

# Inspection of a good school: Annesley Primary and Nursery School

Forest Road, Annesley Woodhouse, Kirkby-in-Ashfield, Nottingham, Nottinghamshire  
NG17 9BW

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Inspection dates:

22 and 23 November 2022

## **Outcome**

Annesley Primary and Nursery School continues to be a good school.

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

Annesley is a welcoming school. Pupils say they enjoy attending. They behave well and are polite and respectful. Pupils say they feel safe. They know that there is always a member of staff they can speak to if they have worries. Pupils know what bullying is. They say it does not happen at school but are sure that adults would act quickly if it did.

All staff ensure that pupils are happy and ready to learn. Teachers have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). The school's ARCHIE (Ambitious, Respectful, Confident, Honest Independent and Equal) values underpin the work of the school. Teachers help pupils to demonstrate these values.

Pupils enjoy a variety of trips out and hearing from visitors to the school. A typical view was, 'Super! Amazing!'. There are several clubs and activities for pupils to take part in. There are opportunities to sing in the choir. Pupils take on various roles and responsibilities to support the running of the school.

Parents have positive views of the school. A typical view of the school held by parents was, 'The school has a lovely community feel and I feel that pupils are well looked after'.

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

Leaders have created a broad and rich curriculum. They have identified the most important knowledge that pupils must learn and remember. Pupils can make connections between what they are currently learning and what they already know. Some subject leaders are new to their roles and have not yet checked the impact of the curriculum on pupils' learning.

Leaders have recently introduced a new approach to teaching early reading. Pupils start learning to read in the early years. Leaders make sure there is a consistent approach to teaching reading across the school. Books are well matched to the sounds pupils learn.

Pupils who are at an early stage of reading receive timely help to catch up quickly. Pupils talk enthusiastically about the books they read and the authors they enjoy. Teachers read to pupils every day. They encourage pupils to read regularly. There are exciting reading areas such as the 'Reading Shack' and the 'Tardis', offering a wide range of books. This is helping pupils to become fluent and independent readers.

Mathematics is planned carefully. Leaders have made sure that content is taught in a well-sequenced way. As a result, pupils build on what they already know. Staff check pupils' learning frequently. They provide regular opportunities for pupils to recap what they know. In the early years, children use mathematical vocabulary to discuss and think about shapes. They discuss what the shapes can and cannot do. Pupils enjoy mathematics.

In many foundation subjects, leaders have identified the most important knowledge and concepts that pupils must learn and remember in each year group. For example, in design and technology, pupils participate in workshops that help them plan, design, make and evaluate garments. Teachers are confident in the teaching of many subjects. Most teachers use assessment well in foundation subjects to check what pupils know and remember.

Leaders ensure that pupils with SEND are well supported. Teachers help pupils to access the curriculum by adapting the way they teach. Staff regularly check that the support helps pupils with SEND to achieve well.

Leaders plan educational visits to broaden pupils' understanding of the wider world. For example, pupils go to places of worship. They take an active role in their local community. Older pupils have organised design and technology enterprises to raise funds for local charities. They undertake jobs such as monitors to support the running of the school.

Leaders are ambitious for pupils. They are determined to give them the best start in life. The high-quality curriculum and the range of additional activities all contribute to the success of pupils at the school. However, some pupils do not attend school regularly. This means they are missing out on important learning and not making the most of the opportunities available. Leaders are working closely with parents and carers to ensure that pupils attend regularly.

Governors work effectively to support leaders and to hold them to account. They understand their statutory responsibilities. Staff appreciate the consideration that leaders and governors give to their workload and welfare. They enjoy working at the school and feel well supported.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. They make sure that staff are well trained. Leaders have clear systems in place to record any concerns. They follow up these concerns effectively. Leaders work closely with external agencies so that pupils and their families get the help they need. Governors maintain good oversight of safeguarding arrangements. They check on safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including online. They know who to go to if they have any concerns, and know that these will be taken seriously.

Leaders follow the statutory requirements for safer recruitment to ensure a strong culture of safeguarding.

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

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

- Leaders have reviewed the curriculum to make sure it sequences the knowledge and skills that pupils will gain. Some subject leaders are new to their roles. They have not yet had the time or the training to be able to monitor their subjects effectively. They are unsure how well the curriculum is being implemented and the impact it is having. Leaders should ensure that the subject leaders gain the necessary knowledge and understanding to monitor the impact of the curriculum on pupils' ability to know and remember more over time.
- The current level of pupil absence is too high. As a result, some pupils are not accessing the curriculum and are at risk of falling behind. Leaders must ensure that the effective work with parents and carers continues to strengthen so that pupils attend school regularly.

## 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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

## **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.

## **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>	122404
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10240500
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Adam Jackson
<b>Headteacher</b>	Robert Slater
<b>Website</b>	<a href="http://www.annesleyprimaryschool.com">www.annesleyprimaryschool.com</a>
<b>Date of previous inspection</b>	23 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher took up the role part time in September 2022 and full time in October 2022.
- The school does not use the services of any alternative provisions.

## Information about this inspection

- The inspector held various meetings with the headteacher and other staff. The inspector met with three members of the governing body, including the chair.
- The inspector carried out deep dives in these subjects: phonics and early reading, mathematics, and design and technology. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector looked at curriculum plans and spoke with leaders about some other subjects. The inspector listened to pupils from key stage 1 and Year 6 read.
- To inspect safeguarding, the inspector checked the single central record and staff's knowledge of the safeguarding procedures. Safeguarding records were scrutinised.

- The inspector considered the responses to Ofsted's parent, pupil and staff questionnaires.

### **Inspection team**

Liz Moore, lead inspector

Ofsted Inspector

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