



Trowell CofE Primary School

Inspection Report

Unique Reference Number 122770
LEA NOTTINGHAMSHIRE LEA
Inspection number 281339
Inspection dates 23 May 2006 to 24 May 2006
Reporting inspector Mr. Paul Brooker LI

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

Type of school	Primary	School address	Derbyshire Avenue
School category	Voluntary controlled		NG9 3QD
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	0115 932 0962
Number on roll	164	Fax number	0115 932 0962
Appropriate authority	The governing body	Chair of governors	Cllr.Graham Lockwood
Date of previous inspection	3 October 2000	Headteacher	Mrs. Susan Chalkley

Age group 4 to 11	Inspection dates 23 May 2006 - 24 May 2006	Inspection number 281339
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Introduction

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

Description of the school

The school serves the village of Trowell on the outskirts of Nottingham. Most pupils live in the village, although a significant number come from outside the immediate catchment area. Almost all pupils are from White British backgrounds. The proportion of pupils eligible for free school meals and the proportion with learning difficulties and disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trowell Church of England Primary is a good school because it is well led and managed. Inspectors agree with the school's evaluation of its strengths and areas for development. The staff provide outstanding care, guidance and support, and ensure that the pupils develop as confident individuals who are well prepared for the next stage in their education and for later life. The pupils' personal development and well-being are outstanding. Visitors are immediately struck by the school's positive climate. The pupils are friendly and considerate and enjoy their work. Their behaviour and attitudes to learning are excellent. The consistently high quality of teaching across all classes ensures that pupils of all ages and abilities make good progress as they move through the school. The quality and standards in the Foundation Stage are good. Throughout the school, standards of attainment are above average and achievement is good. Leadership and management are good. The school's systematic self-evaluation accurately identifies areas for improvement. The school has no significant weaknesses. Nonetheless, the strong team of staff recognise the need to further develop ways to better evaluate and address the learning needs of individual pupils, so that their achievement is even greater. There is good capacity for further improvement. The school's excellent partnerships have contributed well to its development and have also enabled it to have a wider impact. There has been good progress since the last inspection. The school provides good value for money.

What the school should do to improve further

- Enable pupils to learn even more rapidly by developing further arrangements for evaluating their progress and individual needs.

Achievement and standards

Grade: 2

Achievement is good because the school has improved and sustained its high standards of attainment across all key stages since the last inspection. The pupils, including those with learning difficulties and disabilities, make good progress as they move through the school. There is no significant difference in the achievement of different groups of pupils. Attainment on entry, though very wide ranging, is a little above that expected for children of this age. Children in the Foundation Stage achieve well across all areas of learning. Most exceed expected standards by the end of their reception year. The pupils continue their good progress in Years 1 and 2 and standards of attainment in the national tests for seven-year-olds are above average. Although the pupils' results in reading were lower than those in writing and mathematics in 2005, their achievement was good. This good progress is sustained in the three mixed age classes in Key Stage 2. Results in English, mathematics and science in Key Stage 2 tests in 2005 were above average. The school is systematic and thorough in the way that it collects and analyses assessment data. Target setting is embedded from an early age. Very good use is made of short-term targets to guide the pupils'

improvement. Nonetheless, the school is not complacent and recognises that further improvement can only be achieved by fine-tuning what it does in order to meet the very precise needs of individual children. The school's detailed analysis of last year's results has identified minor areas for improvement, and these have been systematically addressed by adapting teaching, enlisting parental support and reviewing booster sessions. Indications are that the school is on track to meet and possibly exceed its challenging targets this year.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. The school's positive climate encourages pupils to flourish socially and develop essential economic life skills. By the time they leave, pupils have a mature, responsible approach towards school life and the essential skills that prepare them well for the next stage of education. Their attitudes and behaviour are exemplary, and they enjoy school greatly because they get on well with one another and because school is fun. This is demonstrated by their good attendance, punctuality and enthusiasm for learning. Playtimes are enjoyable social occasions. The impact of the school's approach towards promoting healthy lifestyles is outstanding. Valued input from kitchen staff and parents has brought about significant change in the quality of school meals. The pupils understand the importance of a healthy lifestyle; most eat healthily and participation in after-school clubs is very high. Pupils are confident that they learn in a safe and secure environment. The school provides excellent opportunities for pupils to assume responsibilities and play an active role in their school and the wider community. The pupils respond very positively to organising fund-raising events in aid, for example, of the Tsunami or the NSPCC. The School Council makes a very strong contribution and has brought about major improvements, ranging from better toilet facilities to new playground activities. As one parent comments, 'The effort and care the children put into the garden is admirable'. A strong Christian ethos underpins good spiritual, moral, social and cultural development. Assemblies make a good contribution to pupils' spiritual growth. Involvement in activities such as residential visits, sports teams or the school orchestra develop pupils' social skills very effectively. Events, such as inviting a member of the community to talk about his Haj pilgrimage, enable pupils to gain a greater awareness of other cultures.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Some is outstanding. Classrooms provide stimulating environments with excellent displays of work. Teachers work well together as a strong team to ensure that pupils of all ages make good and sometimes rapid progress in lessons across a wide range of subjects. Lessons are soundly planned with clear objectives and a good variety of interesting activities. In geography, for example,

