

Inspection of a good school: Albany Junior School

Pasture Road, Stapleford, Nottinghamshire NG9 8HR

Inspection dates:

18 and 19 January 2022

Outcome

Albany Junior School continues to be a good school.

What is it like to attend this school?

All staff have high expectations of what the pupils at Albany Junior School can achieve. They are determined that pupils gain the knowledge and the skills they need to be successful, kind and well-rounded members of society. Pupils said that they are 'glad and proud' to attend the school.

Pupils understand the school values of 'respect, responsibility, risk, relationships and resilience'. They put these values into practice. They learn in a calm and orderly environment. Their learning is not interrupted by poor behaviour. Pupils show kindness to each other. They work well together in groups and with their learning partners. Pupils trust that if they have a problem, such as falling out with friends or bullying, their teachers will sort this out quickly. They said that the school was their safe place.

All pupils, including pupils with special educational needs and/or disabilities (SEND), are involved in clubs and activities outside of the school day. They take part in trips and experience outdoor pursuits. They are involved in events within the community. Pupils are keen to talk about the opportunities they receive. They particularly enjoyed the 'Albany adventure' to the pantomime.

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

Leaders are clear about what they want pupils to know and to understand. The curriculum is well planned. Pupils' learning builds on their previous knowledge. Teachers make sure that pupils review their learning. They support pupils to make connections between current learning and what was learned previously. Pupils said they appreciate these opportunities because it helps new knowledge to stick.

Teachers are ambitious for pupils with SEND. These pupils receive effective support from skilled adults. These pupils thrive in school.

Reading is a high priority. The love of reading is widely promoted. Pupils have access to high-quality texts. Leaders ensure that pupils have easy access to books. Every pupil is given the opportunity to be a member of the local library. Pupils said that they enjoy reading. They value reading 'exciting books'.

Many pupils enter the school having fallen behind in reading. Leaders work closely with the local infant school to identify pupils who need extra help. Pupils continue to learn phonics. This approach is not as systematic as it could be. For example, some reading books are not well matched to the sounds pupils are learning. Leaders are in the process of implementing a more systematic approach to the teaching of phonics. They are determined to ensure that all pupils become confident and capable readers.

The personal, social and health education curriculum helps pupils to learn how to keep safe and healthy. For example, pupils know how to protect themselves from some of the dangers when online. Pupil groups, such as the school council, mental health champions and rights-respecting school ambassadors, take their roles and responsibilities seriously. They are keen to promote fairness and equality. Members of the community are invited into school to share their career journeys. They inspire pupils and help raise their aspirations for their next steps.

Teachers have good subject knowledge. They present information clearly. Teachers make sure that pupils learn subject-specific words. They support pupils to build their confidence to use technical and precise language. For example, in mathematics and science, they use subject vocabulary to explain their ideas accurately.

Leaders are motivated to ensure that pupils receive the very best education possible. They want to improve the life chances of the pupils in their care. All staff are part of this mission. Staff are proud of their work and the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture. Staff understand that they are all responsible to ensure that pupils are happy, healthy and safe. Pupils said that they trust their teachers and feel comfortable talking to them about things that may be troubling them. Equally, parents trust that the school will offer help should it be needed. Leaders make sure that vulnerable pupils receive effective and timely support.

The school's single central record of staff is well maintained. Appropriate recruitment processes are in place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The phonics programme is not well structured. Some books are not sufficiently well matched to the sounds pupils are learning. This means that early readers do not read

fluently as quickly as they could. Leaders must continue to implement a structured phonics programme and ensure that pupils become confident and capable readers.

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 October 2016.

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	122546
Local authority	Nottinghamshire County Council
Inspection number	10211578
Type of school	Junior
School category	Community school
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair of governing body	Gemma Marshall
Headteacher	Laura Goffin
Website	www.albanyjunior.co.uk/
Date of previous inspection	19 and 20 October 2016, under section 5 of the Education Act 2005

Information about this school

- The current headteacher took up the post in September 2021.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders to discuss their evaluation of the quality of education. She met with the chair of governors and two members of the governing body.
- The inspector carried out deep dives in reading, science and mathematics. For each deep dive, the inspector met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work. She heard pupils read.
- The inspector met with the designated safeguarding leads to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single

central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils.

- The views of 11 members of staff were considered. The 42 responses to Ofsted Parent View were taken into account.

Inspection team

Jayne Ashman, lead inspector

Her Majesty's Inspector

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