

Jacksdale Primary and Nursery School

Inspection report

Unique Reference Number	122580
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	314335
Inspection dates	15–16 April 2008
Reporting inspector	Alison Cogher

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	290
Appropriate authority	The governing body
Chair	Mrs Betty Dixon
Headteacher	Miss Lesley Bowmar
Date of previous school inspection	17 November 2003
School address	Main Road Jacksdale NG16 5JU
Telephone number	01773 783930
Fax number	01773 783931

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Pupils are admitted into the school's own Nursery and Reception classes, and into Year 3 from a neighbouring infant school. The number of pupils in receipt of free school meals is below average. Almost all pupils are of a White British background and the number learning English as an additional language is extremely small. A below average number of pupils find learning particularly difficult and their needs are varied. The school has achieved a number of nationally recognised awards including the Basic Skills, Investor in People and the Gold Healthy Schools awards and the Activemark. The headteacher has been in post for a year and the deputy for one term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Jacksdale Primary and Nursery School provides a satisfactory quality of education. The school is improving as it emerges from a period of significant staffing turbulence that resulted in disruption to the continuity and consistency of the school's provision. Since her appointment, the headteacher has established a sharply focused educational direction for the school. Staffing has stabilised and all are committed to raising pupils' achievement and standards and improving the overall effectiveness of the school. The vast majority of parents are very supportive of the school and express their confidence in it.

Leadership and management are satisfactory. Until recently, school improvement has been largely reliant on the actions taken by the headteacher and deputy. School self-evaluation is satisfactory but improving as subject leaders develop the skills to enable them to contribute fully to the school improvement process. Governors provide valued support for the school. Teamwork is developing well as staff and governors grow into their new roles.

Recently introduced procedures to track pupils' progress have identified those who are making too little progress and are underachieving in relation to their individual ability. Challenging targets have been set and changes to teaching have been implemented to promote increased pupil progress. Most initiatives have not been in place long enough to lift pupils' achievement fully. However, assessment information shows a significant increase in the proportion of pupils making at least the expected progress in reading, writing and mathematics. This demonstrates the school's satisfactory capacity to improve further.

Teaching and learning are satisfactory overall. In the Foundation Stage and Years 1 and 2 teaching is generally good and pupils make good progress. As a result, standards at the end of Year 2 are often above average. Standards in Year 6 are broadly average and reflect satisfactory progress overall. The school is focused on eradicating the underachievement evident in the 2007 Year 6 national test results by accelerating pupils' progress in English and mathematics. Teachers are using the tracking information to guide the planning of lessons. However, this practice is not yet consistent in all classes, particularly in Years 3 to 6. Pupils learning English as an additional language and those who find learning difficult make consistently good progress because their next steps in learning are identified clearly and they are well supported in achieving them.

The curriculum is satisfactory overall with strengths in the Foundation Stage and in the promotion of pupils' knowledge and understanding of health-related issues. Care, guidance and support are satisfactory, as is pupils' personal development and well-being. However, within these aspects there are strengths, particularly in the pastoral care, support and guidance pupils receive. This is reflected in pupils' good behaviour and the positive relationships they develop with each other and adults. Academic guidance for pupils is inconsistent, with the result that the majority of pupils do not understand what they need to do to improve.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is well led and managed. Most pupils start in the nursery with less well-developed skills than is typical for their age. They make good progress and by the end of their Reception year most reach or exceed the expected goals in all aspects of their learning. Teachers use assessment information well to guide teaching and to identify pupils' individual

needs. Pupils are encouraged to make their own choices, which helps them to develop independence in learning. Basic literacy and numeracy skills are taught well and the good range of activities provided ensures pupils develop an enthusiasm for learning. Nursery pupils have immediate access to a secure outdoor area where they can access valuable additional learning opportunities. Access to a similar area for the reception class pupils is limited by the current accommodation organisation. Consequently, opportunities for them to learn outside are restricted to timetabled sessions when they use the Nursery space.

What the school should do to improve further

- Improve pupils' progress and raise standards in English and mathematics in Years 3 to 6.
- Increase the involvement of subject leaders in the school improvement process.
- Improve the use made of assessment information to guide teaching in Years 3 to 6.
- Ensure all pupils are clear about what they need to do to improve.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils make good progress in the Foundation Stage and in Years 1 and 2 because teachers plan work that is well matched to their learning needs. Consequently, they achieve well to reach standards that are often above average by the end of Year 2 in reading, writing and mathematics. Pupils who start at the school in Year 3 do so with similar standards to those who have spent their earlier years at the school. In 2007 standards in Year 6 were broadly average in English, mathematics and science. However, a significant proportion of pupils had made less progress than might have been expected in English and mathematics given their Year 2 results. Stable staffing this year, together with the action taken to raise achievement and standards, is beginning to impact positively on pupils' progress. Most pupils achieve satisfactorily and school assessment data shows that the majority of pupils are now making at least the expected progress towards the challenging targets they have been set. Pupils who have difficulties with learning and those learning English as an additional language achieve well because of the effective targeted support they receive.

