

John Davies Primary and Nursery School

Barker Street, Huthwaite, Sutton-in-Ashfield, NG17 2LH

Inspection dates 15–16 July 2014

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. It is not good because

- Pupils' achievement over time has not been consistently good.
- Pupils' progress in reading, writing and mathematics is not consistent across the school because teachers' expectations of pupils are not always high enough. In Key Stage 2 tasks set are sometimes too easy, particularly for the most-able pupils.
- By the end of Year 6, the proportion of pupils exceeding the progress expected of them is below average in reading and mathematics.
- There is not enough good or better teaching, which prevents pupils from making consistently good progress.
- Pupils are not sufficiently encouraged to use appropriate and interesting vocabulary in their writing.
- Teachers do not quickly correct mistakes pupils make in their mathematics work books. Their marking does not always tell pupils how they can improve their work, and teachers do not always make sure that pupils follow their advice they have been given.
- Subject leaders do not play a full role in helping to improve teaching and learning.
- Although the headteacher and governors have worked closely with the local authority to improve the school, neither teaching or learning are yet good enough.

The school has the following strengths

- Children in the Early Years Foundation Stage make good progress from low starting points.
- Gaps in attainment between pupils supported by additional funding and other pupils are reducing.
- The school is a welcoming community where pupils and staff get on well together.
- Pupils' behaviour is good, as is their spiritual, moral, social and cultural development. They feel safe in school.
- Senior leaders and the governing body are committed to improving the school further. They know the school's strengths and have identified the areas for further development. They have already been successful in improving some aspects of teaching

Information about this inspection

- The inspectors observed teaching in 16 lessons, four of which were jointly observed with the headteacher. Inspectors also visited several classrooms to look closely at the work in pupils' books and undertook an additional work scrutiny of mathematics and writing.
- Inspectors reviewed a wide range of documentation, including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to attendance, behaviour and safeguarding and the school's data on pupils' progress.
- Inspectors talked with pupils and listened to some pupils reading.
- Meetings were held with staff and four members of the governing body and a representative of the local authority.
- The inspectors took account of the 13 responses from parents recorded in the online questionnaire (Parent View) and the lead inspector and had a telephone conversation with a parent. They also took account of 30 responses to a recent parental questionnaire distributed by the school. Inspectors also had informal conversations with some parents at the beginning of the school day.
- The inspectors took account of the 15 responses to the staff questionnaire provided by Ofsted

