



# Peafield Lane Primary and Nursery School

## Inspection Report

**Unique Reference Number** 122434  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281263  
**Inspection dates** 5 December 2005 to 6 December 2005  
**Reporting inspector** Mrs. Susan Hall LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Litton Road
<b>School category</b>	Community		NG19 9PB
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623 460 366
<b>Number on roll</b>	367	<b>Fax number</b>	01623 460 366
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Cllr.Barbara Nestor
<b>Date of previous inspection</b>	10 July 2000	<b>Headteacher</b>	Mr. John Peck

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized school that serves an area that is broadly average in most respects and which is popular, drawing more than 40% of its pupils from other neighbourhoods. An average proportion of pupils are entitled to free school meals. The large majority of pupils are White British with only a very small number speaking English as an additional language. The proportion of pupils with special educational needs is below average. These pupils have a range of learning needs or difficulties.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school, which has maintained its successes over a number of years. The inspection findings support the school's judgement of its overall effectiveness. The school provides good value for money. The staff team provide a consistently good quality of education and the school is very well thought of by parents. When children start school the standards they achieve are average for their age although the speaking skills and levels of confidence of several are limited. Children make good progress in the Foundation Stage because provision is good and they reach the standards expected when they enter Year 1. The school helps pupils develop a positive approach to learning that helps them become more confident learners. In national tests at the age of seven, while standards vary from year to year, pupils generally achieve the standards expected. By the age of eleven, pupils achieve standards that are above average. Throughout the school pupils of all abilities make good progress. The quality of teaching is good. However, the assessment systems are not sufficiently developed to enable the school to make best use of the available information to support future activities. The procedures to monitor the quality of planning, teaching and learning lack evaluative rigour to identify the small steps for further improvement. The curriculum is good overall and there is a very good range of extra-curricular activities that extend learning well. Whilst the school is very confident of the good quality of education offered there is room to make procedures and self-evaluation more incisive. Since the last inspection improvement has been good overall and there is good capacity to make further improvement.

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

- Ensure that the information gained from checking pupils' progress is organised efficiently and shared with all staff to support the planning of a range of challenging activities.
- Ensure that the quality of planning, teaching and learning in different subjects is checked regularly and rigorously to identify the steps for further improvement.

## **Achievement and standards**

### **Grade: 2**

Inspection findings match the school's evaluation that pupils achieve well. Children start at the school with a wide range of early skills which are generally average for their age. However, several have limited confidence in their abilities, particularly their speaking skills. They make good progress in the Foundation Stage and by the time they start in Year 1 they reach the levels expected. The progress of pupils in Years 1 and 2 is good and they begin to develop a good range of skills and knowledge. In Years 3 to 6, pupils continue to make good progress and with growing levels of confidence in their skills they often achieve levels that are above average for their age. Whilst progress is good overall it is sometimes better for pupils in Years 3 to 6 than in Years 1 and 2. At times, in Year 4, pupils make outstanding progress. Overall,

pupils generally meet the challenging targets set for them. In recent national tests there have been highs and lows in different aspects of English and mathematics. Overall, girls have often out-performed boys in these tests, sometimes to a higher level than seen nationally. This pattern of achievement exists throughout the school but does not appear related to any shortfall in what the school expects of all pupils. The small number of pupils who speak English as an additional language and those pupils with special educational needs all make good progress. There is no register of gifted and talented pupils, but the system for identifying pupils with particular skills and talents is informal and effective.

