



# William Booth Infant and Nursery School

Inspection Report

**Unique Reference Number** 122444  
**Local Authority** CITY OF NOTTINGHAM  
**Inspection number** 292403  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Ann Taylor

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

<b>Type of school</b>	Infant	<b>School address</b>	Notintone Street
<b>School category</b>	Community		Sneinton
<b>Age range of pupils</b>	3–7		Nottingham NG2 4QF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 915 5821
<b>Number on roll (school)</b>	211	<b>Fax number</b>	0115 915 5823
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ian Pashby
		<b>Headteacher</b>	Mr Andy Mattison
<b>Date of previous school inspection</b>	13 May 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This averaged sized infant school is situated in an area of significant deprivation, close to Nottingham city centre. Most children start school with knowledge and skills that are extremely low compared with children nationally. Over half of families are from minority ethnic backgrounds, from around twenty different countries. Just under half are learning English as an additional language. The proportion of children with learning difficulties or disabilities is high as is the number with complex learning needs. There are no children with statements of special educational need. Numbers of children entering, leaving and sometimes returning again at various times during the school year are much higher than usual. An increasing number are arriving mid term with unable to speak English.

## **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 providing excellent care and support for children and good value for money. The provision in the Foundation Stage and leadership and management are good. The determination and commitment of the headteacher is outstanding. He firmly believes that children cannot learn effectively without strong foundations to support their personal, social and emotional needs. This approach is vital, because most children start school with extremely low levels of attainment. The school's self evaluation is accurate.

Children make good progress in their personal and social development, speaking, reading, writing and mathematical skills. Children's good progress is not reflected in the school's end of Key Stage 1 assessment results. This is because of the high numbers of children arriving and leaving throughout the year and increasing numbers arriving unable to speak English. Children's standards at the end of Reception are well below those expected. They are below average in mathematics and well below average in English at the end of Year 2.

Work with parents is outstanding because of the way staff value and encourage the partnership. Parents love the school and are fulsome in their praise. Not one negative comment was expressed. The school is a powerful influence, fostering community harmony in the neighbourhood. There is good ongoing work with families, in partnership with support agencies, where children's attendance is low. Attendance is erratic and reflects the fragility of some family circumstances.

Part of the exciting chemistry in school involves outstanding opportunities for children to develop their spiritual, moral, social and cultural understanding. Children leave school with enquiring minds, keen to learn and discover for themselves because of the good teaching. Each child's learning programme is individually mapped out. Children plan their days and staff encourage and guide them, in order to reflect their needs and interests. The school's individual style of teaching, based on guided intervention rather than traditional class teaching, helps to ensure that children learn well and make good progress. Behaviour is good, though there is some restlessness at times when children learn more formally in groups. The curriculum is highly creative and exceptionally imaginative. Ongoing chances for children to speak about what they are doing and thus improve their English are fundamental to the approach.

Focused workshops are used effectively in the main to help children learn. Activities such as children posting notes in personalised post boxes, knowing they will get a reply from staff, are real motivators. There are not yet enough focused reading and writing sessions, such as the workshops, to accelerate children's progress further in reading and writing.

### What the school should do to improve further

- Raise standards in reading and writing, by providing more focussed opportunities for learning.
- Increase children's attendance where it is low, in order to improve their progress.

## **Achievement and standards**

### **Grade: 2**

Children's achievement is good. Children enter Nursery with extremely low social and emotional development, language, communication and numeracy skills. They make good progress, especially in their knowledge and understanding of the world. This happens because of the creative, flexible and highly individualised curriculum. Due to the scale of children's needs, standards are well below those expected at the end of the Foundation Stage.

Children continue to make good progress throughout Years 1 and 2. Year 2 assessments for 2006 showed children were below average in mathematics and well below in English. Year 2 assessments for 2006 are higher in mathematics because children are less constrained by the lack of spoken English. They achieve well in their knowledge and use of computers and other technology. The high numbers of children with learning difficulties or disabilities and those whose first language is not English achieve well. They make similar progress to other children because their needs are carefully understood and learning is closely matched to them.

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

### **Grade: 2**

There are many occasions when children have spiritual experiences. In a philosophy lesson, a candle was lit to create a calm atmosphere in which children could reflect on their thoughts. The extremely wide ethnic mix helps children develop an excellent understanding and tolerance of different cultures. Children's personal, social and emotional development is outstanding. Learning is fun and children enjoy being at school because they feel safe and secure. Children have good attitudes and show initiative and curiosity. Behaviour is usually good, but occasionally restlessness and inattentiveness are present.

