

# Albany Junior School

Pasture Road, Stapleford, Nottingham, NG9 8HR

**Inspection dates** 30 April –1 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' attainment, whilst broadly average overall, is not improving fast enough. Not enough pupils make consistently good progress in reading and writing by the end of Year 6.
- Pupils' individual targets are not always referred to effectively by teachers. As a result some pupils are not clear about how they are improving their work.
- Some teachers have not received effective training on how to challenge the most-able pupils. Consequently, these pupils do not always achieve as well as they should.
- Subject leaders, who are new in post, create plans to improve achievement but they do not always pin point year groups who would benefit from extra support.
- Leaders monitor the quality of teaching regularly but teachers do not always take responsibility for demonstrating how they have improved their practice. Consequently, their targets are not always effective in bringing about improvement.
- Governors have a broad understanding of how well pupils are making progress but the information they receive, from the senior leaders, is not detailed enough to alert them when any group of pupils is slipping behind. As a result, governors are not always sure where to provide additional support.

### The school has the following strengths

- The new headteacher is working effectively with staff to improve teaching and achievement across the school.
- Pupils in Year 6 make good progress in mathematics because teachers set pupils well-designed practical activities that quickly capture their interest and motivate them.
- Pupils' attendance is above average and is improving.
- The school has identified where pupils have gaps in their understanding and is taking appropriate measures to address them. As a result, pupils in Year 3 and 4 are making faster progress this year, in reading, writing and mathematics.
- Behaviour is good. This is because staff help pupils to get on with everyone, whatever their background or ability.
- Pupils are kept completely safe whilst they are in school. Parents agree that they are well cared for by staff.

## Information about this inspection

- The inspection team visited 12 lessons, some jointly with the headteacher. As well as observing lessons inspectors also studied pupils’ records of progress and the work in pupils’ books in many year groups. They heard some pupils read and attended one assembly.
- Meetings were held with the headteacher and members of the senior leadership team, subject leaders, other staff with responsibility for areas of the school’s work, and with pupils. The lead inspector met with three members of the governing body.
- Responses from 14 parents and carers to the Ofsted Parent View survey and two recent surveys carried out by the school were taken into consideration.
- Inspectors took into account 11 completed staff questionnaires.
- The inspection team observed the school’s work and looked at a range of documentation, including records of pupils’ behaviour and the school development plan. They looked at leaders’ records describing the school’s success in improving teaching, governors’ meetings and at documents relating to safeguarding.

## Inspection team

Jackie Cousins, Lead inspector

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. Fewer than one in ten come from minority ethnic groups or speak English as an additional language.
- The proportion of disadvantaged pupils who are supported by the pupil premium funding is above average. This is additional funding for pupils in the care of the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There have been several changes in staffing since the last inspection. Some classes have changed their teachers part way through the academic year. The headteacher and the mathematics leader took up their posts in September 2014 and the literacy leader started her role in January 2014.

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

- Improve teaching and raise attainment by providing all teachers with high quality training so that they:
  - challenge the most-able pupils successfully and consistently
  - plan lesson activities that accelerate pupils' progress, particularly in reading and writing
  - use pupils' individual targets effectively and ensure that pupils know what they have done to improve their work.
- Improve leadership and management by making sure that:
  - subject leaders, who are new to their posts, create plans which identify clearly which year groups could make better progress and would benefit from extra help
  - information for governors is presented more clearly so that they can easily see which groups of pupils are making slower progress
  - all teachers routinely take responsibility for meeting their own personal targets and improving their practice.

