

# Awsworth Primary and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	133296
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	316067
<b>Inspection dates</b>	20–21 November 2007
<b>Reporting inspector</b>	Alison Cogher

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

---

<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	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Reed
<b>Headteacher</b>	Mrs Jane Mainprize
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	The Lane Awsworth Nottingham Nottinghamshire NG16 2QS
<b>Telephone number</b>	0115 932 1926
<b>Fax number</b>	0115 932 0611

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	20–21 November 2007
<b>Inspection number</b>	316067

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average size primary school on the Nottinghamshire and Derbyshire border. The proportion of pupils with learning difficulties and/or disabilities is below average and the number of pupils entitled to free school meals is well below average. Almost all pupils are of White British descent and extremely few pupils speak English as an additional language. The social and economic backgrounds of pupils are average. The school has achieved the nationally recognised Activemark award.

## 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 an effective and improving school with some notable outstanding features. Most parents are right in being very pleased with the school because of the good education it provides. The school is emerging from a period of staffing turbulence that contributed to a fall in standards and overall pupil achievement in 2006. There has been good teamwork, rigorous and generally accurate school self-evaluation and a strong determination from all those involved in working and supporting the school. This has successfully reversed the dip in standards and an improving trend has been established. The school's capacity to improve further is good.

The school is very well led and managed by the headteacher who is ably supported by knowledgeable staff and exceptionally well-informed governors. Morale in the school is very good and staff work effectively together. They are keen to increase their own knowledge and skills through their collective commitment to whole school improvement. They have been successful in securing an improved rate of pupils' progress and an extensive range of learning opportunities.

In Years 2 and 6 in 2007, pupils' achievement was satisfactory and standards in writing, mathematics and science were average. Currently, pupils are making better than expected progress. They are achieving well and are should reach their challenging targets. Recently introduced assessment and pupil progress tracking systems are supporting this improving picture, as teachers have good quality information to guide them in the planning of lessons. Whilst they generally make effective use of this information, some inconsistencies remain as teachers work to improve this aspect of their work. Teaching is good with some outstanding features. These include; extremely positive relationships with pupils, very effective use of resources including information and communication technology (ICT) and very effective marking of pupils' work. Pupils find their lessons interesting and very enjoyable, resulting in their excellent behaviour and attitudes to work.

In response to the outstanding quality of care, guidance and support pupils receive, their personal development and well-being is exceptional. Procedures to safeguard pupils are exemplary and rigorously implemented. Pupils thoroughly enjoy their time at school. They feel safe and trust the adults with whom they have productive and trusting relationships. Pupils' eagerness to learn is fully supported by the outstanding curriculum. Their understanding of how to live a healthy and active lifestyle, how to keep themselves safe and their contribution to their school and the wider community are extremely good. They show high levels of interest in each other's welfare and considerable empathy for, and interest in, other cultures.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is well led and managed. Good teaching ensures children have a positive start to their education and are prepared well for Year 1. They quickly settle into the routine of school. Activities that are well matched to their ages and interests help them to develop an eagerness and enthusiasm for learning and to achieve well. Whilst planning is generally good, too little use is made of the outdoor areas as resources to support children's learning. Relationships are very good. Teachers and teaching assistants work well together to encourage children to cooperate as they work and play and to develop good levels of independence.

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

- Raise standards in writing, mathematics and science by ensuring the recent improvement in pupils' progress is sustained.
- Improve the consistency with which teachers use assessment information to guide their planning.
- Improve the use made of the outdoor areas to support children's learning in the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

As a result of a number of school initiatives, pupils' progress has improved over the last year. Pupils are on track to reach the challenging targets set for them. Although there is some variation from year to year, pupils start in the Nursery with standards that are below those expected. This is most marked in their personal, social and emotional development and in all aspects of communication, language and literacy. They make good progress and by the end of Reception, many reach the expected standards. Pupils continue to make good progress through Years 1 and 2 and in 2007 standards in writing, reading and mathematics were broadly average. Standards in English, mathematics and science in Year 6 in 2007 were also broadly average and were an improvement on the 2006 results. Reading is generally stronger than writing across the school. The improvements secured are a result of the school's well focused work to increase pupils' progress. School data and inspection evidence show that pupils of all abilities, including those who find learning difficult, are making good progress and achieving well.

