

# Ernehale Junior School

Derwent Crescent, Gedling Road, Nottingham, NG5 6TA

**Inspection dates** 9–10 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils of all abilities achieve well in each subject, including reading, writing, and mathematics. When they leave at the end of Year 6, they are well prepared for the next stage in their education.
- The pupils' speaking and reasoning skills are well developed and helps their learning in all subjects.
- Pupils supported by pupil premium funding make good progress and achieve as well as other pupils.
- The quality of teaching is good. Marking and feedback effectively help pupils improve their own work. Teaching assistants make a good contribution to boosting pupils' progress, especially disabled pupils or those with special educational needs.
- Pupils' behaviour and safety are outstanding. They are very polite, considerate towards others and eager to learn. They have an extremely good knowledge of how to keep themselves safe in different situations.
- The well planned curriculum makes a positive contribution to pupils' spiritual, moral, cultural and social development. They participate in a wide range of creative, investigative and sporting activities.
- The headteacher and senior leaders provide clear and imaginative leadership. The effective governing body provides rigorous challenge and support to the leadership. As a result, they have ensured that the school promotes a positive ethos for learning, and good teaching and achievement.
- After a decline, teaching and resultant achievement have improved greatly in the past two years.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. As a result, pupils do not always make rapid progress.
- Pupils do not always sustain the quality of their writing to the end when they write at length.
- On a few occasions, teachers do not review pupils' progress soon enough while they are working, to ensure they achieve all they could.
- Occasionally, the work set for pupils does not challenge them to fully use the skills they are acquiring and deepen their learning.

## Information about this inspection

- The inspectors observed teaching throughout the school during substantial observations in lessons. They also conducted several shorter observations of teaching and learning. They included joint observations with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 74 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to many parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Annabelle Birleanu

Additional Inspector

## Full report

### Information about this school

- The school is larger than an average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average, at about one in 20.
- The proportion of disadvantaged pupils supported by the pupil premium funding is approximately one in 12, which is well below the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- The school has a breakfast and after school club run by a private company. This is subject to a separate inspection report.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher is a local Leader of Education and provides support to the development of teaching and learning to other schools.

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

- Build on good teaching to make it outstanding and so accelerate pupils' progress by:
  - increasing pupils' ability to write at length and sustain the quality of their work, by giving them more practice
  - ensuring that the work set for pupils challenges them to use the skills they are acquiring and deepen their learning
  - checking regularly on pupils' achievement whilst they are working to ensure they are appropriately challenged.

## Inspection judgements

### The leadership and management are good

- The headteacher and the deputy headteachers provide calm, purposeful and sustained leadership which contributes well to school development. They are supported well by senior and subject leaders, some of whom are new to their roles, and all are responsible for raising achievement. The leaders acted strongly to address significant issues relating to a decline in national curriculum results at Year 6 since the last inspection and continue to improve the quality of teaching and learning. Leaders at all levels demonstrate that the school has the capacity for sustained improvement.
- The headteacher and other senior staff set good examples to all staff and are skilled in reviewing teaching and learning and setting challenging targets for staff to aspire to. They ensure that staff have access to good quality training and professional development opportunities. As a result, the quality of teaching is good and developing well despite some recent staff changes.
- Subject leaders are effective in their roles and contribute well to school improvement. Pupils' achievement is accurately assessed and well researched actions for development are established. This has had a particular impact on enabling then most-able to strive successfully for high standards in writing and mathematics and to improve pupils' spelling skills through school.
- The school makes strong use of rigorous procedures to measure and analyse individual pupils' progress and this is central to the success in accelerating achievement. A wide range of monitoring activities including lesson observations, discussions with pupils and reviews of their work ensure that self-evaluation is accurate.
- The additional funding for disadvantaged pupils is used well and has a positive impact on narrowing the gap between the standards they reach and those of other pupils. Pupils' individual learning needs are clearly identified and they are given support in class, including one-to-one training if needed, linked to their work in the classroom. Expenditure is very precisely measured and analysed by leaders and the governing body to increase its effectiveness.
- The local authority only has to provide a little support to the school, and does this well, for example, through a regular review of the school's strengths and areas for improvement. The headteacher and other members of staff take a lead role in several aspects of work with other schools, including the development of monitoring and assessment procedures.
- Staff are held to account for the progress that pupils make and are subject to meeting stringent criteria linked to pupils' achievement to reach the next salary level.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no evidence of discrimination in the school.
- The development of pupils' achievement in reading, writing and mathematics is central to the curriculum. Basic skills are taught well and pupils have good opportunities to apply them in exciting and real-life problem solving situations, which is a good improvement from the previous inspection. Pupils' learning is enriched by a good range of visits, including residential ones, and visitors to the school.
- The school promotes pupils' spiritual, moral, social and cultural development well. The highly positive and supportive ethos helps all pupils to grow in confidence and self-assurance. British values are promoted well including an emerging understanding of democracy through roles on the school council, investors in pupils and pupils' role as learning leaders. The pupils show significant empathy with those in different or difficult circumstances. For example, the excellent quality of questions and pupils' understanding of tolerance and the role of leadership in tackling discrimination were strongly praised by staff of a holocaust centre, following a recent visit.

