

Awsworth Primary and Nursery School

The Lane, Awsworth, Nottingham, NG16 2QS

Inspection dates

25–26 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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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 of all ages now make good progress across the school, often from below average starting points.
- Children make a very good start to their life in school in the well-organised and welcoming Early Years Foundation Stage.
- Pupils achieve well in reading by the time they leave the school at the end of Year 6.
- Disabled pupils and those who have special educational needs make good progress.
- Teaching is almost always good and sometimes outstanding. Teachers check pupils' progress regularly and help them to make secure improvements.
- The activities teachers provide for pupils make learning relevant and fun. Pupils' learning is enlivened by regular visitors, trips to places of local interest and a wide range of enrichment activities. These support pupils' spiritual, moral and social development very well.
- Pupils feel safe, behave well and enjoy school.
- The school's leaders, including governors, make sure that any emerging weaknesses are quickly addressed and are taking effective action to improve teaching and achievement.
- Governors are very knowledgeable about the school's work. They visit regularly and monitor all aspects of its work closely. They provide effective support and hold leaders to account robustly.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure all pupils' progress is rapid across all year groups. Occasionally, individual pupils are not given enough challenge, and when this happens they lose concentration and progress slows.
- Pupils do not achieve as well in writing as they do in reading.
- Teachers do not provide pupils with clear guidance or feedback that will help pupils understand how to improve or check that they act on this advice in their subsequent work.
- Staff do not share their skills and expertise sufficiently to improve their teaching.

Information about this inspection

- Inspectors observed 19 lessons, three of which were seen jointly with the headteacher.
- Meetings were held with staff, two groups of pupils and three members of the governing body. A telephone conversation was held with a representative of the local authority.
- Inspectors heard pupils read and talked to them informally at break and lunchtime.
- Inspectors took account of the 36 responses to the online questionnaire, Parent View, and the school's most recent parental survey. They had conversations with parents and carers as they dropped off their children at the start of the school day. Inspectors also considered the 29 responses to the staff questionnaire.
- School documentation was examined, including data on pupils' current progress and records of governing body meetings, teachers' performance, behaviour, attendance and safeguarding. documentation relating to the care of disabled pupils and those who have special educational needs was also carefully reviewed.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Neil Taylor

Additional Inspector

Nicola Hart

Additional Inspector

Full report

Information about this school

- Awsworth Primary and Nursery school is an average-sized primary school. There is one class for children of Nursery age and one class in the Reception Year. One mixed-age class caters for Reception and Year 1 pupils. The remaining pupils are taught in mixed-age classes for Years 1 and 2, Years 3 and 4 and Years 5 and 6, because of the varying numbers in each age group.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is double the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for certain groups, which in this school includes pupils known to be eligible for free school meals and pupils looked after by the local authority) is lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works with a cluster of local schools to improve provision and pupils' achievements.
- There has been long-term absence for several staff due to maternity leave over the past three years.
- Recently completed major building work took place in the school last year.

What does the school need to do to improve further?

- Improve the quality of teaching and thereby achievement so that both are outstanding by ensuring that:
 - pupils achieve as well in writing as they do in reading
 - pupils are challenged in all lessons so that they concentrate fully on their work and reach their full potential
 - teachers mark work clearly so that pupils know what and how to improve and check that pupils respond to the guidance they receive to correct errors and avoid them in future work
 - staff are given more opportunities to share and learn from the outstanding teaching already evident in the school.