Inspection team

David Edwards, Lead inspector

Additional Inspector

Jacqueline Pentlow

Additional Inspector

Malcolm Johnstone

Additional Inspector

Full report

Information about this school

- John Davies Primary School is a larger than the average sized primary school.
- The vast majority of pupils are of White British heritage
- The proportion of pupils eligible for the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion of those supported through school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- A group of pupils join the school each year from a neighbouring infant school at the start of Year 3
- Since the last inspection, there have been significant staff changes, and a short period of instability in the school's leadership team. The substantive headteacher and deputy were appointed in September 2013, following a period of six months when they were acting in those capacities. There have been changes to the subject leadership in mathematics and English.
- The school provides a daily breakfast club for pupils, which is run by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in mathematics, so that achievement improves by ensuring all teachers:
 - have high expectations of what pupils can achieve
 - encourage pupils to use more wide-ranging and ambitious vocabulary in their writing.
 - provide activities that consistently offer an appropriate level of challenge for the most-able pupils
 - use their marking to make clear to pupils how they can improve their work, particularly in mathematics,
 - check that pupils have responded to teachers' comments in their subsequent work
- Develop the skills of subject leaders by creating more opportunities for them to observe teaching and learning in their subjects so that they have a clear understanding of strengths and areas for improvement and the impact teaching is having on pupils' learning.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' progress varies across the school. While progress is now more consistent and sometimes good, from Reception to Year 2, it remains slower in Years 3 to 4 because of inconsistencies in the quality of teaching. As a consequence, progress requires further improvement.
- Although achievement in reading, writing and mathematics is improving, the improvement has not been rapid enough. By the end of Year 6, the proportion of pupils exceeding the progress expected of them in reading and mathematics is below average. The proportion of pupils exceeding expected progress at the higher levels in writing was in line with the national average.
- The 2014 end of Key Stage 2 test results show that attainment by the time pupils leave is now broadly in line with national averages in each subject but that not enough pupils reach the higher levels in mathematics and reading. This is because tasks for the most-able pupils in lessons do not consistently have an appropriate level of challenge.
- Across the school, however, achievement is improving. The most current assessment data for pupils at the end of Key Stage 1 shows the improving trend in pupils' attainment in reading, writing and mathematics seen last year has been maintained. Current school data shows that pupils are making good progress in mathematics and steady progress in reading and writing across Key Stage 1. Pupils currently in Year 5 have made good progress across Key Stage 2 in all subjects and their attainment is above that generally seen at this stage of their education.
- Overall, the progress of disabled pupils and those who have special educational needs is at least in line with that of their classmates and sometimes better. The well-planned support from teachers and teaching assistants, underpinned by careful and accurate assessment of pupils' learning and individual needs, means they make at least expected progress from their starting points. Small group sessions and one-to-one tuition are used effectively to close gaps in pupils' knowledge and understanding.
- Year 6 pupils supported by pupil premium funding in 2013 did better than their classmates in mathematics and were approximately a term ahead. They were less than half a term behind in writing but almost three terms in reading. Current school data shows that the gap in reading is now only one term at the end of Year 6. This is a result of good support for eligible pupils across the school, who now make progress similar to their peers. This demonstrates the school's commitment to equality of opportunity.
- Pupils who join the school in Year 3 make similar progress to their peers by the time they leave at the end of Year 6. This is because they receive good support during their time in Key Stage 2 to advance their learning.
- The school has boosted pupils' achievement in mathematics in the last year through an intensive programme of support for their skills in calculation and problem solving. Pupils' writing standards have similarly risen because teachers have provided more opportunities for them to practise their writing skills in other subjects.
- Outcomes at the end of Reception have risen steadily over the last three years. Children start in Nursery with skills and understanding that are well below the levels typical for their age. They make good progress in most areas of learning in Nursery and Reception and reach broadly average attainment as they enter Year 1. This is because of good teaching and stimulating activities and adults' thorough assessment of children's knowledge and skills.

- The proportion of Year 1 pupils attaining the expected standard in the screening check in phonics (letters and the sounds they represent) was below the national average in 2013 but has risen to above average in 2014. More effective teaching of phonics this year is contributing to improved outcomes. Improved guided reading sessions have supported the improvement in reading well.

The quality of teaching

requires improvement

- Over time teaching has not yet been good enough to ensure that all groups of pupils make good progress, and it continues to require improvement. The school has put in place various strategies to improve the quality of teaching. These are beginning to have some positive impact and inadequate teaching has been eradicated.
- Teachers do not always have high enough expectations of what pupils can achieve. They do not always set tasks and activities that challenge pupils and enable all pupils to achieve well. As a result, learning slows because pupils, particularly the most able, sometimes spend time on work that is too easy for them to make good progress.
- Although teachers regularly mark pupils' work and use praise to encourage pupils, marking, particularly in mathematics, does not always provide pupils with clear and specific written comments on what they need to do to improve. When comments do tell pupils what they need to do, teachers do not always ensure that advice is quickly followed up by pupils which means that pupils' learning does not move forward as quickly as it could.
- Whilst standards in writing have risen in the past three years, work in pupils' books shows that they do not consistently use appropriate and interesting vocabulary and this restricts their achievement.
- Pupils' progress in mathematics is improving across the school because of more effective teaching in the subject. However, when teachers mark pupils work, they do not systematically correct mistakes that pupils have made, which slows progress.
- When teachers use effective questioning to check and extend pupils' understanding, pupils make good progress. However, this does not happen consistently throughout the school.
- Learning in the Early Years Foundation Stage is typically good. The classroom and outdoor environments are spacious and creatively developed. Activities challenge children well and engage their enthusiasm for learning, so that they make good progress.
- Disabled pupils and those with special educational needs learn well because teaching assistants help them to develop their skills by providing effective support that is well matched to their needs.
- Pupils supported by pupil premium funding benefit from increasingly good adult support. It is now closely aligned to individual needs that have been identified through the close tracking of pupils' progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Good behaviour starts in the Nursery class where children learn and play purposefully together and behave well. This is because the school has high expectations of their behaviour and attitudes to learning and how they treat others.
- Staff, leaders, governors and pupils who gave their views all say that behaviour is good. While a very small number of parents expressed concern about behaviour, inspectors found no evidence of poor behaviour or weak management of pupils by teachers.
- There are good systems in place to ensure that pupils behave well. There are few recorded incidents of poor behaviour and exclusions of any kind are very rare.
- In lessons pupils generally listen attentively and respond well to teachers' instructions. They have good attitudes to learning and are keen to do their best. The generally good standard of presentation of their work shows the pride they have in what they do.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep safe both at home and at school through their awareness of potential dangers, such as talking to strangers. They are well informed about using the internet and mobile phones safely.
- Pupils are aware of the different types of bullying, including cyber bullying. They report that there is very little bullying in school and that they would know who to go to if it did occur.
- Pupils' attendance is now average and has improved because of the successful efforts of the school. The school makes sure that pupils and parents understand the contribution good attendance makes to learning well.
- The school's well-attended breakfast club, is appreciated by parents. It has helped in the drive to improve attendance and gives pupils a good start to the day.