- The school use the new primary school sports funding well. This is successfully contributing to increased take up in competitive sports and team games and the development of teachers' skills in physical education.
- The procedures to keep pupils safe and secure meet statutory requirements. They are based on extremely good record keeping, monitoring and effective communication.
- **The governance of the school:**
  - The governing body is led and organised well. There are rigorous procedures to enable it to monitor all aspects of the school's work and hold leaders to account. The governors make particularly good use of their own regular monitoring visits to the school to inform their decision-making. In particular, governors are well trained in analysing data about pupils' progress. They ask challenging questions which contribute well to, for example, the effective use of pupil premium funding.
  - There are very rigorous procedures to ensure statutory requirements, including safeguarding, are met. The governors' personal and professional skills are very well matched to their areas of responsibility including aspects of education, personnel management, safeguarding and finance. Governors have a very accurate view of the quality of teaching. They are appropriately involved in making decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. Finances are managed well, with a good level of expertise, including the use of sports and other funding, and ensuring expenditure is aimed at securing good and better achievement.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils are very polite and considerate towards each other and they respond extremely well to the care that all adults show them. They listen attentively to each other and are proud of each other's achievement. This was especially evident during the inspection in the rehearsals for Christmas productions. Pupils are extremely proud of their school. They wear their uniforms with pride and take very good care of their property.
- Pupils' conduct is exemplary. They settle quickly to work in their lessons and move smartly around school. They are extremely attentive in assemblies and participate with enthusiasm.
- Pupils have extremely positive attitudes to learning. They move quickly and efficiently to their tasks and work extremely well with others. When they assess and mark their own work, they do so with care and integrity. They take their roles, such as learning leaders, school councillors and many others, seriously and provide well informed support to other pupils.
- The school makes excellent good use of outdoor spaces at break, lunchtimes and in outdoor learning sessions to help pupils develop cooperation and other social skills.
- Pupils behave responsibly towards others. They are very sure that everyone is friendly and happy to be together. Excellent relationships are quickly established. Parents and staff confirm the pupils' views.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and their parents overwhelmingly agree.
- Pupils understand risks and dangers in their everyday life. They are particularly well informed about different types of bullying, including racist, homophobic and cyber-bullying, through specific projects and awards, and through personal, social and health education programmes. Pupils rightly feel that there are very few incidents but know what they would do should they occur. Above all, pupils are very tolerant of others' views and beliefs. The school keeps very detailed records of the rare incidents of poor behaviour and responds to them in a robust and well considered manner.

- Attendance is above national averages and rising. Pupils are punctual. As a consequence, they are well-prepared for work in their future lives. The school has rigorous procedures to monitor and improve attendance. It works well with other professionals to speedily address any concerns.
- Pupils are extremely well prepared for keeping themselves safe in later life. Programmes of personal, social and health education, including work with health and emergency services, ensure pupils have a strong understanding of the dangers of drugs and alcohol, for example. Residential and other visits help pupils to assess risks and enjoy challenging activities safely and healthily. Road safety, including safe cycling, is promoted well.

### The quality of teaching

is good

- Teachers have high expectations for all groups of pupils. As a result, pupils are ambitious and aim high. This is evident in the pride they take in presenting their work well and achieving their targets.
- Marking and feedback are used well to ensure pupils' improve their own work and deepen their understanding. Work is marked regularly and guidance for pupils is precise and informative. Pupils are very clear about what they are aiming to achieve, as they have clear and accessible targets. They are fully involved in decision-making about the level of work they are trying to reach and the stages they need to complete them.
- There is a calm and scholastic atmosphere for pupils to learn in. They, and their parents, know that they come to school to learn and are ready and able to do so. This is helped by the excellent relationships the headteacher and her staff quickly and firmly establish.
- The teaching of reading is good. Pupils' comprehension skills, including their ability to make deductions and inferences, are developed well through regular challenging and well planned activities. Good quality children's literature is central to many of the topics and themes that pupils study. The school identified some weaknesses in pupils' knowledge of letters and sounds (phonics) when they started school, which were not reflected in their overall results in national assessments in Year 2. The school introduced a rigorous programme to address this, which is now strongly addressing this aspect of their learning.
- The development of pupils' speaking, listening and reasoning skills is a strength of teaching. Teachers provide many chances for pupils to discuss their work, debate with others and make presentations to others, including the governing body, which sharpen their ability to express their views and opinions.
- Teachers and teaching assistants ask carefully considered questions to help pupils to secure new knowledge and develop their thinking skills. They rarely accept superficial or simplistic answers, and ask supplementary questions to address any misunderstandings.
- The learning needs of disabled pupils and those who have special educational needs are understood well and all staff who work with them are well informed. Effective teaching of reading and writing skills ensures that these pupils learn well in all subjects. Small-group work on specific literacy or numeracy skills is linked to pupils' other studies when appropriate to embed new learning.
- The most-able pupils are taught well and make increasingly good progress. They are often persistent and well-organised. They build quickly and systematically on their skills in literacy and numeracy and largely attain above average standards as a result. The school is working well with a secondary school to teach pupils who are working at the equivalent of pupils up to four years older than them.
- The teaching of mathematics is good. Pupils' mental and calculation skills are systematically and thoroughly taught through carefully planned activities which build on earlier learning. Pupils' regularly apply their skills in real-life problem-solving situations and make good use of homework to embed them. Rigorous marking contributes to their success.
- Writing skills are well taught overall. The school identified relative weaknesses in pupils' grammar and spelling skills which limited outcomes for tests in these subjects over the last two years. They apply them