Inspection judgements

The achievement of pupils

is good

- Pupils in all year-groups, including more-able pupils, make good progress from starting points which are often below or well below those typically seen their for age. The headteacher closely monitors the quality of teaching in all year groups. This has led to pupils' progress increasing rapidly, particularly in mathematics. However, progress in writing is not as good as it is in reading.
- Standards at the end of Year 6 in 2013 were broadly in line with the national average overall but stronger in reading than in writing, mathematics and English grammar. The school's extensive tracking information shows that the standards achieved by pupils currently in the school are once again on track to be at least in line with the latest national averages in reading and mathematics. Standards in writing, which is a school focus, are still lower than in the other two subjects but are improving.
- In 2013 the results at the end of Key Stage 1 dipped because pupils in this cohort entered the school with skills and abilities well below those that are typically found in children of this age. Some weaker teaching, staff disruption and upheaval through building work contributed to the dip. School evidence shows that these pupils have caught up and an increasing proportion are now reaching standards in line with the age-related expectations.
- Children in the Early Years Foundation Stage make good progress. Phonics (the sounds that letters make) teaching is now consistently good for the younger children. Although the outcomes of the phonics screening check for pupils in Year 1 in 2013 were below average, they were a significant improvement over the 2012 results. Those pupils who re-took the check in Year 2 also showed improved results.
- All pupils, including those from lower starting points, are now making stronger progress with early reading skills and spelling. The school has developed a strong reading culture and there is good support for reading at home. Pupils work out unfamiliar words confidently and have a good understanding of the stories they are reading. Pupils read books that are appropriate for their age with fluency and expression.
- Disabled pupils and those who have special educational needs are successfully meeting the challenging targets set for them and often make very good progress. The school has high expectations of all these pupils, regardless of any barriers to learning they have to overcome.
- Pupils who are eligible for support through the pupil premium are also making good progress. In 2013, Year 6 pupils supported through the pupil premium were one term behind the others in mathematics and in reading and three terms behind in writing. The gaps between eligible pupils who are currently in the school and the others are closing in mathematics and reading, where the impact of the school's investment in additional support is now being seen, but are widening in writing.

The quality of teaching

is good

- Teaching is good because it enables pupils to achieve well. Most teachers have increasingly high expectations of pupils' achievement, which are reflected in the often challenging targets and work set for them in all classes. However, the level of challenge is sometimes too low in the writing tasks pupils are given and this affects their rates of progress in this subject.

- Teachers know the pupils well and enjoy teaching them. Teachers' good subject knowledge means that work is presented in stimulating and exciting ways which capture pupils' imagination. Teachers plan their lessons very carefully to ensure they interest pupils and check carefully that pupils are clear about what skills, knowledge and understanding they are meant to be learning. For example, pupils are taught how to test out ideas and evaluate each other's work well. This enables all pupils to enjoy their learning and grow in confidence as they move through the school.
- The teaching of mathematics is strong, and improving. Teachers systematically develop pupils' ability to use and apply mathematical concepts. This gives pupils the confidence to use their mathematical skills creatively and accurately.
- In the Early Years Foundation Stage, staff know the children well and intervene particularly effectively to support their speech and language development. The well-resourced learning areas ensure that children have a good range of activities and resources that help them make good progress, both inside and outside the classroom. Staff check children's progress carefully.
- The newly refurbished and well-equipped accommodation provides a good learning environment. Display is colourful and used well to clarify key learning points that pupils can use in their work.
- Specialist teachers are used very effectively to challenge pupils and extend their learning. In one music lesson, for example, the progress pupils made was outstanding. One parent described a recent musical production as, 'like being in the West End.'
- Teachers work closely with other adults, and classroom assistants play a valuable role in aiding learning, especially for disabled pupils, those who have special educational needs and pupils in receipt of pupil premium funding. Teachers work closely with other adults, such as teaching assistants, when planning lessons. These additional staff help assess pupils' progress and provide good support for them, in small groups and on a one-to-one basis, to help them improve their reading skills. These pupils not only progress well, but as the school's data show, are starting to close the gaps on their classmates successfully.
- Marking is regular, up-to-date and accurately describes what pupils know and can do. However, teachers do not always make clear how pupils might improve or check that they act on the advice they are given to correct mistakes and avoid them in future.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In almost all lessons, pupils demonstrate positive attitudes to their learning and are keen to take part in all activities across the full range of subjects they are taught. They cooperate well with staff and with each other. The way pupils worked with a visiting group from 'Childline' was a good indication of their high levels of confidence and respect for others. All pupils are polite and well mannered.
- Very occasionally, when teaching is not as effective as it mostly is, a few pupils lose concentration and do not complete their work as well as they should. Even then, they are careful not to spoil the learning of others. No disruptive behaviour was seen during the inspection and pupils report that it rarely occurs. On those very few occasions when it does, it is dealt with very quickly by staff. Pupils are well aware of the school's system of rewards and sanctions and say these are fair and make them work hard. School records show that exclusions from school are extremely uncommon.

