



Carnarvon Primary School

Inspection Report

Unique Reference Number 122621
LEA NOTTINGHAMSHIRE LEA
Inspection number 281307
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mr. Paul Weston LI

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

Type of school	Primary	School address	Nursery Road
School category	Community		NG13 8EH
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01949 838246
Number on roll	374	Fax number	01949 839653
Appropriate authority	The governing body	Chair of governors	Mr. Alan Cotton
Date of previous inspection	23 May 2000	Headteacher	Mr. Jonathan Cunliffe

Age group 4 to 11	Inspection dates 28 February 2006 - 1 March 2006	Inspection number 281307
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Carnarvon Primary School is a large primary school in Bingham. It is a growing school. The number of pupils claiming free school meals is below average. The percentage of pupils from minority ethnic backgrounds, and the number for whom English is an additional language (EAL) is lower than that found nationally. Few pupils are at the early stages of acquiring English. There is a smaller than average number of pupils with learning difficulties and disabilities. Attainment on entry is below average. The school received the national Investor in People award in May 2004.

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 with some outstanding features. It provides well for its pupils and gives good value for money. Inspectors agree with the school's view of its overall effectiveness. There are many strengths. It is a welcoming school where pupils are very happy and well behaved in lessons. Personal development and well-being are outstanding. There are positive relationships throughout school and pupils have good opportunities for taking responsibility. The school takes good account of the views of parents and pupils. They hold the school in high regard. One parent said, 'It is a lovely place to learn'. Another commented, 'we are happy parents because we have a happy child'. The headteacher leads the school very well and has built an effective team which works hard to provide a high quality education for the pupils. There is an enthusiasm and capability to drive the school forward. Procedures have been established which will enable leaders of all subjects to check on how well pupils are learning. Pupils make a good start in the Foundation Stage where most make good progress. By the end of Year 2, standards are above average in reading, writing and mathematics. By Year 6, standards overall are above average. The school knows its strengths and weaknesses well. It recognises the need to continue to raise standards in mathematics, particularly for the more able pupils. It is beginning to develop the curriculum further to improve the attainment of boys. There is a good capacity to improve further.

What the school should do to improve further

- Continue to provide opportunities for all subject leaders to check teaching and learning in order to identify and share good practice and raise standards further. - Continue to develop and implement strategies to raise the attainment of boys throughout the school so that they achieve as well as girls. - Continue to develop and implement strategies to further raise standards in mathematics, particularly for the more able.

Achievement and standards

Grade: 2

Pupils' achievement is good. Most make good progress and by the end of Year 6 attain above average standards. Throughout the school, girls achieve better than boys, except in Year 5. The school recognises this and is implementing plans to raise the standards of boys throughout the school. Standards on entry to Reception are below average overall. From the outset in the Foundation Stage, the quality of teaching is good. Pupils' needs are well met and, as a result, they make good progress, especially in their personal, social and emotional development. Standards at the start of Year 1 are broadly average. Good progress continues through Years 1 and 2 because of the firm foundation laid in Reception so that, by the end of Key Stage 1, pupils reach above average standards in reading, writing and mathematics. Most pupils in Years 3 to 6 continue to make good progress. Many are successful in meeting the challenging targets that are set. By the time they leave, pupils reach standards above those expected

for their age in English, mathematics and science. Results in national tests at the end of Year 6 have been consistently above average in recent years and show a rising trend. Standards in English are exceptionally high and this is a particular strength of the school. The school is targeting pupils in mathematics, particularly the more able, in order to raise standards in this subject further. Learners with difficulties and disabilities are well supported and enabled to achieve well.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. They are proud of their school and are delighted with the challenges they are given and the opportunities they have to learn new skills. They appreciate that teachers make learning fun. Not surprisingly, their attendance is very good. They know what is expected of them and behave very well. Pupils feel valued and secure, enjoy positive relationships with their peers and adults and have good self-esteem. Pupils work together amicably and co-operatively on shared tasks, willingly undertake responsibilities and enjoy each other's company throughout the day. For example, junior play leaders organise well thought out games for younger pupils at morning playtime and are friends to those who may need company. The school's very successful school council effectively helps pupils to make a positive contribution to school life. All display a strong sense of caring for others and enjoy fund raising and working with the community. The school strongly encourages pupils to develop healthy lifestyles as evidenced in the much improved food available at lunchtimes and in the generous provision for physical education. This is reinforced by an imaginative personal, social and health education programme throughout the school. Spiritual and cultural development are outstanding with regular and exciting opportunities for pupils to learn about and understand the faith and culture of others.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with some outstanding features. It is a major reason why pupils achieve so well. All teachers work hard to plan stimulating lessons so pupils enjoy their learning. Pupils say that their lessons are interesting and fun and talk enthusiastically about coming to school. In a Year 5 numeracy lesson, the pupils could opt to 'phone a friend' to access support information but strove extra hard not to do so. Throughout the school excellent relationships, superb classroom management skills and good knowledge of the pupils contribute to their success. Learning intentions are shared with pupils at the beginning of lessons and, at the end, teachers assess progress with the pupils very successfully. Most teachers have high expectations of their pupils whatever their ability. In a Year 6 lesson, the pupils were producing adverts for a new 'Tortilla Bar' that linked their work on Aztecs with literacy and art and design. Their use of extensive and imaginative vocabulary, such as

