

# Melbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	122426
<b>Local Authority</b>	City of Nottingham
<b>Inspection number</b>	327724
<b>Inspection dates</b>	15–16 June 2009
<b>Reporting inspector</b>	Michael Miller

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	252
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 Mary Wilde
<b>Headteacher</b>	Mrs Linda Taylor
<b>Date of previous school inspection</b>	23 May 2006
<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>	Melbury Road Bilborough Nottingham NG8 4AU
<b>Telephone number</b>	0115 915 5787
<b>Fax number</b>	0115 915 5786

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<b>Age group</b>	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 sized primary school serving the Bilborough area of Nottingham. The large majority of pupils are of White British ethnic origin; the remainder come from a variety of other ethnic groups. The proportion of pupils for whom English is an additional language is below average, but increasing. The numbers of pupils who enter or leave the school, other than at the start of their school careers, is well above average. The percentage of pupils who are eligible for free school meals is well above average as is that for pupils who require additional learning support, including pupils with behavioural, emotional and social difficulties. However, the proportion of pupils with a statement of special educational needs is below average.

The school is part of the 'Keys 2 Success' Education Improvement Partnership, and the local authority's Primary Learning Network. The school has achieved accreditation in various national initiatives, including: Basic Skills Quality Mark; Investors in People; International School Award; Activemark; School Sport Development Award; Eco Schools Award; National Healthy School Gold Award; Arts Mark.

## 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, which gives good value for money. It is effective in enabling pupils to achieve well overall. They make good progress, following their entry to the Early Years Foundation Stage with a level of skills that are well below those typically expected for their age, to reach broadly average standards by the end of Year 6. The school is successful because it is led and managed well at all levels, from subject coordinators to governors. This good leadership and management ensures good teamwork, and results in a shared vision and inclusive approach. It is a school which knows itself well and has the learning and welfare of pupils at the heart of its thinking and planning. There has been good improvement since the previous inspection. The school has established a track record of improving standards and achievement. Consequently, it has good capacity for further improvement.

Good learning is underpinned by good teaching, particularly in the Early Years Foundation Stage and in the older year groups. However, teaching strategies have been less consistently effective in Key Stage 1, hence the overall satisfactory rather than good progress pupils make in Years 1 and 2. Nevertheless, the school has been working productively to improve its provision across all year groups. The school has reviewed its curriculum successfully and has introduced a more thematic enquiry-based method of teaching subjects. This is capturing pupils' interest and promoting enjoyment in both teaching and learning. Assessment and tracking systems to monitor pupils' progress are good, and provide leaders with good information about pupils. There is good target setting that challenges pupils and sets their next steps in learning.

The school understands very well the importance of establishing the right ethos for learning. Working relationships between staff and pupils are good. The school celebrates pupils' achievements readily and clearly values both them and their work. Care and guidance, and particularly pastoral support, are outstanding. This provision underpins pupils' good personal development very well. Behaviour overall is good. However, there are a small number of pupils with challenging behaviour, which shows itself mainly outside the classroom. In managing behaviour, the school always seeks parent/carer support, but does not always receive the necessary help from a minority of families. Nevertheless, the school has good, consistent policies and procedures for behaviour management, and the good promotion of pupils' moral and social understanding. Attendance is below average. School records show that too many parents and carers condone their children's absence. In spite of the school's best and concerted efforts, there is an above average number of persistent absentees. The school works extremely hard to establish good links with its local community. Its good reputation is justified fully by the response of parents/carers, as one wrote, 'The staff are fantastic, always around if needed and offering support.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Leadership and management are good. There has been good improvement since the last inspection, particularly in the development of the outdoor area. Children's welfare is promoted well. There is a welcoming start to the day for children and their parents/carers. Consequently, children are happy and confident. They make good progress in their personal development and in extending their social skills. Children enjoy school and concentrate fully on the good range of interesting and exciting opportunities provided for them. Children achieve well overall, making good gains in their learning. A majority attain standards in line with the national

expectations in some aspects of their development. However, standards are below expectations overall at the time children move to Year 1. Teaching and learning are good. Staff know the children well and are particularly adept at asking relevant questions. This extends children's understanding and language skills. Staff plan activities well to develop specific skills and knowledge. Children take part in these adult-led sessions enthusiastically and are clear about what they are learning. However, when children choose activities for themselves, they occasionally lose a clear focus of the purpose of an activity. Sometimes children do not always record for themselves the choices they make or talk about how well they have achieved them. Staff are currently in the process of improving and refining assessment systems, and other teaching strategies, to resolve these matters.