## **Personal development and well-being**

### **Grade: 1**

Pupils' behaviour is exemplary and they have a strong commitment to succeed in all that they do. They are well prepared for the next stage in their education. As one child said, 'We get loads of work to do and that's great'. Pupils' attendance is good and they enjoy school very much. They say their lessons are fun, and that the school's caring and friendly atmosphere ensures they feel secure and safe. Pupils are extremely confident that any bullying, which is extremely rare, is dealt with quickly and effectively. Pupils' excellent understanding of how to live healthily is reflected in the food choices they make, and their extensive involvement in a very wide range of sports and other physical activities. Pupils elected to the school council enthusiastically accept responsibilities and support school improvement through initiatives such as the introduction of the 'Buddy Benches' at playtime. Pupils' contribution to the local and wider community is extensive. Through their links with schools abroad, and their work in art and music, they develop an excellent understanding of cultural diversity. Since the last inspection, pupils' spiritual, moral, social and cultural development have improved significantly and are now outstanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Excellent relationships create an enjoyable and purposeful learning environment. Lessons move at a brisk pace and teaching demonstrates a variety of strategies, including skilful questioning,

to ensure that pupils make good progress. Teaching assistants work well in partnership with teachers and make a good contribution to pupils' learning. Expectations of pupils' learning are high and the teaching makes very effective use of resources, particularly ICT. Rigorous monitoring of teaching has supported good improvement in classroom practice. Pupils are clear about what they are learning and adults support them in evaluating their work. Assessment information is used to plan activities that match pupils' abilities and build on their previous learning. However, recent improvements to this practice are not yet entirely consistent across the school. Marking of pupils' work is rigorous and pupils are well informed about what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 1**

A very strong emphasis is placed on pupils developing their literacy, numeracy and ICT skills through focused teaching and the opportunities provided to use these skills in other subjects. Pupils respond extremely well to the school's very comprehensive programmes for personal, health and social education. Their personal and academic development are enriched further by the very wide variety of trips, including well-established and very popular residential visits. The school has added considerable breadth and quality to the curriculum by establishing extremely successful partnerships with other schools and outside providers. Pupils' learning is greatly enhanced by the exceptional range of visiting experts, historical theme days and the range of after-school activities, notably in sports and the performing arts.

## **Care, guidance and support**

### **Grade: 1**

The school has excellent arrangements in place for ensuring pupils' safety and health. Procedures are clear, well known by staff and rigorously implemented. Rules and requirements for checking staff, visitors and safety are fully in place and records are exemplary. Several award schemes introduced by the school have helped to improve attendance, which is now above average. The school successfully promotes an ethos in which everyone feels positive about themselves and is caring towards others. The school's leadership consults regularly with the school council and respects their views and ideas for improvements. The school has an excellent knowledge of pupils' academic and personal progress. Staff make good provision for pupils who need additional support or challenges so that they achieve as well as others. Excellent working partnerships with other schools and outside agencies are very supportive of pupils' personal and academic development. All pupils know their own targets for improvement and respond very well to the challenge of achieving them.

## **Leadership and management**

### **Grade: 2**

The headteacher provides strong focused leadership that empowers staff to develop their own skills and encourages effective teamwork. Governors provide extremely well informed support for the school whilst also holding it to account effectively for its work. This determined approach has ensured that the school has made good improvement since the last inspection through some challenging times. Self-evaluation is thorough, well organised and completed honestly, although at times the school is too modest when judging the quality of its work. At the core of all decisions is a commitment to provide pupils with the best possible opportunities to enable

them to succeed in all that they do, and to develop a life-long love of learning. Subject leaders' roles and responsibilities have been clarified since the previous inspection. Some key developments, such as the procedures for assessing pupils and tracking their progress, are in the relatively early stages of implementation. Subject leaders have identified the need for them to be further involved in checking the consistency of this work to support further improvement in pupils' progress.





## Annex A

## Inspection judgements

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

### 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	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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

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?	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	1
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**

21 November 2007

Dear Pupils

Inspection of Awsworth Primary and Nursery School, Awsworth, NG16 2QS

Thank you very much for helping us with the inspection of your school. We were made to feel very welcome and we thoroughly enjoyed spending time with you. You think you go to a good school and we agree.

Here are some of the best features.

- You behave exceptionally well, work very hard and enjoy your time at school.
- Adults look after you extremely well and keep you safe.
- From the time you start school, you are taught well so that you make good progress and the standard of your work is getting better.
- You get along with each other and adults extremely well.
- You know a lot about how to live a healthy lifestyle and enjoy taking part in many sporting activities.
- The range of activities planned for you is extremely good and they help you to learn well and have fun.

This is what we have asked the school to do now so it gets even better.

- Make sure that you keep on making good progress so that the standard of your writing, mathematics and science improves even more.
- Make sure that all your teachers use what they know about how you are doing as well as possible when they are planning your lessons.
- Make sure the spaces outside the Nursery and Reception classrooms are used more often.

Thank you again for being so helpful. We hope you continue to work hard and enjoy your time at Awsworth.

Best wishes

Alison Cogher

Lead inspector