

# Whitemoor Primary and Nursery School

Inspection report

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<b>Unique Reference Number</b>	122457
<b>Local Authority</b>	CITY OF NOTTINGHAM LA
<b>Inspection number</b>	314300
<b>Inspection dates</b>	6–7 March 2008
<b>Reporting inspector</b>	Geof Timms

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	463
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John McPherson
<b>Headteacher</b>	Mrs Susan Sprengel
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Bracknell Crescent Whitemoor Nottingham Nottinghamshire NG8 5FF
<b>Telephone number</b>	01159786351
<b>Fax number</b>	01159780684

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Whitemoor is larger than most primary schools and serves an area to the east of Nottingham. Most, but not all, pupils come from relatively disadvantaged social and economic backgrounds and the proportion eligible to free school meals is above average. There are above average numbers of pupils from a wide range of minority ethnic backgrounds, including Traveller and Asylum seeker families. The number of pupils with English as an additional language is above average. A well above average proportion of the pupils have learning difficulties and/or disabilities. Attainment on entry to the Nursery class is below that typically found. The school has been awarded the Activemark for sport, Gold Healthy School status and an ECO award for its environmental work.

## 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 and improving school. It is providing an effective education for its pupils and the levels of care and support are outstanding. Standards are broadly average by the time pupils leave the school because of good progress building on their low starting levels. The school is improving because a range of new initiatives is already helping to raise standards, especially in writing and reading. The children's enjoyment of school is outstanding and this is supported by the views of most parents. One wrote 'Both our daughters really enjoy their day at school. They find the learning styles exciting and varied.'

Since the last inspection, the standards at the end of Key Stage 1 have risen. In 2007 the national assessment results were average in reading and writing, and above in mathematics. Pupils in the current Year 2 are well on track to meet their targets and achieve at least satisfactory standards overall. At Key Stage 2, changes in staffing have resulted in inconsistent progress and below average standards. However, staffing is now more stable and pupils are currently progressing well. Nevertheless, the school is not complacent and recognises the need to raise standards overall, and help able pupils reach the higher levels.

Strengths of the school include good relationships with pupils, well-planned lessons and good use of available technology as a resource and a teaching tool. The school has developed a creative curriculum, which provides good links between subjects and makes learning more meaningful. There is an outstanding and much improved range of enrichment activities, which are clearly having a positive impact on standards and pupils' personal and social development. The outstanding pastoral care is reflected in the excellent inclusion of pupils with significant physical disabilities as well as those with learning difficulties or who have emotional and social problems. In addition, pupils receive outstanding levels of academic support and guidance due to teachers making excellent use of the school's detailed assessments and pupil tracking.

The school is well led by the headteacher and senior staff. There is a clear management and leadership structure, which is effective in making accurate, honest and detailed evaluations of the school's performance. The governing body provides a good level of support and challenge and are fully involved in school self-evaluation. The school's links with a wide range of external agencies, are used particularly effectively. These make an outstanding contribution to the school's success. The improvements made since the last inspection, and recent initiatives, show that the school has a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

The majority of children start nursery with weak communication, language and literacy, and numeracy skills. Although they make satisfactory progress, provision is not yet fully consistent across the Foundation Stage and leadership is no better than sound. The children's skills in writing, linking letters and sounds and solving simple problems remain below expectations by the time they leave Reception. Teaching is satisfactory. Staff interact well with the children and plan a curriculum that covers all recommended areas of learning. There is a suitable emphasis on promoting literacy and numeracy. However, there are not enough opportunities for this work to be reinforced in a range of creative activities that the children can choose for themselves. This is particularly the case in the use of the outdoor area. Routines are established and known to the children, but this is not consistent across all Foundation Stage classes.

## What the school should do to improve further

- Raise the level of constructive challenge for pupils, especially the more able, so that standards in English, mathematics and science reach or exceed national averages.
- Improve leadership and provision in the Foundation Stage by giving children more opportunities to be independent and by developing the outdoor classroom and its use.