## Inspection judgements

### The leadership and management requires improvement

- Although senior leaders regularly monitor teaching, they do not encourage teachers and other staff to take responsibility for meeting their personal targets. As a result teachers do not use these targets effectively to develop their skills as successfully as they could.
- Subject leaders for mathematics and English are new to their roles. They have made a positive start and they now sample pupils' work in books and study school data to see if individuals are making enough progress. They have created plans to improve their subjects but they do not pin point areas in detail where further support would help to increase progress in a particular year group. These leaders have not had enough time to improve pupils' achievement effectively.
- The headteacher leads the school well. Although new in post, he has already identified where improvements are needed, and has eliminated the weak teaching that existed in the past. As a result, the achievement of pupils currently in the school is improving. In the short time that the headteacher and deputy headteacher have worked together, they have built a strong partnership. All leaders and staff are committed to improving the school. The leadership team and staff work diligently to create a happy atmosphere in the school, where pupils' behave well, attend regularly and care for each other.
- The curriculum is broad and balanced and is enhanced by a range of educational visits and special topics that bring learning to life and enrich pupils' experience of school. For example, many pupils said that they enjoyed the project about the Aztecs and the Mayans. The projects planned by staff link different subjects together well. This is helping pupils to develop secure literacy and numeracy skills by enabling them to apply these skills in other subjects. Pupils currently in the school are consequently making better progress in reading and writing than pupils did in 2014, although there are still too few who make above expected progress.
- The pupil premium funding is used effectively. The school supports these pupils well by providing one to one tuition for individual pupils as well as extra time with teachers, working in small groups. The gap between the attainment of disadvantaged pupils in Year 6 and the others in the school has reduced this year in reading, writing and mathematics.
- Pupils are well prepared for life in modern Britain and their spiritual, moral and social development is good. The school provides frequent opportunities for pupils to discuss the beliefs and values of other groups in society, and this deepens their understanding of their own culture and that of others. Everyone in the school is treated fairly and given the same opportunities to succeed. Discrimination is not tolerated.
- The primary sports funding is used wisely. Considerably more disadvantaged pupils now take part in after school clubs than has been the case in the past. Increasing numbers of pupils take part in a wide range of physical activities, including competitive sport. This enhances their sense of well-being and their understanding of the need for a healthy lifestyle. Recently a group of older pupils were victorious in a local basketball tournament.
- The local authority has supported the school effectively and helped it to improve the quality of teaching.
- The arrangements for safeguarding are effective and meet requirements. Teachers and other staff implement policies and procedures thoughtfully and consistently. Last year all staff completed child protection training. Evidence that the necessary checks on staff have been completed is recorded clearly. Internet safety training for teachers took place last September.
- **The governance of the school:**
  - Governors are clear about the strengths and areas for development in the school. They work closely, and increasingly productively, with subject and senior leaders. They monitor the impact of actions set out in the school development plan and know what has been achieved and what still has to be tackled.
  - Governors regularly review school data showing how pupils have performed. However, they are not always clear about which groups of pupils are making less progress than others because the information

they receive is not presented in a way which highlights any aspects of strength or concern.

- Governors play a full part in the arrangements for managing the performance of the headteacher. They ask challenging questions about the quality of teaching and know its strengths and what is being done to address any weaknesses. They ensure that teachers are only rewarded with pay rises if they can demonstrate they have raised pupils' achievement. Together with leaders, governors ensure safeguarding arrangements are effective and meet requirements.

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

### **Behaviour**

- The behaviour of pupils is good. They are polite and courteous young people. Parents, staff and governors all say behaviour is good. This is because staff reinforce good conduct by behaving considerately towards pupils and praising them when they make sensible decisions or do well. For example, pupils confidently shared their work in one assembly because staff praised them effectively.
- Pupils have positive attitudes to their work and they are keen to show visitors the contents of their books. They are well-prepared for lessons and readily respond to their teachers, whom they clearly like. This is because staff plan exciting projects which interest them.
- There is very little evidence of bullying. Pupils say that, on the very rare occasions it occurs, staff quickly resolve the issue. Pupils get on well together in the school and outside in break times. Those pupils who have emotional needs are supported through group sessions, where skilled staff help them to handle their concerns and challenges.
- Exclusions are used sparingly for appropriate reasons and only as a last resort. A small number of exclusions have taken place this academic year. However, the incidence of exclusion is declining rapidly because the school is now supporting pupils in challenging circumstances effectively.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils handle equipment safely in school and use the good range of apparatus they have to play with at break times sensibly and calmly. Fire drills occur regularly and staff ensure pupils know what to do if they need to evacuate the school.
- Attendance is improving and is above average. This is because staff monitor attendance methodically. Rewards given out each week in assembly encourage pupils to come to school and have been very successful in reducing the level of pupil absence.
- Pupils learn to keep themselves safe, both in school and outside, because assemblies and class sessions develop their awareness of the dangers around them. For example, they learn about how to cross the road safely and how to handle medicines. The level of care provided by all staff is very good and ensures pupils are safe at all times whilst in school.

