



Radcliffe-on-Trent Infant and Nursery School

Inspection Report

Unique Reference Number 122669
Local Authority NOTTINGHAMSHIRE
Inspection number 292473
Inspection date 16 February 2007
Reporting inspector Keith Sadler

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

Type of school	Infant	School address	Bingham Road
School category	Community		Radcliffe-on-Trent, Nottingham
Age range of pupils	3-7		Nottinghamshire NG12 2FU
Gender of pupils	Mixed	Telephone number	0115 9112991
Number on roll (school)	231	Fax number	0115 9112830
Appropriate authority	The governing body	Chair	Mr B Hollis
		Headteacher	Mrs A Speed
Date of previous school inspection	19 September 2001		

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Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

This is an average sized village infant school. All the pupils are from Radcliffe or the smaller village of Shelford. Almost all the pupils are from White British backgrounds. There are no pupils who are at an early stage of learning English. Pupils are from a mix of economic backgrounds and the proportion entitled to free school meals is low. The percentage of pupils identified with learning difficulties and disabilities is about two thirds of national average. Attainment on entry is at nationally expected levels.

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 an effective school that serves its pupils well and provides good value for money. Pupils make good progress, both academically and in their personal development. They attain standards that are significantly above the national average by the time that they leave the school. Many parents commented on how well and quickly their children settle in the nursery. This provides a stimulating, supportive and caring environment in which the children thrive and achieve well. Good progress is made in both the Nursery and Reception classes, particularly in personal, social and emotional development and writing. By the time that they enter Year 1, a large majority of pupils meet the expected learning goals and a significant minority exceed them. Good progress continues in Years 1 and 2 and pupils achieve well. This is because the quality of teaching and learning is good and the school's curriculum is also of good quality. However, there are some inconsistencies in teachers' lesson plans. This is because some teachers do not always make sure that lessons, particularly in writing, are pitched at the right level to enable all groups of pupils to make good progress. In consequence the proportion of pupils gaining the higher levels in writing, particularly boys, is slightly lower than in reading or mathematics.

Parents are generally supportive of the school and almost all said that their children enjoy school and that the school keeps them safe. This is certainly the case! Pupils delight in the good range of opportunities available such as the focused curriculum week during the inspection, when they learned and played together harmoniously. One pupil said that the only thing she wanted to change in the school was to have fewer holidays! Another said, 'I love school because you get to do lots of fun things.' Behaviour in lessons and around the school is good and pupils have positive attitudes. Relationships are good.

Some parents expressed a concern that the school is not led and managed well. Many of those also made comments to say that this was because there has been some turbulence due to staff changes and illness in the past two years. However, leadership and management are both good. The new headteacher has made a good start and is effective. She has a clear vision for the school and has cemented the good teamwork amongst the staff that was reported as a strength in the previous inspection. She has continued to steer the school well by ensuring that the quality of its provision is good. There is good capacity for further improvement. The school has satisfactory systems in place for checking pupils' progress and the school's provision. This information is used well to establish the school's improvement plan. However, as yet, the systems are not systematic and nor are teachers with responsibilities sufficiently involved in the monitoring process. Some other parents expressed concerns about the teaching and learning of reading but this is of good quality. The school's approach to literacy and its organisation exceeds the requirements of the national strategy. This has led to the school to attaining standards in reading that have been exceptionally high in four of the past five years and significantly above average in 2006. However, the school has not provided an opportunity for parents to gain a detailed understanding of the national strategy for reading or of the school's approach.

What the school should do to improve further

- Ensure that teachers' lesson plans are consistent with the best so that they provide fully for the varying abilities of pupils in the class.
- Make checking on the quality of education provided more systematic and include teachers with subject responsibilities in the process.
- Provide regular opportunities for parents to come to understand the school's approaches to teaching and learning.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. They make a good start in the Foundation Stage due to the good provision in which adults help the children to feel safe and secure and to enjoy learning and school. They achieve well and make particularly good progress in their writing skills which, on entry to the Nursery, are below expected levels. Almost all children meet the expected goals in all areas of learning by the time that they enter Year 1. Good progress continues in both infant years. In national tests, standards have been exceptionally high in four of the past five years and significantly above average in 2006. Achievement and progress of all groups of pupils is good with the exception of the progress of boys in writing at the higher levels. The achievement of these pupils has been restricted because some lesson activities do not provide sufficient challenge. However, their progress in reading and mathematics is good.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their positive attitudes to learning and school are encouraged from their first term in the Nursery where the care and support is of high quality and children are helped to feel safe and secure. As one parent suggested, 'The environment is friendly and staff are very caring.' Although some parents are concerned about some pupils' behaviour, this is good throughout the school with teachers and support staff managing pupils well. Pupils love school, delight in taking responsibility as demonstrated by the school council and Year 2 pupils helping Reception children with design and technology activities. Good teaching enables a good understanding of the need to stay healthy through physical exercise and healthy eating. Both of these are supported well by the school's good provision which includes two hours of physical education each week and the good curriculum coverage. Pupils also develop a good understanding of their own safety. Pupils are well-prepared to move into Year 3 in the juniors. Attendance is at the national average but suffers from a larger than usual number of families taking holidays during term time.