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

### **Grade: 2**

Personal development and pupils' well-being are good. Pupils of all ages are enthusiastic about their school, as reflected in their good attendance and punctuality. Behaviour is good overall and is often very good. Pupils value the rewards they receive for hard work and good behaviour. Children in the nursery and reception classes have a good start. They settle quickly into school routines and adopt positive attitudes towards learning. Pupils enjoy working and playing together. They have a good understanding of a healthy lifestyle because they have good opportunities to participate in sport and a healthy eating programme. Spiritual, moral, social and cultural development is good. Pupils are sensitive towards the feelings of others, and appreciative of the world around them. They demonstrate a clear understanding of right and wrong. Pupils are proud of the new School Council and value the opportunity to share their ideas to improve the school environment. Pupils are keen to take on even further responsibilities. However, there are relatively few opportunities for independent learning and for pupils to follow their own lines of research.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. Lessons are well planned with a variety of interesting, learning activities. Teachers are enthusiastic and skilled at ensuring that the pace of lessons is brisk and that the work accurately matches the pupils' individual needs. Teachers use a variety of strategies effectively to develop the speaking and writing skills of all pupils. Particular support is given to boys in order to improve their contribution in class. Teaching assistants provide good support for individual pupils. However, there is insufficient monitoring of teaching, which hinders the sharing of good practice that could further improve the quality of learning across the school. Pupils' work is marked regularly and gives clear guidance about how they can improve. Teachers use assessment information when planning of their work and to set targets for the pupils, but further improvement is needed to make assessment more accurate and effective in helping to raise pupils' standards.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It provides opportunities for all pupils, including those with learning difficulties, to make progress and to develop well. The school is using the literacy and numeracy strategies well to raise standards. The provision of information and communication technology to support teaching and learning is becoming a strength of the school. However, there is a need to extend problem solving activities and to provide opportunities for independent learning across the school. The school is strongly committed to environmental education and uses a number of nature trails around the school grounds and Sherwood Forest. The school also emphasises creativity across the curriculum and there is good provision in music, art and drama. Staff have worked closely with a partner secondary school to enhance the provision in modern languages and physical education. The school is also part of a pilot to develop and enhance the provision of sport in school. There are wide and varied opportunities for enrichment including sports, music, drama and outdoor activities. Participation in activities is good and all pupils have the opportunity to take part in residential visits. The breadth of extra-curricular provision supports pupils' learning well and adds considerable enjoyment to their school experience.

## **Care, guidance and support**

### **Grade: 2**

The care and guidance for pupils is good. The staff are committed to supporting pupils' individual's needs and providing them with a secure and happy learning environment. Pupils feel safe in school and relationships are very good. Consequently, pupils trust and respect adults as well as showing care and consideration for one another. The arrangements for the protection of children and for risk assessment are fully in place. Good procedures are followed to help pupils reach their personal targets, which are regularly reviewed. Pupils with special educational needs are nurtured and engaged well in a good range of learning activities which helps them to make good progress. The strong partnership with parents and outside agencies ensures that all pupils' needs are met. The school has recently reviewed its bullying policy in response to a minority concern by parents. The assessment of pupils' academic progress is satisfactory but information is not always shared to best effect to ensure even further progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good overall. The long serving headteacher has developed high levels of respect from parents, governors and the community for the traditional strengths of good standards and behaviour maintained over several years. There is a clear ethos which highly values pupils' and staff efforts and where all work well together to support the school community. This has had a positive impact on attracting families from outside the local area and makes a good contribution to the school's capacity to improve. The quality of the school's

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self-evaluation procedures is generally good and overall this accurately identifies the quality of education offered. There are satisfactory procedures to monitor the quality of planning, teaching and learning, which include the involvement of governors. However, these procedures are often informal, do not involve subject leaders sufficiently and lack the evaluative rigour and incisiveness to identify the small steps necessary to bring about further improvements. Parents and those involved in school are consulted as to the school's effectiveness. Senior staff and governors are very supportive of the staff team and highly confident in the school's ability to provide a good quality of education. They are starting to develop more incisive and evaluative approaches to leadership issues. Financial management is smooth and efficient and funds have been clearly earmarked for further development of the school site.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

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

Following our recent visit to your school, we would like to let you know what we found out. But first of all, thank you for making us feel welcome and for talking to us about all the different things that you enjoy doing. It was good to hear how you feel and to know that all the teachers and other adults help you and take good care of you. You probably saw us when we came into your lessons and in other activities. We were pleased to note that you behaved well and that you really enjoy coming to school. We know that you and your families like your school. We talked to your headteacher and the staff about how the school can make things even better. We think your teachers should check that teaching in all classes and subjects is good, and look at your books to see if you are making as much progress as possible. We also think that the way the staff organise and use information about what you are doing could be improved, so that they can plan the right activities for you. All the staff at school want you to do really well and they have got some good ideas to make the school a more exciting place. You can play an important part in this by working as hard as you can and always being helpful to everyone in school. It was a pleasure to meet you all.