



# Ernehale Infant School

## Inspection Report

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**Unique Reference Number** 122513  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292423  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Roger Sadler

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

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<b>Type of school</b>	Infant	<b>School address</b>	Derwent Crescent
<b>School category</b>	Community		Gedling Road, Arnold
<b>Age range of pupils</b>	4–7		Nottingham, Nottinghamshire NG5 6TA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 9567622
<b>Number on roll (school)</b>	177	<b>Fax number</b>	0115 9567621
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Andrew Whitaker
		<b>Headteacher</b>	Miss Kay Collinson
<b>Date of previous school inspection</b>	25 November 2002		

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<b>Age group</b> 4–7	<b>Inspection dates</b> 13–14 February 2007	<b>Inspection number</b> 292423
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

More than half the pupils live outside the school's designated catchment area and attend the school through parental choice. Children start in Reception (Foundation Stage) with knowledge and skill levels a little above national expectations. Most pupils are from White British families and speak English as their main language at home. The school serves an economically advantaged area. A smaller proportion of pupils have learning difficulties or disabilities than is typical nationally.

## 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 excellent features. Outstanding leadership and management have ensured that the quality of teaching is consistently good and is steadily improving so that all pupils achieve well and make good progress. Pupils attain standards which are considerably above average. By the end of the Reception year, good provision ensures that children progress well and many exceed national expectations for children of this age. Standards attained by pupils at the end of Year 2 have remained significantly above national averages for the last six years in reading, writing and mathematics. Standards in art and design are very high and many pupils produce outstanding art work. Standards in science are average and the school has recognised that a few pupils could do better by improving their skills of investigation. In lessons, teachers provide pupils with a clear picture of what a good piece of work should look like. Pupils, especially in Year 2, are shown how to evaluate their own work and that of others. This helps them to see how they can do better. This strategy makes a significant contribution to the school's work in raising standards, especially in writing and science. On a few occasions, teachers do not challenge pupils enough to do their very best. Consequently achievement is good rather than outstanding. Care, guidance and support are outstanding. The school assesses and checks the academic and personal development of each pupil meticulously. Pupils at risk of underachieving are identified early and special programmes are provided to help them catch up and do their best. Pupils with learning difficulties or disabilities make good progress and teachers work effectively with teaching assistants to ensure that these pupils enjoy learning and are fully involved in lessons.

Pupils' personal development and well-being is good with excellent features. Pupils show considerable consideration for others' safety and feelings. Teachers expect pupils to behave well and behaviour is generally good. However, Year 1 pupils occasionally fidget and lose concentration in lessons when not quite enough is expected of them. The school's emphasis on exercise and healthy eating is helping pupils to make sound choices and adopt healthy lifestyles. The curriculum is outstanding. Lessons are invariably interesting and learning is enriched by frequent educational visits and visitors to school. This successfully promotes learning and pupils' enjoyment of school is outstanding.

Almost all parents who responded through the Ofsted questionnaire are fully supportive of the school. The headteacher provides excellent leadership and management and enables other staff to take a very effective lead in their areas of responsibility. Monitoring and evaluation are outstanding and the school has a very clear view of exactly what needs improving and standards are rising. Clear guidance is provided for staff and effective follow-up checks are then made to ensure that developments, such as the way that pupils' work is marked, are fully understood and consistently implemented by all staff.

### What the school should do to improve further

- Raise standards in science by improving pupils' skills in undertaking investigations.

- Ensure that all teachers consistently expect pupils to produce their very best work and behaviour well so that achievement improves from good to outstanding.

## **Achievement and standards**

### **Grade: 2**

Overall, pupils achieve well, make good progress and attain standards which are considerably above average by the age of 7. Children enter Reception with knowledge and skills slightly above those expected nationally. They make good progress in Reception and almost all meet or exceed national expectations in all areas of learning by the time they move into Year 1. In Years 1 and 2, pupils continue to progress well. Year 2 test results in reading, writing and mathematics have been consistently high for the last 6 years. Inspection findings confirm the accuracy of school assessment records. These and pupils' work indicate that standards in English are continuing to rise, mainly due to the increasing emphasis being placed on helping pupils understand how to improve specific aspects of their writing. Pupils produce high quality art work because this is given high profile throughout the school. 2006 assessment results indicated that science is the relatively weakest subject. The school has recognised that the causes of this are pupils' underdeveloped skills in investigation and standards in science are now beginning to rise. Pupils with learning difficulties or disabilities achieve well because they are given well tailored group support by teaching assistants who are carefully guided by teachers.