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

- Improve further standards and achievement by ensuring consistently good teaching and learning throughout the school, and particularly in Years 1 and 2.
- Develop further initiatives and strategies with parents and carers to improve attendance and support the school's active promotion of good behaviour.

## **Achievement and standards**

### **Grade: 2**

In the 2008 national assessments, standards were below average by the end of Year 2. This represented satisfactory progress during the pupils' time in Key Stage 1. The school recognises that standards and achievement by Year 2 have not been as high as in Key Stage 2. It is currently taking effective action to improve further its provision for these pupils. In the Year 6 tests, pupils attained broadly average standards. This represented good progress between Years 2 and 6. Pupils with learning difficulties and/or disabilities made good progress by Year 6 to gain above expected results for similar groups nationally. Current Key Stage 2 pupils continue to make good progress overall during their time at the school, in spite of some significant barriers to their learning. High mobility means, for example, that only half of the pupils in Year 5 started in the Early Years Foundation Stage, and fewer than two-thirds of Year 6 have attended the school throughout their primary education. The school is effective in helping pupils achieve well overall in spite of breaks in the continuity of their education or their need for additional support. It does this through the use of a good tracking system which identifies any potential underachievement and puts in place good support systems. Consequently, pupils are achieving well and consolidating broadly average standards by the end of Year 6.

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

### **Grade: 2**

Pupils have a good awareness of how to keep healthy. Pupils have a generally good understanding as to how to stay safe. Spiritual, moral, social and cultural development is good overall. Many pupils have a strong sense of fair play, know right from wrong and respect the views of others. Although the large majority of pupils enjoy their lessons, attendance is below average, with a higher than average percentage of persistent absentees or late arrivers. School data shows that a significant proportion of these pupils make slower progress than their peers. Behaviour in lessons is usually good and for many pupils better. A minority of pupils have difficulty in following school rules all of the time. However, the good level of support provided for such pupils has been successful in that there have been no exclusions in the past three years. Pupils' contribution to the school community is good and developing. Pupils who have

responsibility for mediating when there are disagreements in the playground, or helping others play, take their role very seriously. However, opportunities for pupils to develop community and citizenship responsibilities on a wider level are more limited. The progress and achievement of pupils, from their starting points, together with the significant emphasis given by the school to the development of pupils' personal qualities means they are prepared well for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good quality of teaching ensures pupils make good gains in their learning. The tasks set are usually well matched to the differing abilities of the pupils and help to keep them motivated and enthused. Teachers establish good working relationships with their classes. Teaching assistants make a good contribution to pupils' learning. They provide a good level of additional support for pupils who find learning harder and ensure such pupils are integrated fully in lessons, and enabled to learn well. Teachers' planning is generally good and linked to careful monitoring of pupils' progress. Teachers use interactive whiteboards skilfully to explain tasks and engage pupils in practical and enquiry work. As a result, lessons are often interesting and appealing. However, some teachers talk for slightly too long to the whole class at the start of a lesson, focussing more on middle ability pupils than other groups. Furthermore, over the past couple of years, teaching strategies have not proved as effective in enabling pupils to make more than satisfactory progress in Key Stage 1. The school is taking the necessary action to resolve this matter.

### **Curriculum and other activities**

#### **Grade: 2**

The school has an increasingly effective curriculum. Developments have resulted in a much greater emphasis being placed on giving pupils active, meaningful learning experiences. This enables pupils to take more responsibility for their own learning. Pupils speak with excitement about their 'enquiry' topics, and the way they are able to practise their writing skills in lessons other than literacy. Sport and the arts, as well as the after-school clubs, continue as traditionally strong aspects of the school's curriculum. There is good provision in the teaching of Spanish to all year groups. Information and communication technology (ICT) has become integrated more fully into pupils' everyday learning in lessons. The school's revised curriculum provides increased stimulation and challenge for all pupils, including the more able pupils as well as those experiencing difficulties with their learning. The impact of the curriculum on pupils' personal development is increasingly positive, with added expectations of pupils to share in their own development as young citizens.

