

Hucknall National Church of England (VA) Primary School

Montague Road, Hucknall, Nottingham, NG15 7DU

Inspection dates

19–20 March 2014

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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.

- Not enough pupils make good progress. Attainment in writing and mathematics is not high enough for many pupils by the end of Year 6.
- Teaching requires improvement because teachers do not always check that pupils have understood work before moving on, or question pupils effectively to help them to make good progress in lessons.
- Marking does not always show pupils how to improve their work or give them the opportunity to do so.
- Progress in the Reception classes slows in some sessions because staff do not have sharp enough systems for recording assessments of how well children are doing.
- Subject leaders are not checking the quality of teaching in their subjects effectively in order to raise standards across the school. The leadership of the Early Years Foundation Stage is still in its infancy.

The school has the following strengths

- The behaviour of pupils around the school and during lessons is good.
- The school's work to keep pupils safe and secure is also good.
- Disabled pupils and those who have special educational needs make good progress because they are supported well.
- The recently appointed senior leadership team of the new headteacher and the established deputy headteacher has a clear understanding of what needs to be done to improve teaching and pupils' achievement.
- Senior leaders check the progress of all groups of pupils very well. They give clear guidance to teachers on how to improve their teaching resulting in some significant improvements.

Information about this inspection

- Inspectors observed 25 lessons or parts of lessons of which three were observed jointly with senior leaders.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with senior leaders and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school’s recent parental surveys, the 57 responses to the online questionnaire, Parent View, letters from parents and 43 staff questionnaires.
- Inspectors looked at a range of documents, including plans for improvement, records of the school’s checks on pupils’ and teachers’ performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Helen Owen

Additional Inspector

Judith Tulloch

Additional Inspector

Full report

Information about this school

- Hucknall National Church of England (VA) Primary School is a larger-than-average sized primary school.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is below average.
- The proportion of disabled pupils and those with 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.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress in English and mathematics.
- There is a before- and after-school club which is managed by an external provider and does not form part of this inspection.
- The current headteacher took up her post in January 2014. The current deputy headteacher managed the school as acting headteacher from April 2013.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that both are good in order to raise the achievement of all pupils in mathematics and particularly in writing, by:
 - improving the quality of questioning by teachers to enable pupils to explain their ideas and think more deeply
 - checking pupils' understanding more systematically to correct misunderstandings
 - making sure that marking clearly shows pupils how to improve their work, and gives them an opportunity to do so
 - ensuring that the good practice that already exists in school is shared with all staff.
- Improve leadership and management by making sure that:
 - leaders in the Early Years Foundation stage develop sharper assessment and recording systems to know how well children are doing
 - subject leaders have rigorous systems for checking the quality of teaching in their subjects to ensure rapid progress for more pupils

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement. Standards at the end of Key Stage 2 are now average. However, pupils' progress from Key Stage 1 has slowed in recent years. While many pupils are making the progress expected of them, not enough are making more rapid progress, particularly in writing.
- Standards in mathematics and particularly writing at the end of Key Stage 2 have not improved quickly enough. Although there is an improving picture, they are still average. In 2013, progress slowed in reading, writing and in mathematics at the end of Key Stage 2. This was largely as a result of not enough pupils of average ability being pushed on to make progress better than that expected of them.
- Most children start school with skills that are below those typically expected for their age. They make expected progress in the Reception classes so that by the time they start Year 1, their skills are still slightly below average.
- Pupils' attainment by the end of Key Stage 1 is above average. While attainment in writing and mathematics has fluctuated in recent years, it has remained above average in reading.
- Reading skills are taught well using phonics (learning letters and the sounds they make). Pupils use these skills well to improve their basic reading skills. Their progress in reading is good.
- In contrast, progress in writing is slower and standards are lower. This is because pupils do not always know how to improve their writing. This is particularly so in Key Stage 2 where many pupils have been around two terms behind expected standards for their age by the end of Year 6. This improved in 2013, but standards are still only average.
- Pupils' attainment in mathematics has been consistently above average in Key Stage 1 and has been improving in Key Stage 2 where it is now slightly above average. While most pupils currently in school are making the progress expected of them, some are not, for instance in Year 6.
- The most able pupils do not make fast enough progress because, at times, they are given work that does not fully challenge them or extend their thinking. Too few pupils attain the highest levels in tests at the end of Key Stage 2, and particularly in writing in Key Stage 1.
- Disabled pupils and those who have special educational needs receive effective support so that they make good progress. Those receiving additional support to meet individual education targets are helped to grow as confident learners as a result of effective support provided by adults.
- The attainment of pupils supported by the pupil premium lags behind other pupils in school by around one year in reading, writing and mathematics. This gap is greatest in Key Stage 2. When compared to their national peers however, this group compares favourably in reading and mathematics but is behind in writing.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not been consistently good enough to ensure

that all groups of pupils achieve well in English and mathematics.