'succulent sauces', 'tummy tingling tastes' and 'spectacular spices', showed excellent literacy skills. Teaching assistants are very capable and highly valued members of the team. They provide outstanding support in lessons to all pupils. Good progress has been made recently with tracking pupils' progress. Most pupils know their targets in English and mathematics, which helps them to know what they need to do next. Most teachers mark pupils' work very carefully and clearly explain to pupils how well they are doing and what they need to do next to improve.

Curriculum and other activities

Grade: 2

The curriculum is good and it supports pupils' learning well. Statutory requirements are met and there is excellent provision for the pupils' personal, social and health education. The curriculum is thoughtfully planned and links between subjects are developing well. Careful thought is being given to planning the curriculum to make it more appealing to boys in order to raise their standards. The information and communication technology (ICT) curriculum has improved considerably since the last inspection. All pupils have ICT lessons and they are making increasingly good use of ICT in other subjects. For instance, ICT was used to generate graphs effectively and efficiently to enhance some very good experimental work in science. The curriculum is enriched well through visits, visitors and a good range of clubs. Year 2 pupils enjoyed their recent visit to the synagogue and also enjoyed their report writing once back in the classroom. Many pupils learn to play a musical instrument and have the opportunity to participate in concerts. Good links have been developed with the local secondary school to enhance the curriculum through involvement with an Arts Academy and the sessions for gifted mathematicians. An enterprise opportunity grasped by the school, was the recent production and sale of a brochure on 'Victorian Bingham' that raised funding for the school by the pupils.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good with some outstanding features. They are cared for extremely well and all procedures are in place to ensure their safety. Good systems are in place to deal with very rare issues of bullying. Arrangements for child protection are fully in place and the school works closely with external agencies to support any pupils who may be at risk. The school communicates regularly with parents who are full of praise for the work of the school. Reports home are thorough and offer very clear information about the progress pupils are making. A high level of care is shown in the arrangements made for pupils when they start and leave the school. Most pupils know their targets and what they must do to reach them. This has been made possible by frequent and detailed monitoring of pupils' work and effective intervention where appropriate. Teaching assistants provide an outstanding level of support which helps pupils with learning difficulties and disabilities, who make good progress. A well structured programme is presently being implemented to help gifted and talented pupils attain their potential.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher has a clear vision and gives a strong sense of direction, with a well articulated focus on raising standards and on promoting the care and well-being of pupils. He is well supported by his assistant heads and subject leaders, who have an accurate understanding of the strengths and areas for improvement. The school is well managed and runs smoothly, enabling teachers to focus on pupils' learning. The school makes good use of all of its resources, including staff who are deployed effectively. Information from analysis and reviews is used well by the headteacher and subject leaders to establish sensible priorities and target improvement. These are appropriately included in the school improvement plan. Subject leaders provide good curriculum and planning support for colleagues. The school recognises that their roles in checking the implementation and impact need further development. For example, teachers in charge of some subjects have not yet had the opportunity to check how well pupils are learning and what is needed for them to improve. There are effective procedures to involve all staff and governors in evaluating the work of the school. Parents' views are regularly taken into account and they hold the school in high regard. Governors are committed to the school and support it well. Their awareness of their responsibility to hold it to account is good and they play a full role in support of the school. For example, they have established useful links with subject leaders, to help them evaluate the quality of education being provided. The governing body ensures that all legal requirements are met. The school is well placed to move forward and gives good value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	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	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 for letting us visit your school. We enjoyed talking with you, watching you learn and looking at your work. We thought you would like to hear what we liked about your school and how it could get even better. What we liked about your school: - You are friendly and confident, and happy to talk about what you are doing. - You behave very well in lessons and enjoy what you do, especially when you are working together or have practical activities to do. - You have some good ideas about how the school can improve. - Your headteacher and other grown-ups working in the school look after you and make sure that everyone behaves well and is happy. This helps you get on in lessons. - Your teachers and teaching assistants work hard to make their teaching even better, and to get it right for each one of you. - Your parents like the school and feel you learn well. What we have asked your school to do to make it even better: - Your teachers should continue to check what is happening in other classes and share all the good things they find so that they can learn from each other and get even better. - Your teachers should continue to challenge and expect more of you in mathematics, especially those who are good at the subject, so that you do even better. - Your teachers should continue to find interesting ways to help boys enjoy and achieve well in their learning so that they do as well as the girls. We feel certain that everyone at the school will continue to work hard to help you learn in the future. Good luck. Yours sincerely,