### **Care, guidance and support**

#### **Grade: 1**

The school has developed excellent systems to support pupils, including the most vulnerable. Parents and carers are confident that their children are looked after very well. Pupils feel sure there is always someone to talk to if they have a problem. Pupils receive very good guidance on how to stay healthy and keep safe. The school has safeguarding procedures in place that comply fully with statutory requirements. Good systems ensure the identification of potentially

vulnerable pupils, and their progress is monitored very carefully. Pupils who have fallen behind in English or mathematics are supported through well-planned interventions. Good management ensures that this work is evaluated carefully throughout the year. The school works extremely hard at promoting the importance of regular attendance and good behaviour but support from home is not always forthcoming. Leaders have worked effectively to improve the quality of marking and target setting. Consequently, pupils know well their age-related targets for literacy and mathematics. In addition, pupils have specific individual literacy targets, based on their previous work. However, occasionally, there are some inconsistencies in giving individual advice about pupils' next steps in mathematics.

## **Leadership and management**

### **Grade: 2**

There is a thoroughly professional enthusiasm and commitment on the part of staff. Good self-evaluation and target setting are securing effective school improvement. The headteacher shows a strong drive and allegiance to the school. Her colleagues know she is firm, fair and an excellent champion on behalf of the pupils. Leaders, at all levels take on responsibility and are accountable to each other. This fosters good teamwork and a self-supporting management structure. Some middle leaders are still developing fully their roles, but there is a strong commitment to the ongoing improvement of self-evaluation skills. There are good links with education partners and support agencies, and good leadership from the special educational needs coordinator. There is expert support for families through the learning mentor, school-home support worker and education welfare officer. The school's contribution to community cohesion is good, because it is based securely on an inclusive understanding and evaluation of the needs of its pupils and their families and continually reaching out to engage them. Work is in progress at extending engagement beyond the local community. The contribution of governors has improved significantly since the last inspection and is now good, enabling them to support the school well. Planning is good and focussed clearly on raising performance across the school. The school's leaders ensure the pupils get a fair deal and receive a good education. As a parent/carer wrote, 'My child loves coming to school. I feel this is due to the whole way the school runs, each child feeling safe, and cared for.'

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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?	2
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?	2
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	3
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

<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>	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
The extent to which 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	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?	1

## 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?	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

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

17 June 2009

Dear Pupils

Inspection of Melbury Primary School, Bilborough, Nottingham, NG8 4AU

Thank you for the welcome you gave to us during our recent visit to inspect your school. We found you to be polite, interested and happy to talk with us, show us your work, and answer all our questions. We particularly enjoyed your singing of songs such as 'This Little Light' and 'Top of the World' as you entered and left the hall during assembly. You know how to raise your spirits as well as raise the roof! These are the things we found are best about your school.

- Your teachers and other staff at your school take excellent care of you.
- The Early Years Foundation Stage classes give you a good start to your education.
- You make increasingly better progress as you move up from Year 1 to Year 6.
- You enjoy your new 'enquiry' subjects, and this is helping you to achieve well.
- You take a pride in your school, and make good use of its environment.
- You understand the importance of keeping healthy and taking exercise.

These are the things we have asked your school to do now to make it even better.

- You have good teachers who work hard to help you with your learning. We are encouraging them to continue in their support for each other, to make certain their teaching and your learning are consistently good throughout the school. This is also to help those of you in Years 1 and 2 to make even better progress.
- We know from your assemblies that you understand the importance of teamwork. We have asked your headteacher, staff and governors to continue their own good teamwork with your parents and carers to further improve attendance and good or better behaviour. This is to help you all in your personal development as you grow to become responsible citizens.

In the 'Achievement Prayer' you use in assemblies, you read that, 'Achievement is being the very best that we can ever be.' You can help yourselves to do this by making sure you attend school regularly, and arrive on time. You also ask 'To become the kind of people who will always be nice to know.' You can help each other become this by helping those who find it difficult to keep to the school rules and behave well all of the time. We believe you will do this, 'So everyone can grow.'

With all best wishes for your future,

Michael Miller

Lead inspector