The leadership and management requires improvement

- Leaders and governors promote the school's positive ethos effectively and are committed to improving pupils' achievement. The pace of change has not, however, been sufficiently rapid. While school leaders' actions have, over time, improved the teaching and achievement of younger pupils, they have not yet had a sufficient impact upon the outcomes of older pupils.
- The changes that the senior leaders and governors have introduced include appointing some new teachers and subject leaders. During this period, there has been some instability in teaching which has slowed the progress of some pupils.
- The impact of middle leaders is variable. Some, such as the leader with responsibility for the Early Years Foundation Stage and Key Stage 1, are well established and effective. The impact of the leaders of literacy and mathematics, while developing, is less consistent. They are involved in some monitoring activities within their subjects, such as regular book scrutinies. However, they do not currently have enough opportunities to visit lessons to identify strengths and areas for improvement and the impact teaching is having on pupils' learning.
- Leaders have developed appropriate systems to manage the performance of staff. Teachers'

individual targets are linked to key priorities in the school development plan, which identifies the correct areas for improvement. For example, well-considered strategies, such as the purchase of reading materials and training, have equipped staff to undertake guided reading sessions more effectively. Leaders have worked with the local authority to improve the quality of teaching in English, particularly writing, and mathematics. They know what to do to improve the school.

- The school's view of itself is accurate. School development plans identify the correct priorities. The most significant weaknesses are being addressed. The rise in standards of reading and writing demonstrates the school's capacity for further improvement. Inadequate teaching has been eradicated.
- School leaders monitor the impact of pupil premium funding closely. Additional teaching is provided in English and mathematics to help any pupils at risk of falling behind. The school has been effective in closing the gap in attainment between eligible pupils and others in school.
- The primary school sports funding is being used well to train staff, buy in outside expertise and give pupils a wider range of activities, such as tennis and multi-skills. As a result, more pupils are now participating in sports and after-school clubs.
- The curriculum is improving. Work in literacy and numeracy is given a high priority, because improving teaching and standards in reading, writing and mathematics are key areas for development. A good range of visits and visitors enrich pupils' learning opportunities and provide further support for their good spiritual, moral, social and cultural development and understanding.
- The school has effective procedures in place to protect and support pupils, especially those pupils whose circumstances are likely to make them most vulnerable. The school has strengthened its partnership with parents through the effective work of the Family Support Worker and links with external organisations. This is having a significant impact. School safeguarding procedures meet statutory requirements.
- The school has valued and benefited from the local authority's effective advice and support to improve the quality of teaching and learning, governance and assessment processes. Officers have also arranged for the school to link up with a local primary academy to share ideas about school development, particularly teaching and learning.
- **The governance of the school:**
 - Governors have responded positively to the challenges facing the school and recognise that further improvement is needed. They help to ensure clear direction for the school through their active contribution to self-evaluation and development planning. Records of meetings show that they are beginning to hold leaders to account for the effectiveness of pupils' education. Currently their ongoing monitoring and evaluation are not yet rigorous enough to fully hold the school to account for its actions. However, they have recently undertaken an external review of governance with the local authority and a plan of action is in place to address these issues quickly.
 - Governors have benefited from focused training on analysing data, and know how pupils' performance compares with that in similar schools nationally. They undertake focused visits and interview pupils. They are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. They have a good understanding of the current quality of teaching, ensuring that pay is closely aligned to teachers' effectiveness.
 - Governors understand the impact of spending decisions, including the use of pupil premium funding to close gaps in pupils' attainment.
 - Governors ensure that all their statutory duties are met, including the procedures relating to

safeguarding pupils.

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	122473
Local authority	Nottinghamshire
Inspection number	444135
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair	Paul Saxelby
Headteacher	Robert Della-Spina
Date of previous school inspection	8 February 2010
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