

# Alderman Pounder Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122548
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314322
<b>Inspection date</b>	12 June 2008
<b>Reporting inspector</b>	Sue Hall

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 category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Fulford
<b>Headteacher</b>	Mrs Margaret Kimpson
<b>Date of previous school inspection</b>	17 November 2003
<b>School address</b>	Eskdale Drive Chilwell Nottingham Nottinghamshire NG9 5FN
<b>Telephone number</b>	0115 925 2928
<b>Fax number</b>	0115 925 2928

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## Introduction

The inspection was carried out by an Additional Inspector. The inspection evaluated the overall effectiveness of the school and investigated the following issues: the progress and achievement of all children and especially those with lower achievement; whether teachers make full use of data to challenge children; the aspects of care and guidance that are particularly strong; and whether monitoring and evaluation are rigorous enough to identify areas for further improvement. Evidence came from classroom visits and discussions with staff, pupils and governors. Samples of pupils' work and school documents were also examined. Other aspects of the school's work were not investigated in as much detail, but the inspection found nothing to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

## Description of the school

This averaged-sized school is on the edge of Nottingham. The number of pupils entitled to free school meals is average. The proportions of pupils from minority ethnic groups and at an early stage of learning English are below average. The number of pupils with additional learning need is below average and a very small number have a statement of special educational need. Children enter the school with skills, knowledge and understandings which are typical for their age. The school holds Activemark, Healthy Schools Gold and Investor in People 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. This judgement matches that of the school. Since the last inspection teachers have worked very successfully to improve the curriculum, which is now excellent and a real strength. However, staff recognise some changes are relatively recent and more remains to be done to embed procedures to ensure even further improvement. Pupils very much like coming to school. Most concentrate well and work hard. Parents are generally very pleased with the quality of education provided and speak with warmth of the care and education their children receive.

Most children settle well and make good overall progress in the Foundation Stage so that they enter Year 1 having achieved and often exceeded some of the expected goals. In Years 1 and 2 pupils continue to make good progress and sometimes this is excellent. In recent years, standards at the age of seven have often been well above the national average. In 2007 standards dipped and, although still above average, were the lowest for five years. School tracking information shows that this was, at least in part, because there were fewer high attaining pupils in this cohort than in other groups. School assessments and samples of work show that the current group of Year 2 pupils are doing well and standards are set to rise again, particularly in reading. Those who speak English as an additional language settle quickly and make rapid progress, often exceeding the levels achieved by their classmates. Overall standards are above average and pupils of all abilities and from all backgrounds achieve well, preparing them effectively for their futures.

The personal development of pupils is good. Provision to support healthy lifestyles is good, with above average time allocated to physical education and good provision for active play. Emphasis on eating healthily is good with high quality school meals, although more remains to be done to convince some children and their families of the benefits of healthy packed-lunches. Pupils develop a good understanding of how to keep themselves and others safe, including at playtimes. Most behave well and the school supports the small number with behavioural difficulties effectively. There are good opportunities for pupils to contribute to both the school and the wider community, through the school council, and in making decisions about what they will learn by being involved in planning some activities. Spiritual, moral, social and cultural development is good. Attendance is in line with the national average and the school does much to support regular attendance and punctuality.

The quality of teaching and learning is good overall and at times is excellent. High standards of classroom management ensure that lessons are calm and purposeful. Teachers plan carefully to meet the range of needs of those in their class and extra challenge is provided when pupils are organised in ability groups for the teaching of mathematics. Staff use questions very effectively not only to check what pupils know but also to move their thinking forward.

The curriculum is excellent. Staff have worked very effectively as a team to review planning and the focus for teaching, including in parallel mixed-age classes. A priority has been the development of activities that have a real life basis. This means, for instance, that activities in English, mathematics and science are relevant to pupils' interests, linked to topic work and often contain a practical element involving investigations. This approach motivates pupils to try hard. Visits to places of educational interest and a range of visitors enrich learning very well. Provision for after school and lunchtime activities extend learning and social development well.

The care, guidance and support of pupils are good overall. Pastoral care is mostly excellent. There are very strong links between the school and home, which help to smooth children's transition into and from school. The school prides itself on the care of the individual and there are excellent links with a wide range of external agencies and other local schools that support learning and personal development. Teaching assistants support those with additional needs well. However, at lunchtime some staff miss opportunities to support pupils' play and well-being as well as they could. The assessment and tracking of progress are good. Assessment information is used to accurately identify what pupils know and what else they need to learn to progress. The school has satisfactory procedures to safeguard pupils. Risk assessments are carried out and checks are made of those who help in school. However, the collation and management of such information is not rigorous enough.

Leadership and management are good. The headteacher has a clear vision for the school and is well supported by the staff team who share this enthusiasm and a common understanding of the need to continually improve. School target-setting is excellent. Targets are shared with children and their parents and are regularly reviewed and adjusted as necessary. Literacy and numeracy leaders have a good grasp of their roles and lead by example. The whole school community is consulted well about the school improvement plan. Governance is good; there is only a minimum of formal meetings but a good programme of focused visits by governors who are supportive and keen to develop their role. Procedures for monitoring and evaluating the quality of planning, teaching and learning are good, but the monitoring of day-to-day practices in and around the school is not always rigorous enough in identifying areas for further improvement. The school has good capacity to continue to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision for the Foundation Stage is good. Children start in the Nursery with a wide range of skills and experiences and their progress is checked and tracked from entry. They settle quickly and often start to make rapid progress. Staff have worked hard to improve the curriculum and accommodation which are now bright, lively and stimulating. Children make good overall progress in Nursery and Reception classes and achieve the targets expected of them when they leave the Foundation Stage. Many exceed some of these targets, although with slightly lower skills in writing than in other areas. Teaching and learning are good, but at times staff miss opportunities to encourage children's speaking skills further. Leadership and management are good with opportunities for the leader to monitor and evaluate provision across this key stage.

### **What the school should do to improve further**

- Ensure that staff monitor all elements of day-to-day care, guidance and support in order to lead to improvement in practice.

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## Annex A

## 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	2
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	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 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?	1
How well are learners cared for, guided and supported?	2

<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	1
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**

13 June 2008

Dear Children

Inspection of Alderman Pounder Infant and Nursery School, Nottingham NG 9 5FN

Thank you very much for looking after me when I visited your school recently. I really enjoyed meeting you in lessons and especially when I spoke to the school council. I think your school is good.

These are some of the best things I found:

- the curriculum is excellent and there are some really interesting things for you to do
- you all really enjoy your time in school and you want to do well
- there are excellent links with a range of other organisations and schools that help to provide additional activities and support for you
- you make good progress in your work and some of you reach very high standards
- Mrs Kimpson and the staff work well together as a team to make sure the school keeps improving.

This is what I think could be improved:

- the staff could check things around the school and the paperwork a bit more carefully to make sure everything is up to date.

To help your school even more please try to remember to eat healthily.

Yours sincerely

Sue Hall

Lead inspector