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

### **Grade: 2**

Pupils' personal development and well-being is good with excellent aspects. Spiritual, moral, social and cultural development is good. In Reception, pupils make very good progress in their personal, social and emotional development. Throughout the school, pupils have a particularly good understanding of health and safety issues such as using tools, equipment and apparatus correctly. They show great care for one another and help to keep themselves and others very safe. They trust the adults around them; speak highly of their teachers and show outstanding enjoyment of school. They behave well and there have been no exclusions for many years. However, a few pupils occasionally become fidgety and do not behave quite as well as they are able. Attendance has been above the national average for several years, but is declining slightly because some parents take family holidays during term time. Pupils understand the importance of adopting a healthy lifestyle. Pupils make an outstanding contribution to life within the school and the wider community. Lunchtime is a very pleasant and civilised occasion and Year 2 pupils take it in turns to serve other children. The school council has recently contributed to an anti-bullying initiative and 'Eco-Warrior' pupils safeguard the environment by considering ways in which, for example, the school can minimise its use of water. Many other pupils have designated jobs within the classroom. Coupled with their good basic skills, these responsibilities help pupils develop good skills needed for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall and there are outstanding features in both classes at Year 2. Pupils make good progress throughout the school. In Reception, children are taught well and receive a good balance between direct teaching and independent work. Teachers plan lessons skilfully, meeting well the learning needs of all pupils in their class. Where pupils of the same age are taught in two classes, lesson planning and content is very similar. This successfully ensures that pupils' learning is consistent and there is equality of opportunity. Teachers manage behaviour well and generally provide clear expectations and routines for pupils. Pupils with learning difficulties or disabilities receive regular, effective support from teaching assistants who are given clear guidance from teachers on exactly how best to help each pupil make progress. Teachers are becoming expert in helping pupils clearly see how to bring about improvements in their writing and other work and, as a consequence, standards in writing are rising. Marking is thorough, effective and challenging and pupils are helped to assess and mark their own work and this helps them see exactly how to make particular aspects of their work better. However, oral feedback by some teachers is sometimes insufficiently challenging and sometimes, even better work and behaviour could be demanded of a few pupils.

### Curriculum and other activities

#### Grade: 1

The school's vibrant and imaginative curriculum is exceptionally well matched to pupils' needs and interests. In Reception, pupils are provided with exciting and carefully planned learning that helps them enjoy school and progress well from the outset. In all year groups, the school places the highest emphasis upon pupils' enjoyment of learning and their work is given considerable status by the very high standard of display that includes very good guidance on writing and mathematics. Displays also reflect the great breadth and quality of the learning opportunities provided for pupils. Teachers carefully choose interesting resources and add excitement into learning. They use interactive whiteboards confidently to add impact, interest and enjoyment to lessons. The curriculum is enriched by imaginative topics that bring together many subjects and are taught simultaneously throughout the school. These topics also help pupils develop basic skills. The creative curriculum, including art and design, music and drama is also well developed and results in, for example, some very high quality work in art and design. An excellent programme for personal and social education makes a strong contribution to pupils' good personal development.

## Care, guidance and support

### Grade: 1

This school takes outstanding care of its pupils. There is a highly effective system for monitoring pupils' welfare. Procedures for child protection and health and safety are robust. Close links with the pre-school group and the receiving junior school ensure that transition into and out of the school avoids disruption to learning. Close links with specialist community agencies help the school provide specialist support as and when the need arises. Guidance to pupils about their academic performance is very good. Procedures for tracking pupils' progress are rigorous and prompt action is taken to support pupils who are at risk of underachieving. Teachers use assessments very well to provide pupils with appropriate targets in writing and mathematics. Pupils are also playing an increasingly important role in reviewing their own progress and that of others. This is helping them to understand the relevance of their targets and how they can improve their work. This is beginning to help them make faster progress, especially in writing.

## Leadership and management

### Grade: 1

The headteacher provides outstanding leadership. She has established a very effective senior management team that works very well to bring about continual improvement to provision. Governors carry out their roles very effectively and enthusiastically. They provide strong support and challenge for the senior management team. The leadership of teaching and learning is particularly strong and is resulting in important improvements in the quality of teaching. For example, teachers are receiving excellent guidance on how to help pupils make faster progress by enabling each pupil to see where to concentrate their efforts to move their learning on to the next stage. This work is helping standards rise, especially in writing. Experienced teachers provide very good leadership of the areas for which they are responsible. Induction of new staff and leadership of the Foundation Stage (Reception) is very effective. Newly qualified teachers quickly adopt the school's approach to teaching and learning. The school has an accurate, challenging and detailed picture of what needs to be done to bring about further improvements in provision and standards. The school's improvement plan is very good and is used well to guide staff training and to ensure improvements take place. A shared determination to provide the best for pupils, along with excellent monitoring and evaluation, means that the school has outstanding capacity to continue to adapt and 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?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
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	2
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	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
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>	1
<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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	1
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

Ernehale Infant School, Derwent Crescent, Gedling Road, Arnold, Nottingham, NG5 6TA

Thank you for making Mrs Smith and me so welcome when we came to inspect your school. We are pleased that you like your school so much and agree with you that yours is a good school. We thoroughly enjoyed talking with you and your teachers and watching you learn. We think your school is very well run and is giving you a good education. Adults provide good teaching and provide outstanding care for you so that you make good progress. Many of you are getting very skilled at knowing how to improve your work. You are being well prepared for the next stage of education and the world of work beyond. You show good understanding of the importance of eating the right food and exercising regularly. The work you do is interesting and your behaviour is good. You know right from wrong, show consideration for others and are friendly and helpful to each other. We were impressed by how older pupils take responsibility for helping others within the school. Those of you who find learning hard make good progress because the school gives good attention to helping you learn.

There are two things that we have asked your school to work on.

- Help you do even better in science by improving your skills in undertaking investigations.
- Ensure that the teachers expect you all to produce your very best work and to behave really well at all times so that your achievement improves from good to outstanding.

With very best wishes for the future,

Mr Sadler

Lead Inspector