

# William Booth Primary and Nursery School

Notintone Street, Sneinton, Nottingham, NG2 4QF

**Inspection dates** 29–30 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Leaders have handled the change to a full-age primary school well. After a disappointing first set of Year 6 results in 2013, standards are rising rapidly and pupils are making good progress in all age groups.
- Children join with skills and understanding far below typical levels for their age. They settle quickly in the Nursery and Reception class, and continue to build on their skills and understanding throughout Years 1 to 6.
- The school focuses well on improving pupils' key literacy skills, and all pupils read every day. Many speak English as an additional language, and carefully considered support helps them to improve their language skills quickly.
- Teaching is typically good or better. Staff who were new to teaching older age groups have settled well, and much teaching seen during the inspection was outstanding.
- Pupils who are eligible for additional government funding through the pupil premium do well, and are beginning to catch up with their classmates.
- The skills of support assistants are used well. Their work helps disabled pupils and those who have special educational needs to make good progress.
- Behaviour is good throughout the school, and interesting activities make sure that pupils do not lose their concentration in lessons.
- Staff work closely together to make sure pupils are well looked after in a safe environment.
- Pupils greatly enjoy the wide range of subjects taught and the rich mix of after-school activities.
- Parents strongly agree that the school is led and managed well. Leaders and governors have increased the amount of good or outstanding teaching since the last inspection.

### It is not yet an outstanding school because

- A small amount of teaching is not yet good enough to help all ability groups achieve well.
- Occasionally, the most able pupils are not given sufficiently demanding work.

## Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, and several 'intervention groups' in which support teachers worked with a few children. Two of the observations were conducted jointly with members of the senior leadership team.
- Inspectors compared the school's data with national data and looked at pupils' books.
- They held discussions with the Chair of the Governing Body, which has now replaced the interim executive board, and spoke on the telephone with a representative of the local authority. They worked closely with the acting executive headteacher and senior leaders throughout the inspection, and held discussions with teachers who manage areas of the curriculum or pupils' safety and well-being.
- Inspectors spoke to pupils in lessons, in the playground and around the school. They held discussions with pupils in all age groups, and with a group of members of the school council.
- Inspectors listened to pupils reading.
- They took account of the 17 responses to the Ofsted online questionnaire, Parent View, and staff questionnaires, as well as talking to parents when they brought their children to school in the morning.
- Inspectors looked at information provided by the school, including its evaluation of its own performance and policy documentation, minutes of meetings, records of behaviour and attendance, and data relating to safeguarding.

## Inspection team

David Lewis, Lead inspector

Additional Inspector

Helen Hussey

Additional Inspector

## Full report

### Information about this school

- William Booth Nursery and Primary School is an average-sized primary school. It has been growing in size over the last four years as it has converted from an infant school into a primary school. In 2013, its first group of pupils left from Year 6. It now has pupils in every year group, aged from 3 to 11.
- The school is led by an acting executive headteacher and a deputy headteacher. The headteacher shares his time equally between William Booth and another school.
- Around 40% of the pupils are White British. The proportion of pupils from minority ethnic groups is about twice the national average. These pupils are mostly from Other White groups, or of Pakistani heritage.
- The proportion of pupils whose first language is believed not to be English is high.
- The proportion of pupils supported by the pupil premium is well above average. This extra government funding helps pupils who are known to be eligible for free school meals, children who are looked after by the local authority, and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is about twice the national average. The proportion of such pupils who are supported by school action plus or with a statement of special educational needs is just below the national average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Make teaching consistently good or better and raise attainment in Key Stage 2 by:
  - helping all groups of pupils to reach their full potential in lessons
  - challenging the most able pupils to think for themselves, and to take on more difficult work.

