



Old Basford Primary and Nursery School

Inspection Report

Unique Reference Number 122475
Local Authority CITY OF NOTTINGHAM
Inspection number 292411
Inspection dates 9–10 November 2006
Reporting inspector John Foster

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

Type of school	Primary	School address	Percy Street
School category	Community		Old Basford, Nottingham
Age range of pupils	3–11		Nottinghamshire NG6 0GF
Gender of pupils	Mixed	Telephone number	0115 9785505
Number on roll (school)	391	Fax number	0115 9791861
Appropriate authority	The local authority	Headteacher	Mr Mark Precious
Date of previous school inspection	4 November 2002		

Age group	Inspection dates	Inspection number
3–11	9–10 November 2006	292411

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school is situated in an area of significant deprivation. About two-thirds of the pupils are of White British descent and the other third is mainly from Caribbean or Asian backgrounds. There are two pupils who are at an early stage of learning to speak English. The percentage of pupils eligible for free school meals is above average. The percentage of pupils with learning difficulties is average. Three pupils have a statement of special educational need. The school has been successful in gaining the 'Investors in People' and the 'Basic Skills' awards.

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 that gives good value for money. The strong leadership team, working alongside the very capable staff, place the school in a good position for further improvement. As one of the assistant heads pointed out, 'We have a very able staff and our strengths complement each other well.' The school has already maintained good levels of achievement, based on good quality teaching, because of the effective monitoring of teaching and learning throughout the school. The school's systems for evaluating its overall performance are good and give the school a good base for effective planning for its future. The school views itself as an effective establishment and this is in line with the inspection team's judgement. The recently appointed headteacher has recognised the staff's many strengths and is already using these well to improve the school's provision. The governing body, whilst giving good support to the school, is not yet involved well enough in planning for the school's future or in monitoring its performance.

Starting school with attainment below that expected for their age, children in the Foundation Stage are given an outstanding start to their education. The good, and often outstanding, quality of teaching throughout the school helps the pupils to achieve well and make good progress. The national data indicate that good achievement has been maintained over the past three years. Teachers plan work very well to allow children to develop their learning at their own level. Teachers have very high expectations of pupils and the outstanding relationships and the pupils' excellent behaviour all contribute to good quality learning.

The school's arrangements for care, guidance and support are outstanding. There are effective arrangements for child protection and the pupils say that they feel safe and secure whilst at school. If they have a problem they say that they can always go to an adult in school and they will be listened to sympathetically. A particular strength of the school is its effective commitment to including pupils from all backgrounds in all aspects of school life.

The school provides a good curriculum overall, with the Foundation Stage giving an exceptionally good curriculum for the youngest children. All National Curriculum subjects are planned for and covered effectively, though the information and communication technology curriculum is not as strong as it could be. The school has plans for improving how well it uses its resources in this aspect of its curriculum. There is a good range of out-of-school activities, mainly for pupils in Years 5 and 6 but not enough use is made of the local community to enhance the curriculum and improve learning. The school places great emphasis on pupils' personal development. Their spiritual, moral, social and cultural development is good. Pupils care for each other well and have very good attitudes to their work. Their behaviour is exemplary. They play well together and dinner times are harmonious, pleasant social occasions. Teachers assess pupils' work accurately and use the information gained to give the children good guidance about how they can improve their work. Whilst the school has experienced some difficulties in the past in ensuring that pupils attend school regularly,

effective measures have been introduced to eliminate this problem and attendance is now close to the national average.

What the school should do to improve further

- Develop the quality of teaching in information and communication technology to enable the pupils to use the facilities available more effectively in their learning.
- Develop the governing body's involvement in monitoring the school's performance and in strategic planning.
- Increase the school's involvement in the wider community to give pupils more opportunities to develop their understanding of the world around them.