the water resource management exercise captured the imagination of older pupils and enabled them to engage with an impressive range of challenging issues. Work is very well explained, managed and directed. The best introductions create excitement and curiosity and enthuse the pupils to learn. The excellent relationships enable teachers to sustain a good pace in lessons. Teaching assistants provide good support for individual pupils and small groups. Work is well marked, with clear guidance on the pupils' next steps for improvement. Teachers are systematic in recording and assessing the pupils' progress, and the pupils are expected to take responsibility for assessing and evaluating their own learning and progress. Provision in the Foundation Stage is good. Strong teamwork among teaching and support staff ensures successful learning. The generous staffing ratio provides good support for the children and underpins their good progress.

Curriculum and other activities

Grade: 2

The curriculum is suitably broad and balanced and is organised so that lessons build systematically on what has gone before. Teachers plan effectively for the wide range of different needs in each class, although work occasionally needs to be more carefully tailored to the specific needs of individual pupils. One notable strength of the curriculum is the wide range of high quality enrichment opportunities. Pupils enjoy the good range of trips and visitors and have the opportunity to go on residential. In addition, the school is resourceful in developing wider experiences for the pupils, for example, in sport, music, the arts and through competitions. Key Stage 2 pupils study French and excellent themed weeks, for example, on the 'arts' and 'the environment', extend pupils' experiences and provide very good opportunities to explore issues more deeply. The programme for pupils who are gifted and talented is good. The Foundation Stage curriculum is good, striking the right balance between independent and adult-led activities for the children.

Care, guidance and support

Grade: 1

The quality of care, support and guidance is outstanding. The school is a very supportive community where all pupils are able to thrive socially and academically. As one parent comments, 'I am confident my child will have all the care that any child deserves'. There are secure procedures for ensuring pupils' safety, including those for child protection. Staff know what to do if they have concerns and pupils feel confident that they can confide in a trusted adult. They say that rare incidents of unacceptable behaviour are dealt with quickly and effectively. Older pupils enjoy mentoring younger ones and numerous initiatives, such as 'playground friends', are successful maintaining the happy and harmonious climate. Other initiatives, such as 'Grins and Grumbles' boxes, provide an effective anonymous method for pupils to communicate worries. Arrangements for guiding and supporting pupils' academic development are outstanding. The school's 'Assessment for Learning' system is very effective in helping

pupils to move forward. Pupils are well informed about their personal targets for development.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads and manages the school well and effectively promotes the professional development of staff. She has established a positive climate for learning where all staff have high expectations of pupils' achievement and personal development. The school has addressed the issues from the last inspection and has transformed its environment. The garden and play areas provide excellent resources for play and for learning. The school's self evaluation is accurate and is soundly based on a systematic programme of self review. Monitoring of standards, based on close analysis of assessment data, has given the school an accurate picture of its broad strengths and areas for further development. The school has identified aspects of attainment that can be improved and has implemented suitable strategies to further raise standards. Development planning is sound. Leadership and management of the Foundation Stage are very strong. Governance is good. Governors provide very good support for the school. As regular visitors they are able sufficiently well informed to be able to hold the school to account. The school has a strong and cohesive team of staff. Teachers are constantly seeking to improve the school's provision, and new initiatives are therefore quick to have a positive impact. The school's excellent partnerships with governors, parents, other local schools and the wider community have made a strong contribution to its development. Parents are overwhelmingly positive in their support for the school. The views of parents and pupils are regularly sought and help to inform development planning. The school's wider links have also enabled it to disseminate some of its own good practice more broadly. The school values highly its support from the local authority.

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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?	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

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	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	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	2	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?	1	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 welcoming us to your school on our recent inspection. We really enjoyed talking with you and visiting your lessons. You were all very friendly, helpful and polite. Thank you for sharing your work with us. We could see how much you enjoyed many of your lessons. We were impressed in many ways: - You are very responsible and are proud of your school. - Your behaviour is excellent, even when you were racing with buckets of water! - You get on well together when you are working and playing and really take care of one another. - You concentrate very well in lessons and take good care with your written work. - Your lessons are good and some are really excellent. - Lots of your work is of a very high standard and you obviously make good progress over time. - Most of you are already developing healthy and active lifestyles. You eat well and lots of you take advantage of all the extra activities and opportunities that the school provides. Your teachers, the headteacher and all the other adults in school work very hard to make sure that you are safe and that your learning is fun. I have asked Mrs Chalkley and the staff to continue with all the good things that are happening in your school. We have also discussed a few ways that the school might improve, so that each one of you might do even better in your lessons.