well in interesting themes and topics such as diaries, biographies and persuasive reports.

- Pupils' do not always sustain the best quality of writing throughout extended pieces. They do not have enough routine opportunities to write at length and build their stamina to achieve this.
- Occasionally, the work teachers set does not allow pupils to use the skills they are acquiring effectively. For example, sometimes pupils only have space and opportunity to write one or two words rather than appropriate full sentences to apply the grammatical skills they are learning. Similarly, in mathematics, pupils are sometimes only required to give an answer when the given purpose of the learning is to develop their calculation skills.
- On a few occasions, while pupils are working, teachers do not check on their progress soon enough to adjust teaching and ensure they reach their full potential. For example, pupils sometimes undertake too many mathematical questions that they can already do, before moving on to something more challenging.

### **The achievement of pupils is good**

- All groups of pupils achieve well from their individual starting points. They generally start school with above-average standards. Pupils in Year 6 are working at above expected levels in reading, writing and mathematics and have maintained good progress through school. They are on track to reach above average standards at the end of Year 6, as they do in most years.
- The results of national tests at Year 6 declined in 2013 from their usual high level. Results indicate that the progress from Key Stage 1 was too slow. The standards rose in 2014 but still did not reflect consistently good progress from pupils' levels when they started school. The results were slightly above average, and were strongest in mathematics. This situation was the result of specific staffing issues which hampered the progress of these two groups. The school took very robust action, both to address the issue, and to boost pupils' learning. As a result, pupils made particularly good progress in Year 6 but not enough to make up ground lost previously, or to ensure test results were the best they could be.
- The evidence from inspection shows pupils are currently working at above the expected levels in Year 6 and progress in all year groups is good. In particular, an increasing proportion of pupils are working at levels equivalent to two to four years above those expected for their age. An above average proportion of pupils achieved those levels in 2014 in mathematics and that is now being established for reading and writing, especially through partnership with the secondary school.
- Those in receipt of support from pupil premium funding make good progress. In 2014, the results of National Curriculum tests for these pupils in mathematics were a term above other pupils in school, in reading a term below and about half a term below in writing. These pupils were two terms above the national average in mathematics and in line for reading and writing. The school rigorously reviews how pupil premium expenditure is used on a regular basis and there is evidence of good achievement by eligible pupils throughout the school.
- The most-able pupils achieve well and standards are increasing. Pupils are increasingly working at the highest levels in writing. The most-able pupils frequently show high levels of maturity and the capacity to manage and assess their own work. In mathematics, they have good recall of multiplication and other number facts which they apply well in solving problems. In their reading and writing, they make good use of a rich vocabulary and a good knowledge of grammar and punctuation.
- Disabled pupils and those who have special educational needs make good progress. Their individual needs are accurately and precisely checked. Specific tuition in basic literacy and numeracy skills, alongside highly sensitive care, boosts their learning and promotes their involvement in all that the school offers.
- Pupils' achievement in reading is good. Pupils, including less able pupils, read with confidence, expression and enthusiasm. The most-able, in particular, have a very good knowledge of the style of different authors and the way that these authors use language to develop plot and characters. For example, they discuss the differences between fantasy and science fiction, citing a wide range of popular children's and young

adults' literature, with precise examples for their reasoning.

- Pupils' achievement in mathematics is good. Pupils use their calculation skills well in solving mathematical problems, and in investigations based on real-life situations. Pupils have a good knowledge of shape and measure and are accurate and precise in their work.
- Writing skills are good overall and progress is accelerating. Rigorous and imaginative schemes of work have significantly improved pupils' grammar and punctuation. Pupils generally have a good understanding of writing for formal and informal purposes using the first and third person appropriately. Occasionally, they do not show these skills throughout longer pieces of writing.



## 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>	122510
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	449181

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Stanley
<b>Headteacher</b>	Anne Batley
<b>Date of previous school inspection</b>	17 January 2011
<b>Telephone number</b>	0115 9568008
<b>Fax number</b>	0115 9568006
<b>Email address</b>	office@ernehale-jun.notts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

