority.

Inspection team

Michael Appleby, Lead inspector

Additional Inspector

Lois Furness

Additional Inspector

Information about this school

- The school is an average-sized infant and nursery school.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Only a small number of pupils are supported by the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals.
- A high proportion of the children who attend the Nursery move into the Reception classes in the school.
- A breakfast club is run every day by the school for the pupils and their older siblings who attend the junior school nearby.
- The headteacher joined the school in September 2013.

What does the school need to do to improve further?

- Ensure that all teaching is consistently good and increase the proportion of outstanding teaching by:
 - ensuring that marking is consistent and effective throughout the school in helping pupils to improve
 - making sure that pupils develop a secure understanding of the links between letters and the sounds they make and that phonic activities are appropriate to individual pupils' learning needs
 - ensuring that teachers have consistently high expectations with regard to the way pupils present their work.
- Strengthen leadership and management by:
 - providing subject leaders with the necessary skills and delegating greater responsibility to them for checking on the quality of work and leading improvements in their subjects
 - ensuring teachers provide pupils with more opportunities to apply their writing skills in different subjects.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery with skills and abilities that are generally at the expected level for their age. Pupils achieve well during their time in the Early Years Foundation Stage and this results in above-average attainment by the time they enter Year 1. The children develop a positive attitude to other children and to learning.
- Across the school, most pupils typically make good progress, so that by the end of Year 2 standards in English and mathematics are above the national average. Pupils are typically six months ahead of the national average in reading and writing, and four months ahead in mathematics.
- More-able pupils make good progress in reading, writing and mathematics throughout Year 1 and Year 2. Significantly more pupils than nationally exceed the level expected for their age in reading, writing and mathematics.
- Effective tracking and regular meetings to discuss pupils' progress enable the school to check progress and to put effective support in place for any who are falling behind. This helps these pupils to catch up and to ensure that all pupils have an equal chance to succeed.
- Although achievement in reading at the end of Key Stage 1 is above the national average, the results of the phonics (letters and sounds) check at the end of Year 1 in 2012 were considerably below the national average and, although they improved, were still just below the national average in 2013. The pupils are, however, successful readers and read with fluency and understanding because they use other reading strategies, such as recognising words by sight, using their knowledge of syntax, and reading frequently at home.
- Although pupils write well, they do not produce a great deal of writing. This is because of the school's focus on oral discussion and explanation, supported through writing on whiteboards, during the first half of the autumn term. Teachers, nevertheless, miss too many opportunities for pupils to apply and develop their writing skills further by producing extended pieces of writing in different subjects and in their topic work.
- Disabled pupils and those who have special educational needs receive effective help in lessons and in small groups, which helps them make good progress and to achieve better than pupils in this group nationally for the past three years in reading, writing and mathematics.
- The pupils known to be eligible for the pupil premium make progress that is at least as good as other pupils in reading and writing, but were two terms behind other pupils in mathematics in 2013.

The quality of teaching is good

- Children in the Early Years Foundation Stage get off to a good start and, as a result of good teaching and support, they make good progress. Work is well planned to meet the children's needs and interests, with the right level of challenge for all abilities. Independence is encouraged well so children feel safe and confident to engage with adults and other children. Staff use effective modelling strategies to help the children learn how to play and learn.
- Teaching is good across the school and this enables all pupils to learn well and make good

progress. Most lesson activities are well planned to meet the needs of children with different learning needs. Teachers check pupils' understanding during the lesson through effective questioning and adapt their plan when pupils do not understand the task or skill. However, expectations are not consistently high across the school regarding the standard of presentation of work. The marking and feedback given to pupils are not effective in helping pupils improve.

- Teachers mostly manage their classes very well. There are positive relationships between teachers and pupils in lessons so pupils feel safe and confident to ask for help. Teachers are good at encouraging pupils in their learning and use questioning effectively to move pupils' learning and understanding forward.
- Teachers make good use of subject-specific words such as 'alliterative phrase', 'adjective', 'phoneme' and 'grapheme' in English, and ensure that pupils understand and use the terms correctly.
- Disabled pupils and those who have special educational needs are taught well through an effective mix of individual and class support. The highly skilled teaching assistants who work with these pupils make an important contribution to their good learning.

