

# Albany Junior School

## Inspection report

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<b>Unique Reference Number</b>	122546
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327754
<b>Inspection dates</b>	1–2 December 2008
<b>Reporting inspector</b>	Bob Roberts

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Averil Wynne
<b>Headteacher</b>	Mrs Christine Drewry
<b>Date of previous school inspection</b>	15 November 2005
<b>School address</b>	Pasture Road Stapleford Nottingham Nottinghamshire NG9 8HR
<b>Telephone number</b>	01159 176550
<b>Fax number</b>	01159 176551

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school. Most of its pupils come from the local area, which has significant levels of socio-economic disadvantage. The proportion of pupils claiming free school meals is above the national average. The proportion with learning difficulties and/or disabilities is similar to the national average. Nearly all pupils come from a White British background. Following recent discussions concerning a possible amalgamation with the nearby infants' school, a decision has been made that the two schools continue as separate institutions. During 2007-08, the deputy headteacher took on the role of acting headteacher and has subsequently taken maternity leave. A seconded acting headteacher is leading the school for two terms. The governing body is proceeding with arrangements to appoint a permanent headteacher. Privately arranged child care provision takes place in the school premises after school hours and an inspection of this provision was conducted at the same time as the school inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It has some good features. Since its last inspection, the progress of the school has been hampered because of the difficulties relating to leadership and uncertainties over its future. The current provisional arrangements are working effectively and the school is moving forwards again.

Starting from average levels of attainment as they enter the school in Year 3, most pupils make satisfactory progress. The standards they reach at the end of their time at the school are satisfactory overall. The progress pupils make is better in mathematics and science than in English. In particular, pupils make insufficient progress in their writing. The curriculum meets the needs of most pupils. There have been some good projects recently to enrich the curriculum that have brought a more creative and cultural element to it. However, these have not yet been fully embedded. Teaching has also improved recently and is good overall. This improved standard of teaching has not yet had sufficient time to affect fully the levels of attainment reached. There is a satisfactory range of opportunities to develop skills and gain experiences outside the classroom.

Pupils' personal development is satisfactory. They clearly enjoy school because of the good teaching they receive. Attendance at school is good. The pastoral care and support they receive is good, especially for those pupils who need extra levels of support with their learning. During 2007 and 2008, the school had to deal with some challenging behaviour from its older pupils. Behaviour is now satisfactory overall and pupils behave well in lessons because teachers manage it well and pupils are increasingly interested in their lessons. Many pupils are involved in activities that make a positive contribution to the school and the local community. They are soundly prepared for the next stages of their lives.

Improved systems are now in place to track the progress that pupils make although they do not have a clear enough idea, as individuals, of what they should be aiming for. While the majority of pupils know what they have to do to improve, they do not receive targets that challenge them sufficiently, especially the more able. Leaders at all levels are committed to improving the work of the school. However, the school has not reviewed their different roles sufficiently in order to ensure they work effectively together. The roles of these senior and middle leaders have still to be developed in order to make them effective leaders. They are not yet fully involved in checking standards, teaching and pupils' progress in their subjects. As a result of the recent improvements that have been made, the school has a satisfactory capacity to improve further.

### What the school should do to improve further

- Ensure that all pupils have targets that challenge them sufficiently
- Review curriculum plans so that creative and cultural opportunities are built into programmes of study across all years.
- Improve the progress that pupils make in writing.
- Review leadership roles to ensure coherence and effective accountability.

A small proportion of the 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 satisfactory progress during their time at the school, and in the national tests at the end of Year 6, their standards of attainment are average. In mathematics and science, the standards reached in the tests in 2008 were above average. However, pupils, both boys and girls, do not make as much progress in English and the standards reached in this subject are below average. The issue in English has not been so much to do with reading skills but writing. Progress in writing was an issue raised at the school's last inspection but effective measures to address the issue have only been taken over the last year. Although standards in writing in 2008 were still below the expected level, they were significantly better than in 2007. Additional actions to improve writing further are being taken. Pupils who need support with their learning make at least satisfactory progress, and in some cases, their progress is good.