## Inspection judgements

### The achievement of pupils is good

- Children come into the school at age three with skills that are more than a year below those typical for their age. Many are disabled or have special educational needs, or speak English as an additional language. Standards by Year 6 are rising rapidly in English and mathematics, and although they are not yet at the levels expected nationally, they represent good progress from such a low start.
- Children make good progress in the Nursery and Reception. They make tremendous strides in their development of language, including those who speak English as an additional language. Improvements in their personal development also help them to progress academically, and they are well equipped to join Key Stage 1 the following year. Even so, their very low starting points mean that standards in the Year 1 phonics screening check, which tests pupils' understanding of letters and the sounds they make, do not meet national expectations.
- Pupils continue to make good progress in Years 1 to 6. The school's first set of Year 6 results in 2013 were significantly below average and failed to meet floor standards. Attainment was particularly low in mathematics, and pupils had not made enough progress except in writing. However, the school's data show that the statistics for overall progress across Key Stage 2 masked the accelerated progress pupils had made in Years 5 and 6. They also show that progress has improved dramatically for current pupils throughout the school, particularly this year, and that they are well on course to meet floor standards in 2014.
- Reading has been an important area for development: all pupils now read every day, and they say that they enjoy reading. When they read for information, they can explain what they have been reading about. Pupils of all ages understand the importance of reading. Teaching and achievement in mathematics have also improved.
- About two thirds of the pupils in each year group are supported by the pupil premium. The school makes sure that these pupils are all able to take part in the cultural, sporting and academic activities available to other pupils. They play musical instruments as part of a scheme managed by the local authority, and participate fully in subsidised residential visits. The funding makes it possible for eligible pupils to have lessons in small groups. In 2013 the eligible Year 6 pupils were half a term behind others in writing, nearly two terms in mathematics and over four terms in reading. Over the past year, school data show that eligible pupils are making good progress, and catching up with others throughout the school.
- Pupils who are disabled or have special educational needs are very well supported. Around the school, small groups of pupils are given support that helps them not only to learn, but also to learn to enjoy what they are doing. Similarly, pupils from minority ethnic groups, including those who speak limited English, are helped to do as well as they can by the end of Year 6.
- The most able pupils are also supported in small groups, especially where they can work with able colleagues to share the joy of learning, and are able to see how well they are doing. As a result they usually make good progress, despite the occasional lack of challenge for them.

**The quality of teaching is good**

- Teaching has improved since the previous inspection as a result of careful monitoring. This has been the focus of much of the school's work. Teaching was good or better in nearly all of the lessons seen.
- Teachers explain carefully to pupils what they have to do, and make good use of whiteboards, videos and models to help those who learn best by watching rather than listening. They have responded well to the challenges presented by the school's growth, and have benefited greatly from links with an outstanding school in the area.
- In Reception, children are quickly introduced to the sounds that letters make. Even when children choose their own activities, these have a focus so that they are well prepared for class sessions later in the day.
- Extra help is provided for pupils who speak English as an additional language, and there is an emphasis throughout the school on promoting reading and writing skills in every subject.
- Teachers define clearly what pupils have to do in order to succeed in terms of National Curriculum levels. For example, in a Year 6 lesson on fractions, pupils had different targets, depending on their understanding, and knew what they had to do in order to reach the next level.
- Often pupils have to express opinions, either in response to quick-fire questions from their teachers or to longer-term challenges when working on projects. Teachers all know their pupils well, and make skilful use of probing questions to check their understanding and help them to progress.
- Homework is used well to help pupils practise their skills, and to gain experience in working without help. The school has started to experiment with a system in which pupils are responsible for choosing tasks that will help them to learn best.
- Support staff are well used in lessons, either with groups of pupils to help them to overcome barriers to learning, or with individuals who have particular difficulties. Pupils said in discussion that they progress well as a result of their work with support staff.
- The school's records show that teaching is excellent in about a quarter of all lessons, and this was reflected during the inspection. Where teaching is at this high level, interesting activities keep pupils on their toes, and help them to become fluent in speaking, to listen intently, and to be able to express their ideas. The supportive environment means that they are not shy when asked to explain their answers to the class.
- In the lessons seen, teaching was occasionally not effective enough in helping all groups of pupils to progress equally well. This was usually because the teacher did not make sure that work was sufficiently demanding for more-able pupils to make them think harder. As a result, sometimes, pupils found the work too easy and lost concentration.

