

Inspection of a good school: William Booth Primary and Nursery School

Notintone Street, Sneinton, Nottingham, Nottinghamshire NG2 4QF

Inspection dates:

29 and 30 September 2021

Outcome

William Booth Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils are at the heart of this inclusive school. Pupils told the inspector that 'being at school is like being at home'. Pupils feel safe in this nurturing and supportive environment. They know that staff care about them. Pupils value their friendships and show consideration for the well-being of their peers. One pupil said, 'We are all human beings; we are all a team. It doesn't matter if we are the same or not.'

Leaders want everyone to be successful learners. Pupils respond well to their teachers' expectations of behaviour and learning. Pupils are keen to learn. They show determination to succeed through their four 'gems of 'minditude''. The school's aim of 'believe to achieve' aptly describes how staff have enabled pupils to believe in themselves. There are many opportunities for pupils to develop their confidence and resilience, including overnight camps in school during the term.

Pupils behave well. They understand and can explain the school's behaviour system. Pupils are polite and well mannered. They say that if bullying does occur, adults act to stop it straight away. Pupils play happily together at playtimes. In the calm dining hall, pupils interact sensibly while eating their lunch.

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

Leaders have created a well-sequenced curriculum from early years through to the end of key stage 2. The curriculum sets out the knowledge, skills and understanding that the school wants pupils to acquire in most subjects. Teachers give plenty of opportunities for pupils to revisit knowledge. Consequently, pupils know more and remember more. In some subjects, such as design technology, the curriculum is less well developed. Leaders are already addressing this.

The school prioritises reading. Leaders say reading 'is the golden thread which weaves through all of the learning in school'. Teachers regularly read to pupils and when they do so, they do with enthusiasm. Teachers choose books that are interesting, varied and

broaden pupils' knowledge. Pupils say they enjoy reading. Pupils love the 'rock and read' programme, which encourages them to read at home. Pupils strive to get rewards such as ribbons for their teddy or reading badges. While leaders promote a love of reading, the books read by pupils in school occasionally do not match the sounds they know. This means that a few pupils cannot sound out the words or read as fluently as they might. Leaders are in the process of addressing this.

The mathematics curriculum is well organised. Pupils have positive attitudes towards their learning in mathematics. Effective use of assessment ensures that pupils' learning builds on what they already know. Teachers revisit prior learning to ensure that all pupils have a secure knowledge of number facts as well as giving them opportunities to solve mathematical problems. Pupils in the early years learn key mathematical vocabulary and numbers. In the Nursery Year, children enjoyed making repeating patterns with sticks and stones. In the Reception Year, children were able to recognise the numbers one and two and say how many sides different shapes have.

In history, the curriculum plans are well sequenced. Teachers use curriculum maps to check the key knowledge pupils have already learned. They then plan what pupils will learn throughout the year. Leaders are extremely passionate about history and have good subject knowledge. Pupils enjoy history. In the early years, children learn about where they live and how it has changed. In a Year 2, pupils were able to recall many facts about the Great Fire of London. In other classes, older pupils were able to discuss topics they had studied in previous academic years.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Early identification of pupils' needs means teachers can adapt their plans to support them. Leaders have high ambitions that every child can succeed. Teachers make careful adjustments to activities. Pupils with SEND access the same ambitious curriculum as their peers.

Leaders ensure that all pupils have access to a wide range of extra-curricular activities. Pupils told the inspector how they enjoy their music lessons and are proud of their fundraising. Pupils show knowledge of fundamental British values. They talked about other faiths and cultures with respect.

Staff are well supported by governors and the leaders of the multi-academy trust. They play an effective part in holding leaders to account for the quality of the curriculum. Both the trust and governors consider everyone's well-being. The support from the trust and governors has contributed to school improvements.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe is a priority of the school. Staff have received appropriate training and know the policies and procedures for keeping pupils safe. Leaders are quick to act if there is a concern about a pupil. They keep detailed records and monitor these, so that pupils receive the support they need. Leaders work well with professionals outside of the

school to keep pupils safe. The procedures for the recruitment of staff are secure. Pupils told the inspector that they feel safe because their teachers look after them. Pupils know how to keep themselves safe, including when learning online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While leaders make sure that pupils develop a love of reading, some books are not always precisely matched to the sounds the pupils know. This means that a few children cannot read as well as they are capable of reading. Leaders should make sure that all pupils who are learning to read have access to books that match the phonics knowledge learned in class.
- Leaders have ensured the curriculum plans in all subjects are well sequenced and planned. In a minority of foundation subjects, such as design and technology, these well-sequenced plans now need to be implemented effectively. This is so that pupils can learn as well in this subject as others.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2014.

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 information from Ofsted Parent View 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

Unique reference number	144462
Local authority	Nottingham
Inspection number	10199536
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Peter Munro
Headteachers	Mrs Claire Paporozzi (headteacher) Mrs Claire Stafford (associate headteacher)
Website	www.williambooth.nottingham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Transform Trust, a multi-academy trust based in the East Midlands.
- A number of three-year-old children attend the nursery provision within the school.
- William Booth Primary and Nursery School converted to become an academy school in June 2017. When its predecessor school, William Booth Primary and Nursery School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- During the inspection, discussions were held with the headteachers, the special educational needs and disabilities coordinator, the deputy headteacher, the early years leaders, curriculum subject leaders and teachers from across all year groups. Also,

meetings were held with the chief executive officer of the multi-academy trust, the partnership director of the trust and members of the governing board, including the chair of the governing body.

- Discussions were held with several groups of pupils to talk about their learning across the curriculum.
- The lead inspector did deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspection activities included: reviewing school policies, procedures, and records; holding discussions with the designated safeguarding lead; speaking to staff, trust members, governors, and pupils about the school's approach to keeping pupils safe.
- Pupils' behaviour was observed while in lessons and around the school.
- Consideration was given to 23 responses to Ofsted Parent View, including 21 free-text comments. Also, the views of staff were considered during meetings with groups of staff and from the 30 staff who responded to the confidential questionnaire. The views of pupils were also considered.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

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