

# Abbey Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	122599
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314341
<b>Inspection date</b>	9 December 2008
<b>Reporting inspector</b>	Jackie Cousins

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	380
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Deborah White
<b>Headteacher</b>	Mrs Sharon Rookes
<b>Date of previous school inspection</b>	16 November 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Tewkesbury Close West Bridgford Nottingham Nottinghamshire NG2 5ND
<b>Telephone number</b>	01159 748055
<b>Fax number</b>	01159 748056

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- Do boys make good progress in the Early Years Foundation Stage (EYFS), especially in literacy and language development?
- How well leaders monitor the progress and attainment of girls in Key Stage 1, of year groups including minority ethnic pupils in Key Stage 2, and in specific subjects - such as information and communication technology (ICT) and religious education?
- How well is the school using targets for pupils to increase their rate of progress?

Evidence was gathered from discussions with the headteacher, the deputy headteacher, senior teachers, staff, children, the chair and other governors, observations of teaching and displays. Other evidence considered included: an analysis of pupils' work in exercise books, school data on standards and progress, and parents' questionnaires.

## Description of the school

This is a larger than average sized primary school. Most children are from White British backgrounds with a significant proportion from minority ethnic groups. The proportion of children who have learning difficulties and/or disabilities or who have a statement of special educational needs is below the national average for the whole school. However, some classes in Key Stage 2 have above-expected levels of pupils with additional needs in literacy and numeracy. A significant proportion of pupils join the school part way through Years 3 to 6. Few pupils are in the early stages of learning to speak English as an additional language. Children in the EYFS are taught in one main area, with smaller rooms for working in small groups, and a covered outside area. At present 17 children attend the Reception class. The school has achieved: International School Status, a gold Healthy Schools accreditation, FA Charter, and a bronze Food for Life award. An after-school and holiday club are attended by 60 pupils, but these are not managed by the governors and not included in this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Abbey Road Primary is a good school. The pupils get a successful start to their education from Reception to Year 6. Pupils of all abilities enjoy school life and are included well in activities. This is because a good partnership is in place between the school staff, parents and other agencies. One parent summed it up by saying: 'Abbey Road is a happy, vibrant school with the all-round development of our children at its very core. There is no doubt that every child matters.' The vast majority of parents who responded to the questionnaire are very pleased with the progress their children are making and their enjoyment of school.

Pupils' personal development is outstanding and a real strength of the school. This is because all staff give pupils a dedicated, good level of care, guidance and support. Pupils' pastoral needs are met outstandingly well. For instance, the 'nurture groups' support pupils' emotional development and self-confidence most professionally. Pupils adopt healthy lifestyles to the highest possible extent because the school encourages them to eat sensibly and take regular exercise. For example, pupils learn to cook healthy meals in a special cooking area that has been created for their use. Discussions and assemblies enable pupils to learn extremely well how to keep themselves safe inside and outside school. Pupils understand very well the dangers of the internet because of the school's diligence in teaching them about personal safety. The school works carefully to safeguard pupils and to ensure that procedures meet requirements. Pupils' spiritual, moral, social and cultural development is good. They learn to consider their own and others' feelings well because religious education sessions are used effectively. The school council encourages very successfully all pupils to offer ideas about how to make the school even better. Behaviour is good in lessons and at break times. Attendance is above average and pupils have positive attitudes to learning. Pupils are prepared well for the next stage of education as a result of the good literacy, numeracy and social skills that they develop in school.

The school's leaders give great importance to maintaining at least good achievement and standards. Their success with these priorities means that provisional Year 6 national test results in 2008 are exceptionally high in English, and above average in mathematics and science. The school set and met challenging targets, especially in English. Standards in Year 6 have been significantly above average for the last five years. Current, accurate assessments of Year 2 pupils demonstrate that standards are above average in reading, writing and mathematics. Girls and boys achieve well from attainment on entry to the school that is broadly typical of that expected nationally. The key to the school's success is its use of a detailed system to track pupils' attainment and progress, and the extra support given to pupils who are underachieving. A considerable amount of work is done in small groups led by skilled teaching assistants. The system enables pupils to make good progress in reading, writing and mathematics, especially those who join the school part way through the school year. Pupils who have additional literacy and numeracy needs or a statement of special educational needs are well supported, and so make good progress. Occasionally, individual education plans for pupils do not record specific or measurable targets. This is because these plans are not always monitored rigorously each term. Pupils from minority ethnic backgrounds achieve well at both key stages because their progress is monitored carefully and regularly in line with that of most pupils.