**The behaviour and safety of pupils are good**

- Throughout the school, the behaviour of pupils is good. Pupils are courteous, and move around the school in an orderly manner. In the outdoor areas, children from the Nursery or the

Reception class play well together. They are well supervised by staff, and sometimes by playground 'buddies'.

- Pupils enjoy their work, and they are keen to think for themselves and to express their ideas. In assemblies, pupils of all abilities are keen to participate in celebrations of their successes in lessons and of personal events such as birthdays.
- In the main playground, pupils run around a lot, but behaviour is good. When accidents occur, pupils are very well looked after. There are areas where pupils can chat quietly together and these are well used.
- In discussion, pupils showed admirable honesty, and said that oppressive behaviour and inappropriate language are very rare. They say bullying does occasionally occur, but it is usually limited to name-calling and is swiftly dealt with. Pupils, parents and staff all report that behaviour has improved greatly under the leadership of the acting executive headteacher and senior staff, who have created an environment in which children can enjoy their learning.
- The school's work to keep pupils safe and secure is good. The site is safe and secure, and all required child protection training is updated when necessary. Pupils are aware of the dangers they meet in the neighbourhood of the school and when using the internet.
- Pupils enjoy working together, and some good work was seen in which pupils were preparing to give a presentation in assembly on the dangers of misuse of substances.
- Pupils want to come to school, and they enjoy learning. Attendance is rising and is now just above average for this type of school. A few pupils and their families find it difficult to maintain regular attendance, but the school communicates well with families and persistent absence is now falling.
- Leaders promote equal opportunities by monitoring pupils' progress meticulously and making sure that all pupils can take part fully in the school's work, including residential visits.

### **The leadership and management** are good

- The acting executive headteacher has brought to the school a strong sense of purpose, with high expectations, and a clear sense of direction. Staff are united, and senior leaders and others who have leadership responsibilities are working to realise this vision for a successful school that makes the most of its pupils' strengths.
- The contribution made by staff to the pupils' achievement is greatly valued. They have worked together with the governors to ensure pupils' personal development has been good throughout the school, and teaching and behaviour have improved. Pupils enjoy coming to school and working together on projects. They participate in the many additional activities available to them so much that attendance has risen rapidly.
- Leadership of the Nursery and Reception classes is good. Children make good progress as soon as they arrive as a result of a stimulating range of activities and teaching that they enjoy. They quickly become used to the school environment.
- The headteacher and deputy headteacher monitor every aspect of the school's work carefully. They are quick to respond to what they find by arranging additional training, providing opportunities for staff to work together and, where necessary, by calling on additional

experience from the local authority.

- Funding, including the additional pupil premium and sports funding, is used well to improve pupils' achievements. The new sports funding has paid for the appointment of a sports coach as a sports leader. This has contributed to a strong sense of community and pupils' understanding of the importance of adopting a healthy lifestyle. Pupils are proud to represent their school by playing in school teams.
- The development of pupils' social, moral, spiritual and cultural education pervades the school's work, notably through many musical and artistic activities. All pupils in Key Stage 2 learn to play a stringed instrument, and strong links with other schools in the area are promoted through joint performances and sporting activities.

■ **The governance of the school:**

- The governing body supports the school well. It holds its leaders to account through reviewing the headteacher's performance based on pupils' achievement and a strong drive towards higher standards. It approves increases in staff pay and promotion only where they are warranted by pupils' rising achievement. Governors know their school well, including the quality of teaching, and use their knowledge of school data to support senior staff. They play a full part in the school's self-evaluation and improvement. They make sure the school meets all statutory requirements, including those relating to safeguarding. They maintain a good overview of the budget and manage funds wisely, including the way the pupil premium is spent and its impact. They are on track to remove the current budget deficit within two years.

## 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

<b>Unique reference number</b>	122444
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	430582

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Haywood
<b>Headteacher</b>	Gary Fullwood (acting executive headteacher)
<b>Date of previous school inspection</b>	9 May 2012
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