



# Melbury Primary School

## Inspection Report

**Unique Reference Number** 122426  
**LEA** CITY OF NOTTINGHAM LEA  
**Inspection number** 281260  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Mrs. Patricia Cox LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Melbury Road
<b>School category</b>	Community		NG8 4AU
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 915 5787
<b>Number on roll</b>	254	<b>Fax number</b>	0115 915 5786
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Hose
<b>Date of previous inspection</b>	10 July 2000	<b>Headteacher</b>	Mrs. Linda Taylor

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 281260
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This average sized school draws its pupils mostly from the immediate neighbourhood. The proportion entitled to free school meals is well above average. The proportion with learning difficulties is also well above average; the majority of these difficulties relate to moderate learning problems. Most pupils are of White British background and few have a home language other than English. Attainment on entry to the nursery is much lower than is usual for the children's age. Higher proportions of pupils than average leave or join the school during their primary school career. The headteacher has been in post around two years at the time of the inspection.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school is accurate in its judgement that it provides its pupils with a satisfactory education, giving satisfactory value for money. The many recent significant developments, like the improving use of assessment information and rising standards, demonstrate a good capacity for further improvement. Pupils achieve satisfactorily. Children in the Foundation Stage progress soundly and develop their social and communication skills well. Nevertheless, standards are still lower than expected for their age when they enter Year 1. Progress is satisfactory through the rest of the school. Standards at the end of Years 2 and 6 are well below average, but rising. However, there is some underachievement through the school, especially among the more able. While teaching is satisfactory and classrooms are orderly, purposeful places, expectations are not always high enough and lessons sometimes lack the pace necessary to eliminate this underachievement fully. Provision for the pupils' spiritual, moral, social and cultural development is good. The pupils behave well because of the school's outstanding approach to moral and social development. Their attitudes to work are satisfactory because, although they mostly listen and concentrate, they have not developed good learning habits and the capacity to take responsibility for aspects of their own learning, and they are often tired at the start of the day. The school takes good care of pupils and they feel safe and secure. It works hard to form links with parents, although these are at an early stage. Although it is improving, attendance is below average, despite the school's considerable efforts. Leadership and management are good overall. The headteacher provides outstanding leadership and has a very good understanding of how the school needs to improve. The senior management team provides good support and staff are developing their subject leadership roles. Governors carry out their roles satisfactorily and are developing well.

### **What the school should do to improve further**

- Raise standards, particularly in all aspects of English, scientific enquiry, information and communication technology (ICT), and for the more able throughout the school.
- Improve teaching and, in particular, the use of target-setting to raise expectations of what the pupils can achieve, the pace of lessons and the teachers' questioning skills.
- Work with pupils to develop their ability to take responsibility for their own learning, so that they work harder and rely less on their teachers.
- Develop the ability of all subject leaders to monitor and evaluate their areas and take responsibility for the standards achieved.
- Develop links with parents to continue improving attendance, punctuality, and readiness of children for school.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. The children in the Foundation Stage make satisfactory progress from a low base and do well in developing their social and communication skills. However, standards are still lower than usual when they enter Year 1. Standards

at the end of Years 2 and 6 have been below and often well below the national average for many years. The Year 2 national test results in 2005 in reading, writing and mathematics rose markedly from 2004, although they were still below average. The results for Year 6 were well below the national average and the school did not meet its challenging targets. Nevertheless, the pupils had made satisfactory progress since Year 2, although it was slightly stronger in English than in mathematics and science. The pupils presently in Year 2 are working at a standard slightly lower than those in 2005. Their progress is satisfactory overall, although it is better in Year 2 than Year 1. Those in Year 6 have made satisfactory progress since Year 2 and standards are higher than in 2005, approaching the school's demanding targets. Pupils with learning difficulties make satisfactory progress. However, there is still some underachievement through the school, particularly among the most able. Below average speaking and listening skills affect performance throughout the school. Skills are also weak in scientific enquiry and ICT.

