

# Inspection of Scotholme Primary and Nursery School

Fisher Street, Hyson Green, Nottingham, Nottinghamshire NG7 6FJ

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Inspection dates: 10 and 11 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Scotholme Primary is a highly cohesive school. Pupils recognise and celebrate the vast range of cultures, religions, languages and beliefs that make up their community. As one pupil told an inspector: 'Everyone respects each other. Everyone is respected.'

Staff know pupils well. Relationships are highly positive. Pupils do their very best to live up to leaders' expectations to be curious, collaborative, resilient, disciplined and imaginative. They know why these characteristics are important.

The 'Scotholme Way' teaches pupils how to behave. The wide range of rewards on offer incentivise pupils to be the best they can be. Pupils who need extra support to live up to the school's expectations get the help that they need. Adults manage this well. Pupils support one another. As a result, they behave very well.

Older pupils set a positive example for younger ones to follow. Year 6 pupils buddy up with children from the early years to model the 'Scotholme way'. Pupils relish the opportunities that they have to make a positive contribution to school life. The 'Scotholme active citizens' and 'pupil panel' activities allow pupils to suggest improvements. Leaders listen to pupils and act upon what they say.

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

Senior leaders have created a strong culture, so much so that staff, pupils and parents are unanimously positive about the school. The staff are united in their aim for pupils to 'believe in yourself'. Staff receive regular training and support. Teachers are supported to improve their teaching practice and to develop their leadership skills.

Pupils are taught to read from the very moment they join the school. The phonics curriculum is well established and is working well. Teachers know the precise sounds that pupils are expected to know at each stage of their education. Regular training and support have resulted in phonics being taught consistently well. Pupils quickly master phonics.

Beyond phonics, the reading curriculum is meticulously planned and sequenced. It makes clear, for each term, the precise aspects of reading that pupils are to learn about. Over time, pupils develop an appreciation of a wide range of texts and authors. Particular favourites include Shakespeare's Macbeth and Richard III.

Overall, the rest of the curriculum is typically well organised. It has been designed to meet the needs of the school's pupils. It is well planned and sequenced for the most part. It sets out what pupils are expected to learn at each point of their educational journey. However, in some places, the curriculum does not make clear enough the content that pupils are expected to learn and remember. In other parts, it sets out skills that pupils are expected to learn. However, it does not make clear the

underpinning knowledge that is required to master these skills. As a result, in a small number of subjects, this leads to pupils' recall of curriculum content being inconsistent.

Children get off to a good start in the early years. They quickly get used to the well-established routines and expectations. They work and learn collaboratively and with increasing concentration. In the Reception Year, children work hard to complete their 'rainbow challenges'. The early years setting is vibrant and engaging. Leaders are in the process of improving the outdoor area so that children can learn equally as well both inside and outdoors.

Pupils with special educational needs and/or disabilities are supported well. The special educational needs coordinator (SENCo) has a detailed understanding of these pupils' needs. They ensure that all staff know what help should be in place. Regular checks are carried out to ensure that support is effective. Changes are made quickly where needed. Pupils with more complex needs are supported well. They benefit from learning in the nurture group and in 'Savoir', the especially adapted school bus.

Pupil absence has risen since the COVID-19 restrictions. Currently, too many pupils are not attending school often enough. Leaders have recently put in place a wide range of measures to address this. A vast range of rewards are on offer to act as an incentive for good attendance. There are robust strategies in place to challenge poor attendance. Even Ozzy, the school dog, encourages pupils into school. However, these actions are at a relatively early stage of implementation. Although they are showing some early signs of success, they have not had the full impact that is needed.

Pupils benefit from a carefully planned programme for personal, social and health education (PSHE). It builds cumulatively over time and helps to prepare them well for life in modern Britain.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's safeguarding policy and procedures are consistently understood and applied. This, along with regular safeguarding training and reminders, has resulted in a consistently positive safeguarding culture. A safeguarding video ensures that school visitors understand their responsibilities and know how to manage any concerns.

Records are detailed. Staff record all concerns, regardless of how minor they might appear. Leaders use this information to build bigger pictures over time. They take swift action where it is needed.

The family support worker provides a wide range of help and support for pupils and their families.

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

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

- In some subjects, the curriculum lacks precision about the knowledge that pupils are expected to learn and remember. In other parts, it sets out skills that pupils are expected to learn without making clear the underpinning knowledge that is required to master them. As a result, in a small number of subjects, pupils' recall of curriculum content is inconsistent. Leaders should ensure that the curriculum consistently makes clear the precise knowledge that pupils are expected to learn and remember.
- Too many pupils do not attend school. Leaders' actions are fit for purpose but have not yet had the full, desired impact. More time is needed. Leaders should continue to implement their procedures for tackling poor school attendance so that absence rates reduce.

## 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>	143796
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10241052
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fiona Boyd
<b>Headteacher</b>	Kate Hall
<b>Website</b>	<a href="http://www.scotholme.com">www.scotholme.com</a>
<b>Date of previous inspection</b>	3 and 4 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative education providers.
- The school is part of the Shine Multi Academy Trust.
- There have been no significant changes since the last inspection.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the early years leader, the SENCo and groups of staff and pupils.

- Inspectors carried out deep dives in five subjects: reading, mathematics, science, computing and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation and spoke with pupils about music and PSHE.
- The lead inspector met with the chair of the local governing body. He met with the chief executive officer of the trust.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's staff and pupil surveys.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. An inspector visited the school's breakfast club.

### **Inspection team**

Vic Wilkinson, lead inspector	His Majesty's Inspector
Aileen King	Ofsted Inspector
Janis Warren	Ofsted Inspector

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