

# Inspection of Trowell CofE Primary School

Derbyshire Avenue, Trowell, Nottingham, Nottinghamshire NG9 3QD

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Inspection dates: 12–13 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

The school's 'big four' values: love others, aim high, do the right thing and believe you can do it, form the backbone of the school. These values shine through everything. Pupils told us they are proud of their school and enjoy coming each day. They described their school as 'fun, amazing and life changing'. They said it is a place where you 'learn a lot and make friends'.

Pupils behave well in a calm, purposeful and inclusive learning environment. Everyone is welcome and well looked after. The school culture is built on respect. Pupils understand what bullying is. They said it rarely happens. Pupils are confident that they can talk to staff if something is worrying them.

Pupils try hard in their lessons and are keen to learn. They study the full range of subjects. Most pupils achieve well. However, in some subjects, some pupils are not always helped as well as they could be.

Pupils enjoy the range of clubs they can join, such as gymnastics, archery and the newspaper club. They learn to be responsible through the various roles they take on.

## **What does the school do well and what does it need to do better?**

Leaders and staff are working hard to review and improve the school's curriculum. They have identified the important skills and knowledge they wish pupils to learn. Leaders have made sure that most subjects are planned and sequenced well from Year 1 to Year 6. However, not all subjects have been linked with learning in the early years.

The teaching of mathematics and science is particularly strong throughout the school. In these subjects, teachers skilfully plan lessons which enable pupils to build on what they already know to learn new concepts. As a result, pupils are beginning to know more and remember more. Leaders are beginning to design a more ambitious physical education (PE) curriculum. This is in the early stages of development.

Leaders and staff have given reading a high priority. Books are everywhere. Pupils are exposed to a variety of authors and poets throughout their time in school. Parents are invited into school to read with their children. Workshops are provided to demonstrate to parents how phonics is taught.

Leaders have made sure that phonics is taught systematically. Pupils are given books which match their phonics knowledge. In the early years, teachers quickly identify when a pupil falls behind. However, in Years 1 and 2, expectations are less clear. As a result, teachers do not always step in quickly enough to help pupils catch up. The teaching of phonics works well for the vast majority of pupils. Work in pupils' books shows that most

pupils use phonics to support them in their writing. However, due to some inconsistencies in teaching, a small number of pupils continue to struggle in both reading and writing.

Pupils benefit from residential trips and visits to places such as the National Holocaust Centre, the National Space Centre and the Nottingham Islam Information Centre. Visitors also come into school to help bring learning to life. A re-enactment of the Great Fire of London was enjoyed by the Year 2 pupils.

Pupils with special educational needs and/or disabilities (SEND) study all subjects. They are supported well in mathematics and PE. In some other subjects, however, teachers do not always adapt the curriculum to meet the needs of all pupils. This hinders progress for some pupils with SEND.

Children in the early years follow a well-planned curriculum based on their needs and interests. Children were keen to tell us about what they were learning. They show enjoyment and perseverance in completing activities designed to spark their curiosity. Adults encourage children to develop good vocabulary through meaningful conversations. For example, children were engrossed in their investigation of 'gloop', and one stated, 'When you add pressure on it, it hardens.' Teachers keep records of children's learning. However, occasionally, teachers' comments focus on a description of what happened rather than what children learned.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff have regular safeguarding training. Staff know what to do if they have a concern. Leaders respond appropriately to the information they receive from staff. However, the process of recording some concerns needs a little tightening.

Pupils said that they feel safe in school and the vast majority of parents agree. Pupils said that they learn how to keep themselves safe both inside and outside school. They learn how to stay safe when using the internet. Pupils learn about how to live physically and mentally healthy lifestyles.

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

### **(Information for the school and appropriate authority)**

- Leaders have not yet completed the work to review the curriculum. Some subjects are less well developed and are not coherently sequenced so that pupils can build on prior knowledge and skills from the early years throughout key stages 1 and 2. However, it is clear from the actions that leaders have already taken that they are in the process of bringing this about. For this reason, the transition arrangement has been applied in this case. Leaders need to ensure that the work to review the curriculum is completed within the next two years.

- Teachers do not use assessment consistently to meet the needs of all pupils. Sometimes, staff do not adapt the curriculum appropriately for pupils with SEND. They do not ensure that all pupils who are falling behind in phonics catch up quickly. Leaders need to ensure that assessment is used accurately to identify pupils' needs quickly and that the curriculum is adapted accordingly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122770
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10121209
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nicola Kennedy
<b>Headteacher</b>	Daniel Goddard
<b>Website</b>	<a href="http://www.trowell.notts.sch.uk">www.trowell.notts.sch.uk</a>
<b>Date of previous inspection</b>	11– 12 October 2017

## Information about this school

- Since the previous inspection, the deputy headteacher and three new teachers have been appointed.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We spoke with senior leaders, including the headteacher and the deputy headteacher.
- We considered in detail the quality of reading, mathematics, science and PE throughout the school. We met with subject leaders, teachers and pupils. We visited lessons across the school and looked at pupils' work.
- We looked at the school's single central record of recruitment checks, the school's safeguarding policy and staff training records. We spoke with leaders and staff and checked the records that the school keeps. The views of pupils, parents and staff were considered.
- We spoke with members of the governing body and representatives from the local authority and the diocese.

## **Inspection team**

Heidi Malliff, lead inspector

Ofsted Inspector

Graham Boyd

Ofsted Inspector

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