- Teachers do not make the best use of different types of questions to explore and deepen pupils' understanding. As a result, pupils are not given opportunities to explain their thinking deeply enough with each other, or with other adults.
- Not all teachers check pupils' understanding regularly during lessons. This results in some pupils misunderstanding tasks or not being challenged to achieve the best they can. Attempts are made at this, but often not effectively enough. For example, a teacher in a Key Stage 2 class asked for a simple hands-up approach to check who had understood instructions, but then quickly moved on without following-up those pupils who had not raised their hands.
- The teaching of writing is currently a priority because staff recognise that pupils' progress and attainment requires improvement. Teachers' feedback on pupils' written work is inconsistent. While some teachers provide helpful comments showing pupils what they need to do to improve their work, this is far from a common picture across the school. Some work still remains unmarked and some comments give positive praise but few opportunities for pupils to improve their work.
- Although there is no outstanding teaching there is some good teaching. For example, in a Key Stage 2 class, pupils made good progress in identifying the correct nets for cubes. This was because the teacher had an acute awareness of the needs of most pupils.
- When teaching is most effective, pupils are usually excited by their learning, particularly at the start of lessons. For example, in one lesson in the Early Years Foundation Stage, children were excited to have received a letter from 'Spiderman' who needed help in eating healthier foods. Similarly, a 'Doctor Who' themed classroom in Key Stage 2 helped to stimulate the writing of a play script involving aliens and other planets.
- Pupils have targets for improving their attainment in reading, writing and mathematics which are discussed with their teachers and understood by most pupils.
- Reading is usually taught well. This is helped in no small measure by the support given to pupils by their parents at home. For example, pupils have recently been encouraged to bring their own electronic reading devices into school from home to help them with their reading skills.
- The teaching of disabled pupils and those who have special educational needs is good. Leaders manage the provision well, identify pupils' needs at an early stage, and put the necessary support in place. Very well skilled teaching assistants ensure that pupils receive support that is effective and is matched well to their needs.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' good manners, friendly nature and active engagement contributes to an orderly and happy environment in the school. Pupils go out of their way to help each other and are extremely polite to visitors and other adults to the school.
- The school's work to keep pupils safe and secure is also good. Pupils say they feel safe and that the best thing about this school is how teachers are always fair and make sure learning is fun.
- Pupils are also constructive in their approach to changes, wanting the best for themselves and others in school. For example, some are a little apprehensive about the forthcoming new

arrangements to be made for lunchtime seating, but are willing to give them a go.

- The work of the new sports coach is having a positive influence on lunchtimes. The increase in activities available and better-trained lunchtime staff mean that pupils are more actively engaged.
- Teachers work very hard to maintain good levels of behaviour around the school. The new behaviour management system is now clear to all pupils, and is more consistent across the school. Although there are incidents of low-level misbehaviour logged, these are dealt with very efficiently and promptly.
- Pupils have a good understanding of different forms of bullying but say that it is very rare in this school. Pupils behave well and play nicely with each other in a well-resourced playground, especially during lunchtimes when there is significantly more equipment and supervision.

The leadership and management requires improvement

- School leadership has undergone significant changes over the past year. The impact of these changes is beginning to be seen in some improvements around the quality of teaching and pupils' progress, but is still at an early stage.
- Subject leaders, many of whom are new to post, are developing their role as leaders across the whole school. They do not yet rigorously monitor the quality of teaching carefully enough to ensure that rapid progress is made by all pupils.
- The Early Years Foundation Stage has lacked specialists for some considerable time. This area of the school is undergoing the largest amount of changes with leadership now temporarily in place and the curriculum now being matched to national requirements. Systems for checking children's progress and documenting and recording children's learning are not fully effective.
- The recent arrival of the new headteacher is having a significant and rapid effect on the performance of the school. Her monitoring of teaching is robust, the use of data to analyse pupils' performance is sharp and the development of teamwork amongst leaders and staff is morale boosting.
- The school's evaluation of its performance is accurate. Leaders know what needs to be done to improve the school's performance.
- Teachers' performance is checked well by school leaders with staff having clear targets linked to their classroom practice.
- Pupils' spiritual, moral and cultural development is developed well. A superb assembly led by the deputy headteacher showed real pride and respect for the school. A wide range of trips, visits and other activities make sure that pupils respect each other, enjoy coming to school and have a good awareness of different cultures and religions. The school participates in a variety of charitable events, often supporting local charities in the area.
- The new sports funding is used well to provide additional and effective physical education teaching and a range of lunchtime and after-school sporting activities. The school has seen increased participation of pupils, indicating healthier lifestyle choices. The funding has not been used so far to provide training for staff.

- The school has gained an international schools award for its work with a partner school in Ghana. Staff have visited this school providing support to staff and pupils.
 - Parents speak highly of the school. The vast majority of parents who responded to Parent View were happy with the school and would recommend it to other families.
 - The staff questionnaires revealed a more than typical number of staff who were highly complimentary about the school and, in particular, of the new senior leaders.
 - The local authority provides increasingly more support for this school due to the less than good Key Stage 2 results. The robustness of its challenge in recent years, however, has not been as effective as it could have been.
- **The governance of the school:**
- Long-serving governors bring a range of important skills that enhance the school's provision. They have not always challenged or considered school performance as well as they could have in the past, but this has been addressed with governors now having a very clear picture of the performance of most groups of pupils. Governors know how teachers' pay is related to the quality of their teaching and how well the school has tackled underperformance. Governors ensure that there are robust safeguarding procedures in school.
 - Governors make appropriate use of information to plan the use of funding such as the pupil premium and the new sports funding. The impact of this funding is now being assessed more effectively.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 128075 |
| Local authority | Nottinghamshire |
| Inspection number | 433259 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 420 |
| Appropriate authority | The governing body |
| Chair | Sarah Rooksby |
| Headteacher | Helen Bent |
| Date of previous school inspection | 25th May 2011 |
| Telephone number | 0115 963 2678 |
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