Good teaching is a key reason why pupils make effective progress in all aspects of their learning. Teachers challenge pupils successfully and explain complicated ideas carefully. They regularly remind pupils of the immediate priorities in assessing work and use assessment well. Pupils' basic skills develop well because teachers knowledgeably explain how to record complex

information. Strong features of teaching include the successful use of questioning that prompts pupils to learn to think deeply and imaginatively. Consequently, for example, after thoughtful response to challenging questions, Year 6 pupils write very thoughtfully about what they think it would have been like to live through the Second World War. Occasionally, criteria to help extend pupils more fully are not displayed. As a result, the end of the lesson is not always used effectively to evaluate what has been learned. Pupils have personal targets to reach in literacy and mathematics, but these are rarely referred to in lessons, and so not all pupils have a deep understanding of how to improve their work.

Pupils' take great enjoyment in the extensive range of learning opportunities planned for them. A good, rich curriculum is in use. Pupils talked excitedly about the many things that they like doing in school. They say they especially like art and design and technology projects because they enjoy practical work in making models and objects. Displays around the school celebrate, and pupils' work in books illustrate, the often impressive quality of their written, creative and artistic skills. Many pupils in different year groups very much enjoy the physical education sessions that they have in school time. The school is refining its planning for gifted and talented pupils so that they have even more opportunities to develop their abilities. A significant proportion of pupils learn successfully to play wind, string, percussion and keyboard instruments. Spanish lessons develop pupils' skills well from Years 1 to 6. A very good range of clubs allows pupils to develop their abilities in many areas, including sport, art, music and gardening.

Good leadership and management have brought about successful improvements. A significant development since the last inspection is that pupils have good provision to develop their ICT skills. Very good leadership by the headteacher and senior leadership team ensure that the school's self-evaluation is rigorous. Subject leaders manage their areas well and are keen to share aspects for further improvement. The school's leaders work with outstanding effect to unite the community, and pupils contribute to the community exceptionally well. For example, the school's leaders ensure that the pupils participate willingly in many competitions in the village show. Good links exist with the local allotment manager. The school allotments are developing well because each week a list of jobs is drawn up and parents and pupils help to complete them. Staff from a local music shop teach pupils to play musical instruments effectively, and so the school has a successful band. Harvest festival gifts that pupils collected conscientiously were given to a local centre for homeless people. Due to the school's strong leadership, pupils develop their understanding of national and global issues extremely well, and collect gifts for people in other countries who are less fortunate than they are. Pupils explain to children in other countries the rules and activities for playground games by monthly 'blogs' on the internet. The pupils who went on a school journey to Madrid enthusiastically taught Spanish children English playground games. Governance is good and works successfully to challenge the school's leadership. Governors gain good knowledge of the school and assemble information carefully, but they rarely interview pupils in person. The sustained good quality of education and above-average standards indicate that the school is well placed to continue to improve in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Boys and girls make good progress in the Reception class. Standards rise to slightly above average by the start of Year 1 from those typically found nationally when children enter the school. This is particularly so in mathematics and in personal and social development. The children develop their basic skills well because staff remind them what learning and conduct

are expected of them at the start of sessions. Children learn to use language to express their own careful thinking because the staff are very skilful in posing questions. For example, a teacher asked the children, 'What is the difference between a cone and pyramid?' and encouraged them very effectively to compare the shapes. Children learn to read using letter sounds successfully because of structured teaching and assessment. Staff assessments regularly highlight what children can do, but do not always record effectively the next steps children could take to improve. Children's personal development is outstanding because staff ensure the welfare and well-being of each individual. Children in the Reception class happily share equipment and work independently due to the thoughtful way that staff have organised the resources. The leadership of this stage of education is good. Consequently, the children have a wealth of opportunities to learn in the inside areas and to use ICT extensively. For example, a teaching assistant thoughtfully supported children in learning to drag and drop objects when using the interactive white-board. The outside area has recently had a new cover, which will allow for its extended use.

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

- Use pupils' targets more effectively in lessons to extend their learning and reach even higher standards.
- Monitor individual education plans more thoroughly so that recorded targets are always specific and measurable.

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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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	2
How well does the school contribute to community cohesion?	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 December 2008

Dear Children

Inspection of Abbey Road Primary, Tewkesbury Close, Nottingham NG2 5ND.

Thank you for helping me to find out about your school. I enjoyed watching lessons and talking to some of you. You attend a happy and friendly place. Good things about your school include:

- you make good progress in your work
- you concentrate and behave well in school
- you really enjoy all the things you do at school
- your headteacher and teachers have very good ideas about ways to improve the school
- teaching is good and the staff work hard to make sessions interesting
- a very good partnership is in place between the school, your parents and others
- staff care for you really well and listen to you thoughtfully.

I have asked your school to look at how they can make things even better. The most important matters are to:

- improve the use of targets to ensure that you and your teachers are clear about what each pupil is being challenged to do
- develop the ways that staff check on the targets in individual educational plans, so that you know well how to measure your success against them.

Continue to listen carefully to staff comments and enjoy all the wonderful things you are learning at Abbey Road Primary School.

Yours sincerely

Jackie Cousins

Lead inspector