## **The quality of teaching** requires improvement

- Teaching requires improvement because not all teachers challenge the most-able pupils sufficiently so that they make consistently good progress. This is because they have not all received the training they need in how this can be achieved.
- Teachers do not always refer to pupils' individual learning targets in reading and writing when they give pupils feedback about their work. Consequently, some pupils are not clear about how they have improved their skills.
- The teaching of literacy is adequate and pupils learn to read and write to the standard expected. However, over time, too few pupils have exceeded the expected level, particularly in reading in 2014. The progress of pupils currently in the school is improving as a result of the improvements in teaching that have

recently been introduced, but some Year 6 pupils have a lot of ground to make up.

- The teaching of mathematics is good and so pupils achieve well. The standard of work in pupils' books shows that their attainment is generally above that expected for their age group. This is because staff use practical activities effectively to deepen pupils' understanding of how to solve complex problems.
- Teachers use questioning successfully. As a result pupils learn how to explain their thinking and explore their ideas in depth.
- The teaching of disabled pupils and those who have special educational needs is effective. This is because, since September 2014, teachers have been planning and teaching extra sessions to give these pupils additional support. As a result their progress is improving.
- Marking is effective. Teachers mark pupils' books regularly and include specific comments that show them how to improve. They often set questions for pupils to answer, which allows staff to develop a deeper understanding of what pupils do and do not understand.

### The achievement of pupils

### requires improvement

- Not enough pupils make better than expected progress by the end of Year 6 in reading and writing. This is because, in the past, pupils made slower progress in these subjects than they should have done. This was sometimes because frequent changes in staffing meant they had more than one teacher during the school year.
- The most-able pupils do not consistently achieve as well as they could. The proportion gaining the higher levels in reading and mathematics in 2014 was below average. The proportion of current Year 6 pupils who are working at the higher levels in reading, writing and mathematics is greater than was the case last year. However, some of the most-able pupils, for example in Year 5, are not yet on track to secure the levels they should reach in all three subjects.
- Last year, the proportion of pupils who made expected progress was average in writing and very close to the national average in reading. Progress was below average in mathematics, largely because pupils' prior attainment in Key Stage 1 was higher than in both elements of literacy. The proportions making above expected progress, however, were below average in all three subjects, and particularly in reading. Attainment was in line with averages in writing and mathematics but below average in reading.
- Pupils' rates of progress and standards have improved this year, including those of pupils from minority ethnic groups. Most Year 6 pupils are now working at the level expected for their age in reading and writing, and at a level above that expected in mathematics.
- In 2014 disadvantaged Year 6 pupils made less than expected progress. Their attainment was three terms lower than other pupils nationally in reading and mathematics and two terms behind in writing. Last year the gap between disadvantaged pupils and the others in the school was two terms in writing and mathematics and one term in reading.
- This year the progress made by disadvantaged pupils has improved. The gap between the attainment of disadvantaged Year 6 pupils and others in the school has been reduced to just one term in reading, writing and mathematics. This is because leaders now monitor the achievement of this group of pupils more rigorously and provide good support should they slip behind the others.
- The majority of disabled pupils and those who have special educational needs make steady progress and some reach the standard expected for their age. This is because the special educational needs coordinator plans extra sessions for these pupils every week and regularly checks on the progress they are making.

- Pupils' who speak English as an additional language also make steady progress. The school gives these pupils good support by providing translated materials for them to use so that they can understand and access their lessons. Staff have increased their own expertise in many of the different languages spoken by pupils in the school and this helps to include these pupils in all areas school life.
  
- Pupils' progress is improving as they move through Year 3 and 4, this year. Pupils are making faster progress than in the past, in reading, writing and mathematics. This is because the gaps in their knowledge have been identified and recent improvements in teaching are helping them to catch up.

## 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>	122546
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	456006

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>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Averal Wynne
<b>Headteacher</b>	Craig Robertson
<b>Date of previous school inspection</b>	28 February 2012
<b>Telephone number</b>	0115 9176550
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