Children have a good understanding of how to live healthy lifestyles. They enjoy active playtimes and younger ones enjoy the rough and tumble of the soft play area. Children have a good sense of belonging, because their local community is well used as a way of helping them learn. Attendance is low, despite the school working very hard, in partnership with support agencies. The headteacher even collects children from home rather than have them miss a day at school. Low attendance continues to hamper some children's progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and children make good progress. Children often choose learning activities, but with clear guidance from staff. Teaching assistants very

effectively support children and are integral to the planning and review of their daily learning. Assessment systems are rigorous. Ongoing information gathered about children's progress is used carefully to plan the next day's learning, based on each child's needs. Planning is meticulous, giving children wide ranging opportunities to develop their skills. Staff use signs and symbols well to communicate with children and families who have very little English. Children learn basic greetings in the many different languages spoken by children in the school. Sometimes, time is not used as well as it could be, especially when groups are moving to specific activities.

## **Curriculum and other activities**

### **Grade: 2**

Activities are full of creativity, successfully encouraging children's interests, enabling them to achieve well. What is provided is checked to ensure children receive their entitlement. Imaginative use is made of the outdoors. For example, story telling, reading and writing often take place outside because some children learn better this way. There are good opportunities for children to use, unaided, the interactive whiteboards and computers for exploration and discovery, and the use of digital cameras is commonplace. This leads to children's good understanding of skills that will help them in the next stage of their education and beyond. The school does not provide enough workshop sessions to improve children's reading and writing skills.

The school listens to children and responds enthusiastically, for example, by staging an Outdoor Fun Day during the hot summer last year. The school's central city position is used very well. Children benefit in so many ways from visiting places of interest on their door step, such as Green's Windmill.

## **Care, guidance and support**

### **Grade: 1**

Children's care, safety and support are at the heart of the school's work. Children feel wanted, secure and special. Excellent relationships abound and children receive lots of individual attention. Arrangements for child protection are rigorous and staff are fully aware of their responsibilities. Links with external agencies are outstanding and ensure that children are protected and supported. Work with parents is also outstanding. New children quickly settle because the school encourages parents to stay with their children and many do. This arrangement also helps parents learn English. Some parents are becoming more confident in helping their children learn because of this. Children's school day is personalised and they work alongside adults who give extensive support to help them achieve well. Their progress is very closely tracked and monitored. Children have individual targets and are aware of the steps they need to take to reach them.

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## Leadership and management

### Grade: 2

The headteacher's outstanding leadership, with strong support from the deputy headteacher, gives this school its highly individual character. It is rightly based upon responding first and foremost to children's considerable social and emotional needs. Staff who coordinate different areas of learning lead them well. Conscious of children's very low levels of literacy, and in response to a recent and growing change in the population, the school is reviewing the way children learn to read and write, to help them make even better progress. The focus on literacy skills is not yet consistent enough to accelerate children's progress further.

Staff display strong commitment and teamwork is a vital part of the school's success. Strong partnerships with higher education colleges and external agencies bring in expertise benefiting children and families. The headteacher and school are well respected in the local community. They play a pivotal role in bringing everyone together and fostering excellent community relationships. Governors provide a good degree of challenge and expertise. They support the school well in variety of important ways. Given the shared belief that, 'Children being happy is not enough', coupled with a determination to do the best, there is good potential for the school to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

15 February 2007

Dear Children

William Booth Infant and Nursery School, Notintone Street, Sneinton, Nottingham, NG2 4QF

We really enjoyed coming to your school and I wanted to thank you all for being so friendly and helpful. I am writing to explain what we found when we visited.

We think you are learning in a very exciting and quite different way. You help to choose what you do each day and we think the adults provide you with some really interesting things to help you learn. We are sure this is why you love coming to school. We also know that everyone cares for you extremely well and they do all they can to help you settle into school. We noticed how well you use digital cameras and smart boards, better than many children the same age as you.

There are two things to help make your school even better. We have asked your headteacher to think about how you learn to read and write. You can help him by trying really hard. A few of you miss lots of school, so we would like you to ask those who look after you at home (people like Mums, Dads and others who care and look after you) to try and bring you to school every day.

We think your headteacher is really good. Everyone in school works extremely hard to make it a special place for you and they are doing a good job.

We send you our best wishes.

Mrs Ann Taylor (Lead Inspector)