Personal development and well-being

Grade: 3

Pupils enjoy school and have good attitudes to learning. Their spiritual, moral, social and cultural development is satisfactory overall. Pupils work cooperatively in lessons and value each other's views and ideas in discussions. They know why eating a balanced diet and taking regular exercise are important elements of healthy living. Attendance is satisfactory. Pupils behave well and feel safe at school. They are confident that should they have a problem they can go to an adult for help. They are involved in a range of local community events but have few opportunities to plan and organise their own events in school. The school council is developing as the 'pupil voice', and the 'friendship squad' helps other pupils to enjoy playtimes. Pupils' current key skills in literacy and numeracy mean that preparation for their future economic well-being is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Despite some good features, teaching and learning are satisfactory overall because of a number of inconsistencies. Teachers' planning varies in quality but is typically more effective in the Foundation Stage and in Years 1 and 2 than in Years 3 to 6. When teachers make good use of assessment information, pupils of all abilities learn well because the planned activities ensure they are appropriately challenged or supported. In addition, where resources are used well to capture pupils' interest and imagination, they work hard and learn well. Teachers have good relationships with pupils and in most lessons manage their behaviour well. Teaching does not always ensure pupils are clear about what they are meant to learn, how well they are doing and what they need to do to improve. Pupils learning English as an additional language receive effective support from adults and other pupils so they learn well. Teaching assistants work in close partnership with teachers and make a significant contribution to the good progress made by pupils who have problems with their learning.

Curriculum and other activities

Grade: 3

The school has made a good start in implementing new strategies to improve standards in English and mathematics. Provision for teaching children letter sounds in the Foundation Stage and Years 1 and 2 is good and as a result, pupils make good progress in reading, spelling and writing. Further up the school, planning for the teaching of these specific skills is inconsistent, although the grouping of pupils is beginning to improve the way this aspect of the curriculum is organised. Some links between subjects are being made to help pupils understand the relevance of what they are learning. Enrichment activities make a positive contribution to pupils learning overall. In particular, the good additional sports provision and range of visits and visitors helps to bring pupils' learning to life and often complements the school's effective programme to support pupils' overall personal development.

Care, guidance and support

Grade: 3

The school provides a secure and safe environment that is valued by pupils and parents. Procedures for keeping pupils safe comply fully with statutory requirements and are implemented rigorously. Pastoral care, guidance and support provided for pupils is good. Pupils trust the adults in school. They are confident that should they have a problem there is an adult who will listen to them and help them resolve their difficulty. Good links to other schools and outside agencies serve to support pupils and their families well. Attendance has risen since the last inspection and good systems are in place to ensure this improvement is sustained. The quality of academic guidance and support is satisfactory. Target setting has yet to be implemented with equal effect in English and mathematics and across the school. In addition, the marking of pupils' work is inconsistent so pupils are not always clear about how well they are doing or what they need to do to improve.

Leadership and management

Grade: 3

The headteacher provides strong leadership that is tightly focused on securing improvement in the school's overall effectiveness. She is ably supported by her deputy and together they have enabled staff to implement a number of initiatives designed specifically to accelerate pupils' progress and improve their achievement. Whilst it is too early to judge the eventual impact of these initiatives, encouraging signs of improvement are evident in school data. Governors fulfil a valued role and are supportive of the school. Teamwork is developing well as staff and governors work in partnership. Governors are increasingly involved in evaluating the work of the school although it is not planned in a systematic way. The headteacher and deputy have until recently been largely responsible for school self-evaluation. Subject leaders are knowledgeable and are being supported in developing the skills necessary to enable them to contribute fully to the school improvement process.

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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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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	2

Personal development and well-being

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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.

Annex A

Leadership and management

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

16 April 2008

Dear Pupils

Inspection of Jacksdale Primary and Nursery School, Jacksdale, NG16 5JU

Thank you very much for being friendly and helpful when we visited your school. You showed us why you enjoy coming to school and we were pleased to see you working hard in lessons and behaving well. We were very interested to hear what you had to say about your school and appreciated your talking to us so honestly.

These are the main things we found out about your school.

- Yours is a satisfactory school, but things are getting better now. The headteacher, governors and teachers are working together to help you make better progress.
- Most of you behave well and work hard in your lessons. You know how to keep yourselves safe and understand how to lead healthy lives.
- Staff take good care of you and those of you who need extra help with your work are supported well.
- Most of you in the Foundation Stage and Years 1 and 2 make good progress. The majority of you in Years 3 to 6 have not made enough progress in the past but better teaching is helping an increasing number of you to make good progress.

To help the school become better so that you can learn well we have asked the headteacher, governors and staff to do the following things:

- improve the progress you make in Years 3 to 6 and the standards you achieve in English and mathematics
- make sure that the teachers responsible for subjects help to make them better in all classes
- make sure that teachers of Years 3 to 6 make better use of what they know about your work when planning lessons
- make sure you understand what you need to do to improve your work.

You can help by keeping on working hard. Thank you again for your help.

With best wishes for the future.

Alison Cogher

Lead inspector