



Church Drive Primary School and Nursery

Inspection Report

Unique Reference Number 122720
Local Authority NOTTINGHAMSHIRE
Inspection number 292485
Inspection dates 25–26 September 2006
Reporting inspector Mrs. Lynne Blakelock

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

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|---|--------------------|-------------------------|--|
| Type of school | Primary | School address | Church Drive Arnold, Arnold Nottingham, Nottinghamshire NG5 6LD |
| School category | Community | Telephone number | 0115 9160034 |
| Age range of pupils | 3–11 | Fax number | 0115 9160035 |
| Gender of pupils | Mixed | Chair | Mr.M Raithby |
| Number on roll (school) | 275 | Headteacher | Mr. M Lawrence |
| Appropriate authority | The governing body | | |
| Date of previous school inspection | 21 May 2001 | | |

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| Age group | Inspection dates | Inspection number |
| 3–11 | 25–26 September 2006 | 292485 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school, housed in a Victorian building. Some of the youngest pupils are educated in a second building in the school grounds due to lack of space in the main school. Plans have been submitted for a new school which will be built on a nearby site. Children enter school with a level of knowledge and skills which are similar to those of most children nationally. A lower than average number has learning difficulties and disabilities and there are no pupils with a statement of educational needs. Fewer pupils than average are entitled to free school meals. Most pupils are from White British background and their first language is English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school in a time of transition, increasingly confident and excited by the challenges of moving forward. It is providing a satisfactory standard of education at present. This agrees with the school's view of itself. Leadership and management of the school are satisfactory. The leadership of the headteacher is good. He is in the process of implementing carefully thought out policies and practices following his appointment under a year ago. As yet many of these plans have not been fully converted into practice because the head took over a school without a leadership team. His insistence on involving all staff in decision making and evaluation of the school's work means everyone feels valued and united in a common sense of purpose. However the lack of a full leadership team and effective subject leaders to support the headteacher means the pace at which the school moves forward is restricted. Presently the effectiveness of the school's self-evaluation and its capacity to improve are satisfactory. Governance is satisfactory with the chair of governors questioning the work of the school effectively. Children start school with levels of knowledge and skills in line with national expectations. They make good progress in the Foundation Stage because they have lots of exciting learning experiences and enter Key Stage 1 with above average attainment. The standards pupils attain in national tests at the end of Years 2 and 6 remained above the national average this year and showed improvement from last year. The progress pupils made from Year 3 to Year 6 was inadequate in 2005 but has improved this year and is now satisfactory. This is due to the headteacher's swift identification of the causes of under-achievement and implementation of strategies such as booster classes. Pupils enjoy learning but their progress is slowed by inconsistencies in the quality of teaching and learning so that it is satisfactory overall. In effective lessons, teachers use a variety of methods to capture and maintain pupils' interest. Planning of lessons is usually good, particularly in the Foundation Stage, because the teachers use carefully the information they have about the levels the children are working at. However, the use of assessment information is inconsistent. This results in work being set which is not always conducive to pupils making as much progress as they are capable of. They also do not have enough involvement in assessing their work. The curriculum is satisfactory. It is good in the Foundation Stage because the children are able to learn in lots of different ways. Pupils enjoy their learning through the school, particularly the increasing opportunities for independent learning offered in the improved provision for information and communication technology (ICT). Talking, playing, preparing for the day's work, laughing together - these were the first impressions of the hustle and bustle of Church Drive Primary School before the start of the school day - images that were reinforced during the inspection. It is a delight to see pupils blossoming. They sang their hearts out during an assembly in which several pupils were praised for demonstrating personal qualities which match the school's ethos that everyone is special. Older pupils take pride in carrying out their responsibilities unobtrusively and effectively. Their personal development and well-being is satisfactory, with cultural development as yet less well established. This is a happy community where pupils behave well and feel safe because good systems are in place to encourage these

qualities to develop. Academic support is not as clearly structured, making care, guidance and support a satisfactory aspect of the school's work. Increasingly pupils understand the need to lead a healthy life. Attitudes to school are, unsurprisingly, good although the school is having to use a variety of ways to raise the rate of attendance and to help a minority of parents understand its importance.

What the school should do to improve further

- Share good practice in teaching to ensure progress is consistently good across the school. - Improve the quality and consistency of the use of assessment information to ensure learning activities are closely matched to pupils' needs, and to involve pupils more in assessment of their work. - Develop the skills of subject leaders to enable them to be more effective in their roles.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are above average. Progress of all pupils, including those with learning difficulties and disabilities, is satisfactory. Children enter school with levels of knowledge and skills which are similar to those expected nationally. They make good progress in the Foundation Stage and begin Key Stage 1 with above average attainment. The standards pupils reach at the end of Year 2 in reading, writing and mathematics are above average. At the end of Year 6 pupils' attainment in English, mathematics and science is above average but more able pupils do not achieve as well as they might. Standards in ICT are below average but pupils are now beginning to make better progress through a skills based programme of learning. The progress pupils make from Years 1 to 6 in all subjects is uneven, with better progress in Years 1 and 2. This is because of inconsistencies in the quality of teaching and work that does not always match the learning needs of pupils.