Quality of provision

Teaching and learning

Grade: 2

The good quality teaching and learning reported at the time of the previous inspection has been maintained. It is consistently good in each year group. The school's focus on strengthening pupils' learning has paid dividends. Teachers provide good quality activities and ensure that they cater for their pupils' individual learning styles. For example, teachers make good use of interactive whiteboards helping to capture the interest of pupils that like to learn visually. In addition, good use is made of information and communication technology (ICT) in many lessons with pupils' learning being enhanced by using the laptop computers. Planning is generally good, though on occasion not always appropriately matched to meet the different ability levels present in each class. Teachers' management of the pupils' behaviour is good and leads to a positive atmosphere of mutual respect in classes. Skilled support staff make a strong contribution to the quality of teaching and learning. Teachers question pupils well and this helps them to gain an accurate understanding of the pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum is of good quality and all requirements are met fully. The school's recent focus on strengthening the links between different subjects has aided the pupils' enjoyment of learning and made the curriculum even more stimulating and exciting. For example, during the inspection, pupils were enjoying a whole school 'jungle' theme curriculum week. Lessons were planned across the school to link together literacy, numeracy, science, art and design and technology activities. This culminated in a celebration during which pupils, and staff, dressed as animals or explorers for the day.

Care, guidance and support

Grade: 2

Almost all parents said that their children are safe in school. This reflects the caring and supportive atmosphere in which all requirements for the safeguarding of pupils are met fully. There are regular health and safety checks and child protection arrangements are robust. Pupils are well cared for and the support they receive from teachers and teaching assistants makes an important contribution to their all-round development. Pupils have a good understanding of their targets for reading, writing and mathematics though these have only recently been re-introduced. Teachers track pupils' progress carefully to help them move forward in their learning. Individual learning plans provide good support for pupils with learning difficulties, particularly in literacy. These also provide helpful advice for teaching assistants and parents.

Leadership and management

Grade: 2

Leadership and management are good and the school runs smoothly. The headteacher, who provides effective leadership, is ably assisted by the two new members of the leadership group. This group is dynamic and there is a strong commitment and activity to build on the school's many successes reported in the previous inspection. Much of this activity has focused correctly on securing greater consistency in the quality of teaching and learning. There is a particular concentration on strengthening learning and the teachers' assessments of pupils' progress. Teachers with responsibilities carry out their duties effectively though, as yet, too little time is allocated for them to check the quality of teaching and learning in their areas of responsibility. Governance is good. Governors have a clear and accurate understanding of the school's many strengths and also points for development. They effectively fulfil their statutory responsibilities. The school has shown satisfactory improvement since the last inspection.

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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	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

How well do learners achieve?	2
The standards ¹ 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

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	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

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?	2

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	3
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

25 February 2007

Dear Pupils

Radcliffe-on-Trent Infant and Nursery School, Bingham Road, Radcliffe-on-Trent, Nottingham, Nottinghamshire, NG12 2FU

Thank you for your help when I inspected your school. I thoroughly enjoyed my visit because everyone was so welcoming and friendly. I would like to share with you what I thought.

These are the things that I think are best about your school.

- The staff help you to love school.
- You enjoy being with your friends and are keen to learn.
- Your behaviour is good.
- Teaching is good and all the adults take good care of you so that you make good progress and stay safe.

I know that everyone wants to do even better and I have suggested three things that I think will help.

- For your teachers to make sure that their plans for lessons have activities that help you to learn equally well whether you find learning easy or hard.
- To make sure that all your teachers get the chance to check how well you are doing in your work.
- Have special evenings so that your parents can come to understand how your teachers help you to learn

You can help by continuing to work hard! I am confident that you will continue to enjoy your school and I wish you well in the future.

With best wishes

Keith Sadler

Lead Inspector