## Achievement and standards

### Grade: 2

The recent focus on improving boys' achievement and developing the teaching of reading and writing, have had a positive impact on learning. Standards by the end of Year 2 show good progress from the end of Reception. Pupils are currently on track to match the standards in mathematics achieved last year and to do better in reading and writing. This represents a good improvement since the last inspection. At Key Stage 2, achievement is good in English, mathematics and science, and this is evident in pupils' work, lessons observed and in the school's data. Even though last year's results were lower than in the past, there was good progress in Year 6. This is now more consistent throughout Years 3 to 6, especially in writing because of the introduction of new teaching methods. Pupils with learning difficulties and/or disabilities, and those at an early stage of learning English make good progress. Even so, too few of the more able pupils reach the higher levels. Standards in the creative subjects such as art and design are above those expected and reflect the efforts put into enriching the curriculum.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral and social growth, is good. Cultural development, particularly in art and music, is outstanding. There are impressively high levels of racial harmony, because the school capitalises on its richness of cultural diversity. Pupils behave well, care about each other and enjoy their learning immensely. They have a good understanding of healthy eating and know the importance of keeping active and staying safe. Pupils develop good self-esteem through opportunities such as Year 2 camp. Those with responsibility, particularly the ECO and pupil councils, make a strong contribution to life in school and the wider community. The learning skills pupils develop through helping others prepare them effectively for their future education. However, despite the school's best efforts to tackle lateness and improve attendance, rates remain below average.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, because of detailed planning and the brisk pace set in most lessons. The good support, often provided by teaching assistants, offered to pupils with learning difficulties and/or disabilities, and for those learning English as an additional language, means they make good progress alongside their peers. Good relationships and classroom management result in pupils responding well to the tasks they are set. Staff ensure that pupils are motivated and interested, although sometimes explanations and introductions are too long which means pupils occasionally lose interest. Although there is a generally a good match of activities to the needs of the pupils and their different abilities, work is not always sufficiently demanding for

those pupils who learn quickly. There are good opportunities for pupils to consolidate their skills when writing in project work. Assessment of attainment and progress is used to judge accurately what pupils can learn next based on what they already know and can do.

## **Curriculum and other activities**

### **Grade: 2**

The school has given considerable thought to the curriculum, which has resulted in a balanced and increasingly creative approach. There is an outstanding level of enrichment, through a variety of interesting and worthwhile activities. Trips and visits are planned carefully to reflect the curriculum and enhance learning. The pupils speak enthusiastically about the range of clubs that are on offer. Pursuits such as the climbing wall, basketball and football provide good opportunities for the pupils to develop their physical skills. Making music is a feature in the school and there is a good range of artwork evident. There is an effective emphasis on literacy, numeracy and information and communication technology (ICT). The thematic approach means writing is being developed well in other subjects. Spanish lessons, introduced throughout the school have proved very successful in motivating pupils to learn.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Very strong relationships underpin every aspect of school life. Pupils' welfare is paramount and everyone feels valued. All pupils receive high quality personal and academic support, enabling them to participate fully in school life. Procedures for safeguarding pupils, including child protection, are very secure. Support for gifted and talented pupils is developing well. The school works outstandingly closely with parents, carers, other schools and outside agencies to maximise pupils' learning. Arrangements for tracking pupils' academic progress are excellent. Individual progress is monitored very closely so that underachievement is quickly identified and addressed. The excellent marking of their work helps pupils know exactly how to improve their work, enabling them to make good progress. As one parent commented, 'My children thrive on the challenges'.

## **Leadership and management**

### **Grade: 2**

The leadership is good because the headteacher provides a clear direction to the school. Together with her senior team, she has focused effectively on the priorities for improvement agreed with the governors on her appointment. These have been successfully addressed; the school has much closer links with parents and the wider community, and the curriculum has been exceptionally well enriched. The headteacher has created effective teams to address different aspects of the school's work, but with a clear focus on ensuring quality and tracking pupils' progress. Outcomes have clearly identified priorities for action and influenced job descriptions. Subject leadership has proved effective in raising standards in literacy, numeracy and ICT. Staff are provided with useful feedback on their work, on both an individual level and on whole school issues. The governors are effective. They are well led and organised and they have a clear understanding of strengths and weaknesses.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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?	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.



## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

10 March 2008

Dear Children

Inspection of Whitemoor Primary and Nursery School, Nottingham, NG8 5FF

I am writing to thank you for the very friendly way you welcomed us to your school recently. We really enjoyed spending the two days with you, watching you work and play. We are also very grateful for the way you helped us find out about the school by answering our questions, and especially to the pupil council for the very positive things they had to say.

You are making good progress in most lessons and you are being helped to learn new things by some good teaching. You behave well and this helps your teachers teach you. We were particularly impressed with how well you help each other, such as when older pupils help in the nursery.

Recently the school has started to provide you with an excellent number of exciting and interesting activities. Partly because of this, it is easy to see why you enjoy school so much. We could see you were very enthusiastic and keen to take part in everything the school offers, especially the excellent range of trips and visits.

Mrs Sprengel and the teachers work very hard to plan and provide these interesting activities and they are very keen to make the school even better. We think there are two things in particular that they could do.

Firstly, they can make sure your work is just right and is especially hard enough for those of you find learning easy so that you all do as well as you can in tests at the end of Year 6.

Secondly, they can make sure the youngest children learn more through play and when working in the outdoor area.

Many thanks once again for your help. Enjoy your time at Whitemoor and keep working hard!

Yours sincerely

Geof Timms

Lead inspector