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

### **Grade: 3**

Pupils' personal development and well-being are satisfactory overall. They enjoy coming to school and their attendance is good. Behaviour and the extent to which pupils adopt safe practices are satisfactory. Pupils generally behave well in lessons but can sometimes forget at other times; for example, shouting in the dinner hall or running when indoors. Pupils enjoy their lessons and speak highly of their teachers. They feel safe at school. They are aware that eating healthy foods and exercising regularly contributes to good health but they do not always make the food or exercise choices that will ensure this. Pupils' spiritual, moral, social and cultural development is satisfactory. Their awareness of cultural diversity has improved since the last inspection through the introduction of a number of events and projects. Pupils make a satisfactory contribution to the school and local community, raising funds for local charities and performing to others outside school. Their acquisition of skills needed for their future well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good because teachers have good subject knowledge and are clear about what they want to achieve in each lesson. Lessons are interesting and allow for different ways of learning. For example, a range of Victorian toys was available for pupils to play with in one history lesson to develop their understanding of childhood in that era. Good use is made of modern computer technology to inform and motivate pupils. Teachers manage behaviour well. Good relationships help pupils feel confident in their ability to succeed or to ask if they are unsure. Pupils' understanding is assessed well and the feedback they receive, both written and verbal, is constructive. Teachers plan for the needs of different groups and work well with support assistants who help targeted groups to succeed. They ensure that a good range of resources is available for pupils to use to further their learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum makes satisfactory provision for the range of pupils' needs. Over the past year, the school has begun to develop a number of special events and projects. For example, there has been a 'healthy schools week' and a project about World War 2, involving the whole school during the summer term. Projects about India and China and involvement in Black History Month have introduced a cultural width to the curriculum. These developments have not yet been sufficiently evaluated or built into regular curriculum arrangements. There is a satisfactory enrichment of the curriculum through trips and the use of visitors and specialists. The school has a reasonable range of further opportunities for pupils to gain additional skills and experiences through taking part in lunchtime and after-school clubs and activities.

## **Care, guidance and support**

### **Grade: 3**

The school has a strong and caring ethos where pupils feel valued and safe. Staff have a commitment to the welfare of pupils and this is a key feature in their obvious enjoyment of school and above average attendance. The safeguarding procedures are robust, up-to-date and are regularly reviewed. The school provides a safe and secure environment. The school works effectively with parents and other agencies to identify and provide for pupils with learning difficulties and/or disabilities. These pupils make satisfactory progress and are supported by clear education plans that provide helpful advice from teachers and teaching assistants.

## **Leadership and management**

### **Grade: 3**

The school has been through a challenging time since the last inspection. Since the previous headteacher's retirement, there has been difficulty in recruiting a successor and uncertainty over the future. The interim arrangements that were in place during the 2007/08 year and those that are in place at the moment are serving the school well. Progress was slow in the aftermath of the last inspection but the school has moved forward well more recently. There is a sense of direction, knowledge of strengths and weaknesses and a clear understanding of priorities. For example, clear strategies have led to improvements in the quality of teaching, in particular the teaching of writing. The school is fortunate in having a significant number of teachers in positions of responsibility who are talented and committed to improving the school. For example, teachers now have a much clearer overview of the progress that their pupils are making, due to new assessment and monitoring procedures. The school promotes community cohesion soundly, for example with good links to its community, such as the bookshop and the performances of the school choir. The governing body supports the school and governors have been closely involved in strategic decisions over the school's future. However, they do not challenge the school sufficiently or scrutinise pupils' achievement well enough.

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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 capacity to make any necessary improvements	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

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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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	3
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

<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?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

3 December 2008

Dear Pupils

Inspection of Albany Junior School, Stapleford, NG9 8HR

As you know, your school was inspected recently and this letter is to tell you about the results of the inspection. We very much enjoyed our visit to your school and would like to thank you for the friendly way in which so many of you greeted and spoke to us.

This is a satisfactory school, which provides you with a sound education. You clearly enjoy coming to school and you work hard. You behave well in lessons but sometimes forget how to behave around school. The teaching you receive is good. Teachers work hard to make the lessons enjoyable and there have been a number of interesting projects recently. It is a school where you feel very cared for and where you feel safe. Most of you make the progress you should and you achieve satisfactory standards. Attendance is good and many of you take advantage of all the opportunities open to you. Many of your parents filled in the questionnaire that was part of the inspection. Almost all of them think highly of the staff and the school as a whole.

There are several ways for your school to get better. The school should:

- improve the standards in writing
- plan more interesting projects in all areas of the curriculum, especially those about other countries and cultures
- help the leaders to work better together and develop the checks they make on how the school is doing
- make sure you, the pupils, each know what you are aiming for and how to get there.

You can help, as you have been, by keeping your positive attitude to school and always behaving well in and out of lessons.

We all wish you well for the future

Yours sincerely

Bob Roberts

Lead inspector