The behaviour and safety of pupils are good

- Pupils' behaviour is good, both in lessons and around the school. Pupils have a positive attitude to school, enjoy their lessons and get on well together. The good behaviour of pupils begins in the Early Years Foundation Stage where there is very good development of personal and social skills. One pupil in the Nursery class said, 'We are all friends in Nursery,' and this attitude was evident in all the classes and at other times.
- The school has effective strategies for promoting good behaviour, such as the 'VIP Award' and tickets for good behaviour which can be spent on little toys. The school's charter for behaviour makes it clear that pupils have a right to learn, to be listened to, and to be safe. The children are very aware of this and expect everyone to keep to it.
- Pupils enjoy the responsibilities they are given, such as monitors and being elected as councillors to the 'Golden Circle'.
- The school provides a safe environment for its pupils. Pupils say they feel safe in school. Parents, too, agree that there is a high level of care and emphasis on safety given by the school. Pupils have a secure understanding of how to use the internet safely. There are no recorded instances of bullying or racism.
- At break and lunchtimes, pupils play happily together, sharing the toys available to them and are monitored effectively by the staff on duty. Behaviour in the breakfast club, which is a good social occasion for the children who attend, is also good.
- Attendance is above average which confirms the view that the pupils enjoy coming to school.
- There is a good emphasis on encouraging healthy lifestyles. Pupils are provided with healthy hot dinners at lunchtimes, and milk and fruit in the morning, and they have access to drinking water during the day.

The leadership and management are good

- The new headteacher has communicated her vision and high expectations to the staff and governors. The headteacher has quickly identified the strengths and the areas for improvement, and actions taken so far include a new marking policy and the setting of pupils for mathematics.
- The curriculum is interesting and engaging for pupils, and results in good attitudes to learning being shown by pupils. Pupils are provided with a range of experiences, such as an animal-handling session involving a rabbit, a tortoise and a snake where pupils were both enthralled and brave when holding the animals. Although the curriculum is broad and balanced, there are insufficient opportunities for pupils to practise and apply their skills of writing and mathematics in other subjects.
- Pupils' spiritual, social, moral and cultural development is promoted well. Pupils are kind and caring, know right from wrong, and enjoy the opportunities they have to work together.
- The school has used the new sports funding to enhance pupils' physical education and sport lessons by having physical education lessons for all classes taken by qualified coaches. This action has given pupils access to skilled coaches who have improved the pupils' skills and engagement very effectively in gymnastics and games skills.
- Subject leaders, in the past, have not been given enough responsibility for checking on the quality of pupils' work or leading improvements in their subjects. As a result, they do not have a clear understanding of the standard of teaching in their subject or the progress of different groups of pupils. The headteacher has rightly recognised that subject leaders in the school need to be given the training and time needed for them to lead their subjects more effectively.
- Parents have a very positive view of the school and all 85 parents who completed the online questionnaire said they would recommend the school to others.
- The local authority has provided a light-touch support for this good school. This has included regular visits, annual reviews, and moderation of attainment in the Early Years Foundation Stage and end of Key Stage 1.
- **The governance of the school:**
 - Governors have high aspirations for the future of the school and have recruited an energetic new headteacher to ensure their vision is realised.
 - Governors have a good understanding of the school's strengths and areas for improvement. Governors are provided with and understand the published data and receive regular updates on pupils' progress, including those pupils who are eligible to receive the pupil premium funding.
 - They receive regular reports from the headteacher about the quality of teaching and the performance management of staff. Governors have been involved in the decisions involving the reward of successful appraisals.
 - Members of the governing body have used training well to improve their skills over the past three years.
 - Governors carefully monitor the school's finances and have a clear understanding of the use of the pupil premium funding and its impact on the attainment of those pupils who qualify for this support.
 - The governors ensure the school meets the statutory requirements for safeguarding.

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	122555
Local authority	Nottinghamshire
Inspection number	428882

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Andy Hitchcock
Headteacher	Carole Clemens
Date of previous school inspection	9 June 2009
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