- Pupils behave sensibly when moving around the school between lessons and at lunchtimes. This was tested out to the full during the inspection when sudden spells of heavy rain kept the pupils inside at break times. Pupils' behaviour reflects the school's UNICEF award for Rights and Responsibilities, and each class has drawn up its own charter.
- The school's work to keep pupils safe and secure is good. Pupils are knowledgeable about different forms of bullying, including those related to internet use and mobile phones. Pupils told inspectors that, while name calling and minor bullying incidents occur from time to time, they are confident in the ability of staff to manage these well. They have good strategies for keeping themselves safe and preventing any discrimination.
- Inspection evidence shows leaders make effective use both of the school's own staff and also liaise well with external agencies and employ more extensive support for those few pupils with known problems. Those pupils with behavioural and emotional challenges are fully included in school life. Attendance is average and improving.
- A very large majority of parents, and all staff who completed the questionnaire, consider that pupils behave well and are kept safe in school.

The leadership and management are good

- The headteacher has led the school exceptionally well over many years. She is very well supported by the effective governing body.
- Leaders and managers work well together and share the same high expectations of staff and pupils. As a result, achievement, attendance and behaviour have all improved. As one parent observed, 'It was always a good school before but now it is fantastic.'
- Teachers are set demanding targets which are linked to the national teaching standards. It is a reflection of the senior leaders' effectiveness that the quality of teaching has become consistently good despite the recent disruption and changes. A combination of very strong internal support and careful mentoring by senior leaders has enabled teachers to improve quickly.
- Other leaders and managers, who are subject or phase leaders, are well supported by senior leaders and are becoming increasingly confident in their roles. However, opportunities for staff to observe, share and adopt the outstanding practice already evident within the school are not yet fully developed.
- The subjects that are taught are described by pupils as 'really fun'. The wide range of subjects and activities the school offers contributes very strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched well through a range of after-school activities and by opportunities for pupils to learn a foreign language, to play musical instruments and to sing and dance. Visits, including residential visits, together with opportunities to develop sporting and artistic skills and links to schools in Egypt, India and Mexico, also enhance the learning opportunities the school offers its pupils.
- The school is making good use of the primary sports funding. The school is using specialist teachers to provide additional activities while supporting the training of staff. This is increasing participation in sport and, along with the healthy school meals provided, contributes effectively to pupils' well-being.

- The school develops very effective relationships with parents and carers. As one parent said, 'I know how well my son has done well before we get home, he can't wait to tell me.' Many parents speak about how approachable staff are.
- The local authority has provided recent support to the school and is monitoring provision and pupils' progress in Key Stage 1, following the dip in 2013. The local authority fully expects the school to meet its predictions and targets for this year.
- The headteacher's close links with a cluster of local schools provide a beneficial source of professional advice and guidance, for example, about how best to allocate the primary sports funding and how leaders can evaluate its impact. One middle leader, who has advanced skills in literacy, has supported the local authority in the moderation of teachers' assessments of writing at the end of Key Stage 2. Four teachers act as mentors for teacher training students and this has sharpened their own practice.
- **The governance of the school:**
 - Governors challenge and support the school well as a result of effective training and their own broad experience and expertise. They regularly visit the school and monitor its work. They have a good knowledge of how well pupils are progressing and understand the data about pupils' outcomes. They know the school's strengths and areas for development. They are aware of how the pupil premium funding is spent and the impact it has on progress, including on attendance. They know about the quality of teaching and ensure that teachers are set high targets and reward staff when this is appropriate. Any staff underperformance is tackled decisively. Safeguarding arrangements are rigorously applied and meet all statutory requirements.

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	133296
Local authority	Nottinghamshire
Inspection number	434610

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	263
Appropriate authority	The governing body
Chair	Marilyn Reed
Headteacher	Jane Mainprize
Date of previous school inspection	08 June 2011
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