## **Personal development and well-being**

### **Grade: 3**

Overall, pupils' personal development and well-being are satisfactory. The school is a calm and orderly community where pupils feel safe and well-cared for. Most enjoy being in school and value their involvement in all the activities. Attendance is below average though the school works hard to improve it. Levels of attendance have improved during the year because there are robust and consistently applied monitoring procedures. Behaviour is good during lessons and in the playground, because pupils are managed well, although there are occasional instances of boisterousness. Pupils value the extensive range of rewards for good work and behaviour. The number of exclusions has dropped significantly during the last year as strategies for encouraging good behaviour take effect. Some pupils are very tired when they come to school and this often affects their concentration. Pupils take their responsibilities as peer mentors, 'buddies' and school council representatives seriously. Many of their ideas have resulted in improvements to the environment. Overall, provision for pupils' spiritual, moral, social and cultural development is good and for their moral and social development it is excellent. The school has high expectations and encourages pupils to gain confidence and raise their aspirations. Spiritual and cultural development are satisfactory but promotion of pupils' understanding of a multicultural society is limited. The pupils have a sound understanding of how to stay safe and healthy, as the school puts great emphasis on these aspects. For example, it provides breakfast for many pupils to give them a healthy start to their day. Pupils are satisfactorily acquiring the skills and attributes they need to be successful in later life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. The Foundation Stage staff have a clear understanding of the children's needs and develop their social and communication skills well. The children make satisfactory progress in basic skills and the other areas of early learning. There is some good teaching through the rest of the school. For example, during an English lesson the teacher questioned skilfully, engaging the pupils with interesting methods. The activities built well on previous skills and knowledge, with a brisk pace. However, at times pupils, particularly the more able, lose interest when tasks are not matched well to their ability. Many have not developed good learning habits or the skills of independent learning. There is an overuse of worksheets, limiting pupils' opportunity to set out their work and develop their writing skills. Teachers' management skills are consistently firm and fair which ensures good behaviour in lessons. Most lessons are planned well and teachers have a clear focus on what they want pupils to learn. The school is a calm and attractive place for learning. Pupils with learning difficulties make satisfactory progress because support is often good. Teachers are developing their use of targets to help pupils to understand what they have to do to improve and to raise their expectations. However, there is inconsistency between classes in the quality of marking.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. Provision for pupils with learning difficulties is satisfactory and their progress is monitored very carefully. Individual education plans have clear targets for improvement, although occasionally there are too many targets. The school is currently developing the curriculum for more able pupils in order for them to achieve better. Pupils understand the need to eat healthily and stay safe because of the emphasis on these aspects in lessons. Although the school places a strong emphasis on English and mathematics, the curriculum is balanced and includes Spanish. The school has recognised that there are difficulties with the times of the school day and has well-advanced plans to address them. There is a good range of visits, for example to Eden Camp where pupils learned about the Second World War. There are good links with partner schools and some with the community. Pupils receive expert physical education teaching and enjoy taking part in many local sporting competitions. There is a good range of extracurricular opportunities, including non-sporting activities such as gardening and Scrabble.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good because the school has a clear emphasis on nurturing each pupil. All staff are committed to developing pupils' personal and social

skills and to promoting their well-being. The learning mentor and teaching assistants provide good support for those with learning and other difficulties. The school is a secure and healthy learning environment where relationships are good. Pupils feel safe and well looked after. The systems for ensuring the health, safety and protection of pupils are rigorous and work well. Pupils are confident that there is always someone to help them with worries or concerns. The school uses assessment information satisfactorily to set targets for pupils in reading, writing and mathematics, though these are not always challenging enough for the more able. Vulnerable pupils receive good support in school and through access to a wide range of external agencies, such as the Place2Be project.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. In just two years, the headteacher has had a significant impact on the school through her outstanding leadership. She is ably supported by the deputy headteacher and assistant headteacher. There is growing teamwork among the staff, who are increasingly focused on a shared commitment to raising standards. The headteacher manages the school very well. There is an increasing amount of good quality data being collected and used which informs the rigorous evaluation the school's work. Consequently, the senior management team understand very well the effect of their initiatives and what remains to be done. Good initiatives are already in place to tackle shortcomings. The school consults and makes many efforts to work closely with parents, not always successfully, although parents are very positive about what the school offers. Pupils are appreciative of the improvements that have been made. Much has been done to develop teachers' expertise and the range of strategies they employ. The impact is reflected in the more rapid progress being made in most classes. Interventions and support have enabled the teachers to have a better understanding of how to use data and target-setting to raise attainment but this is a relatively new initiative. Planning for school improvement is good; the most urgent priorities are identified and are tackled thoroughly within a long-term strategic view. The leadership skills of staff are developing but, while some take full responsibility for standards in their subject, others are at an earlier stage. Governance is satisfactory; many governors are new and are developing their understanding of the school and their role well, under the good leadership of the chair.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the way you looked after us when we visited your school this week. We had a good time with you and enjoyed the Spanish week activities. We thought you behaved yourselves well and you are quite interested in your school work. Many of you told us that your school is getting better and we agree with you. We think that Mrs Taylor and the staff are working very hard to help you to learn more and to behave well. You have more interesting things to learn about and to do and the school takes good care of you. It is a calm and happy place. There are some things that still need to get better. Some lessons could be a bit more fun and we think that you could write more on your own and not have to fill in so many worksheets. We want your teachers to check that you are doing well enough in all the subjects you learn. You need to be able to investigate more in science and to work with computers in all the subjects. Those of you who learn quickly should be given some harder work so you learn more. But there are many things that you could do to help, too. You could work harder, take more interest in the lessons and listen very carefully. Then you could all answer questions in class and do things for yourself rather than always relying on your teachers. What would really help is if you went to bed early, came to school every day and on time, and did your homework. That would help your teachers to make sure that you learned to read and write better. Many of you could help by reading at home and making your work neater.