Personal development and well-being

Grade: 3

Pupils' personal development and well being is satisfactory. Pupils behave well, enjoy school, and are keen to learn. They know they are treated fairly and they are polite and courteous. Assemblies show pupils are valued and special. Their opinions are taken seriously and they respond brilliantly to responsibility. The benefits of raising money for deserving causes are understood and pupils have some knowledge of healthy living, in particular healthy eating. Attendance remains below average but the school's strategies are starting to have a positive impact. Pupils' spiritual, moral, social and cultural development is satisfactory. They have a good sense of right and wrong due to a consistent approach to discipline and they relate well to each other and to adults. However, pupils' knowledge of cultures other than their own is limited.

Quality of provision

Teaching and learning

Grade: 3

Secure relationships, effective management of pupils and high levels of care successfully underpin the satisfactory teaching and learning. Where teaching is good, and sometimes outstanding, children find lessons interesting, challenging and enjoyable. Foundation Stage teachers provide varied and imaginative activities, which strike a good balance between 'hands on' learning and the direct teaching of key skills. Teaching assistants contribute well to the quality of pupils' learning. However, work for some older pupils is not always matched closely enough to their needs and the pace of some lessons is not brisk enough. Procedures are in place for assessing and tracking pupils' progress but they are not used consistently enough to ensure good progress for all pupils. Pupils do not yet play a big enough role in setting targets to help them learn.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory although the constraints of the size of the building make the environment unsympathetic to learning in some areas. This is the case in ICT. Children in the Foundation Stage get off to a great start. They have a good curriculum which provides interesting and exciting activities that encourage them to learn. Booster classes help pupils to attain above average results in national tests. From Years 1 to 6 teachers work hard to ensure literacy and numeracy lessons are meeting pupils' needs although tasks do not always capture their imagination. Improved provision for ICT, the development of 'skills based learning' and the making of links between subjects are resulting in pupils enjoying their learning more. A good range of visits and visitors is used to enhance learning. Links with a local comprehensive school provide exciting and relevant activities which also help to prepare pupils for secondary school.

Care, guidance and support

Grade: 3

This aspect of the school's work is satisfactory. There is good pastoral support and pupils all say that they feel safe and have someone to turn to if they need to. The arrangements for safeguarding pupils are good. The school has effective arrangements for ensuring that all who work with children are appropriately vetted and risk assessments are carefully and conscientiously carried out. Parents express confidence in the school. Pupils with learning difficulties are supported well. However academic guidance, including that for the more able, is at an early stage of development. Most pupils do not yet play an active enough role to enable them to contribute more to how well they achieve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The leadership of the headteacher is good. In post for under a year, he has formulated very clearly the ways in which the school needs to move forward. His clear vision and direction for the school are shared and supported by his staff, the governing body and by parents who say that the school has greatly improved. Plans to extend the leadership team and to develop the skills and roles of subject managers are under way but, until fully in place, the headteacher remains directly responsible for too many aspects of school development, many of which are in the early stages. His decision to enhance the role of the office manager is enabling more astute financial planning, whilst his monitoring and evaluation of teaching and learning have resulted in improved progress of pupils this year. Staff are involved in all aspects of development planning so that a great sense of teamwork prevails. Governors are a vital link in the development of new policies and practices. The chair of governors leads them strongly and effectively challenges the work of the school.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 3 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 3 |
| The extent of learners' spiritual, moral, social and cultural development | 3 |
| 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 | 3 |
| 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 | 3 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| 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 | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| 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

27 September 2006 Dear Pupils Church Drive Primary School, Church Drive, Arnold, Nottingham, Nottinghamshire, NG5 6LD It was lovely to see you all when we inspected your school recently. Thank you for making us welcome and for telling us about your school. You are happy here and your parents are very pleased with the improvements Mr Lawrence and his staff are making. The things we think your school does well It is a busy school with lots of learning activities in and out of school time. You are getting good results in the tests you take at the end of Year 2 and Year 6. You behave well and look after each other. You like being given positions of responsibility and you carry out your jobs and roles very sensibly. In lessons, you enjoy using the new computers and finding things out for yourselves. Your singing in assembly is delightful. Mr Lawrence and the teachers were very proud of the way you sang. The way in which you can help your school to improve. We think that you can make more progress in your learning. We have asked Mr Lawrence to make sure that teachers use carefully the information they have about the levels you are working at. This will help them to set work that means you can make as much progress as possible. We have also asked that you are more involved in checking how good your work is. Your teachers could also make more of your lessons interesting and fun by sharing their good ideas with each other. We hope you will continue to try your best and do well at school. Best wishes Lynne Blakelock Lead inspector