Achievement and standards

Grade: 2

Pupils achieve well as a result of the good teaching they receive. Children enter Nursery with attainment that is below that expected for their age and their speaking and listening skills are particularly weak. By the end of Year 6, standards are broadly average, because of the good progress pupils make throughout the school. National data show that pupils' achievement has been consistently good. The school recognises, however, that more pupils may be able to reach the higher levels in national tests and, in striving for excellence, plans are in place to extend pupils' achievement further, particularly in writing. Pupils with learning difficulties and disabilities and those from minority ethnic backgrounds make similar rates of progress to other groups of pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils greatly enjoy all aspects of school life. Positive relationships with one another and with adults ensure very good attitudes and outstanding behaviour. Attendance is satisfactory, predominantly because a few families do not recognise the need for regular attendance and also because of holidays taken during term time. Pupils know that there is always an adult to whom they can go if they need help. They have a good understanding of what is needed to maintain a healthy lifestyle. The school actively seeks the views of the pupils, with the very active school council making a valuable contribution to school life. Pupils' links with the wider community are satisfactory but opportunities can be further improved in this aspect of the school's work. Pupils are well prepared for future life through the good progress they make socially and academically, particularly in literacy and numeracy and through the process of electing the school council.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with some outstanding features, allowing pupils to make good progress. A consistent feature is the high quality of teachers' planning. This leads to interesting lessons which ensure that work is well matched to pupils' ability and needs. Pupils say that they have many exciting activities in their lessons. Relationships and behaviour in lessons are exemplary. Teachers work with and use the teaching assistants very well to support and extend pupils' learning. In some lessons pupils are effectively encouraged to assess their learning for themselves. Marking of work is thorough and helps pupils to know what they need to do in order to maintain good progress. Pupils with learning difficulties and disabilities receive high quality support and also make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good overall, though information and communication technology is only satisfactory. The range of learning opportunities for pupils to use technology is not wide enough. This has been identified as a priority for development by the school. The Foundation Stage curriculum is outstanding. Children are given a wide range of opportunities and activities to develop their skills in the Nursery and Reception classes. Pupils benefit well from a visiting secondary school teacher for Spanish lessons. The curriculum has been greatly enhanced by the introduction of a more creative approach to learning, through topic-based activities. This has been particularly successful for pupils learning about other countries and faiths. The school recently won a national competition for a 'Primary Parliament' and the successful group of pupils was invited to attend a presentation at the Houses of Parliament in London. There is a good range of after-school clubs, though these are predominantly for older pupils. Many pupils take part in these activities. A good range of visits to places of interest supports learning well, though there is limited use of the local community to enhance the curriculum.

Care, guidance and support

Grade: 1

This aspect of school life is outstanding. Pupils are well cared for, feeling safe, secure and valued. Procedures for child protection, health and safety and risk assessments are outstanding. Staff know the children well. Pupils' views are sought about school life, in classes and through the school council. Members of the school council were, for example, involved in the appointment of the new headteacher. Pupils with special gifts and talents have been identified and given greater challenge in their work. The good procedures for assessing and monitoring pupils' academic progress are used well.

to set individual and group targets. Pupils know their targets and this helps them to understand how well they are doing and what they need to learn next.

Leadership and management

Grade: 2

The quality of leadership and management is good. The newly appointed headteacher has already built on the good teamwork within the school in planning its future. The subject leaders are very effective in monitoring and improving their subjects. They undertake observations and maintain a close watch on pupils' progress, feeding back to all staff to ensure that the subjects are developing fully. Governance is satisfactory. Though committed to the school, governors do not yet take a sufficiently strong lead in planning its future. The school uses resources well to support good learning through high quality teaching. The issues raised at the previous inspection have been successfully addressed and with the strengths of the headteacher, senior managers and staff, the school is well placed to make further improvements.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
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

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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	3
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

13 November 2006

Dear Children

Old Basford Primary and Nursery School, Percy Street, Old Basford, Nottingham

As you know, I came to your school recently with Miss Rogers and Mr Griffiths to see how well you do at school. This letter is to thank you for the welcome you gave us, for helping us with our work and to tell you what we found out about your school.

You are fortunate to go to such a good school where Mr Precious, the staff and governors care for you greatly and work hard to give you a good start to life. You are taught well and this helps you to make good progress with your work. In the Nursery and Reception classes you receive an excellent start and you are taught to care for each other. We were very impressed with your excellent behaviour and attitudes to your work which also help you to make good progress.

You told us that you enjoy coming to school, working hard to achieve your best and spending time with your friends. You look after each other well and your playtimes are happy times. The older children look after the younger ones very well.

In order to make your school even better, we have asked Mr Precious, the staff and governors to give you more challenging work in information and communication technology. We want the governors to be more involved in checking the school's work and planning for its future. We have also asked your school to involve you more in the local community so that you learn about the world outside school.

With good wishes for the future.

Yours sincerely

John Foster

Lead Inspector