

Toton Banks Road Infant and Nursery School

Inspection report

Unique Reference Number	122555
Local Authority	Nottinghamshire
Inspection number	327756
Inspection date	9 June 2009
Reporting inspector	Sheelagh Barnes

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.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	174
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
Appropriate authority	The governing body
Chair	Cllr T Pettengell
Headteacher	Ms Lyn Merryweather
Date of previous school inspection	18 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Banks Road Toton Beeston Nottingham Nottinghamshire NG9 6HE

Age group	3–7
Inspection date	9 June 2009
Inspection number	327756

Telephone number
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- achievement of boys and progress of children in the Early Years Foundation Stage
- pupils' personal development and whether they have a good understanding of what they need to do next to improve their work
- whether the curriculum for young children gives due regard to what they will learn, as well as the activities to be undertaken
- the quality of planning to develop community cohesion.

Evidence was gathered from lesson observations and observations of playtimes and assemblies, scrutiny of pupils' work and documentation, including the school's own records of pupils' progress, parents' letters and comments, and interviews with parents, pupils and staff. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

Description of the school

Most pupils at the school come from White British backgrounds and fewer than average speak English as an additional language. Below average proportions of pupils are eligible for free school meals. The proportion of pupils who need extra support with their learning and those with statements of special educational needs is also lower than nationally. Children enter the school from a wider range of pre-school settings than was the case at the time of the previous inspection. While many children begin in the Nursery, others start in Reception. Overall, standards on entry are in line with those expected for the children's ages. The school runs its own breakfast club, which pupils and their brothers and sisters may attend, for just over an hour each morning.

The school has been awarded the Basic Skills Quality Mark, Healthy Schools gold standard, Eco Schools silver standard and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Toton Banks Road Infant school provides a good quality of education for all its pupils. It successfully meets its aim for pupils to become successful learners who attain as highly as they are able, while fostering curiosity and enjoyment in the world around them. Some aspects of the school are outstanding. This is achieved because of the good quality of leadership and management, especially of the headteacher. Leaders, at all levels, regularly and rigorously review all aspects of the school's work and set challenging targets. There has been a good level of improvement since the previous inspection and the school shows a good capacity to improve.

Pupils' personal development and well-being are outstanding. Good leadership ensures that a strong emphasis is given to pupils' personal and social, as well as their academic development. As a result, they thoroughly enjoy school and develop extremely positive attitudes towards learning. Because of this, behaviour is good and pupils' attendance is excellent. Spiritual, moral, social and cultural development is good. Pupils are considerate of others and cooperate well in groups and with staff. They have an excellent understanding of how to stay healthy and how to keep themselves safe. All the staff are fully committed to this. For example, the school cook regularly teaches older pupils how to make healthy snacks and pizza. These sessions include a strong emphasis on hygiene and kitchen safety. As they grow older, pupils make a strong contribution to the school community, with many opportunities to take responsibility and help in decision making. They also make a significant contribution to the wider community around the school. Pupils carry out their responsibilities conscientiously, whether this is serving lunch to others in the dining room or helping in the classroom. Their high levels of basic skills and the good learning habits they are developing mean they are well prepared for their future education and life after school.

Care, guidance and support are excellent. All safeguarding requirements are met and systems for taking care of pupils are effective. Pupils say there is no bullying and they feel safe, both in school, and when in the care of the staff on visits. The school has excellent systems for tracking and assessing pupils' progress and recognising any who are in danger of falling behind their targets. This represents considerable improvement on findings in the last inspection. However, senior staff agree that pupils themselves are not sufficiently involved in decisions about when their targets are met. Marking of work is clear and gives pupils very clear information about how to improve their work. Inclusion of all pupils in what is provided and equality of opportunities to benefit are good. The support given to pupils with learning difficulties and/or disabilities, to those with particular gifts and talents, and to the small number at an early stage of learning to speak English as an additional language is very effective in ensuring their good progress. Comments such as 'We have had superb support!' and 'My child has grown in confidence since attending this school!' are typical of parents' views received during the inspection.

Achievement of pupils in all groups is good. They reach high standards in reading, writing and mathematics at the end of Year 2. Strategies for helping boys and girls to reach equally high levels have been successful. The quality of teaching throughout the school is good. Teachers give considerable thought about how to make learning relevant and fun, engaging the interest of boys and girls alike, building their self-esteem and motivating their desire to learn. Teaching assistants play a very strong role in contributing to this, offering knowledgeable support and good guidance.

The curriculum is good and is well planned to make sure learning builds on pupils' experiences and previous achievement. Knowledge and skills in different subjects are linked effectively, often resulting in interesting and relevant practical activities indoors and out. Information and communication technology is used well in lessons to support learning in other subjects. Extra-curricular activities are wide-ranging and appeal to all abilities and interests. These range from trips to places of interest locally, linked to topics in the curriculum, to 'Welly Wednesdays' and 'Bedtime Story' days. Activities such as these combined with the opportunity, for example, to arrive early for breakfast and to meet friends, all help pupils to progress academically and socially.

The school is effectively led and managed. Self-evaluation is good. Areas for improvement are analysed and work carried out to improve weaknesses is effective. This is demonstrated in the work the school has done to ensure that boys and girls make equal progress. Outside expertise was sought and acted upon successfully to speed up boys' progress to match that of girls. Leaders analyse and evaluate the school's provision in some depth and, with considerable accuracy, to judge its success. Governors are very effective in holding the school to account and have a clear understanding of major strengths and areas for development.

Parents who responded to the questionnaire and those spoken to were overwhelmingly positive about the school. The staff have developed good links with the local community, including local faith groups, other schools and agencies. These benefit the pupils socially and academically. The school is doing much to promote community cohesion by ensuring pupils have a good understanding of issues at a local level. It is a focus of the local community as well as a focus in the lives of the pupils who attend. However, leaders have identified that links with the wider and global community are not as well developed, especially links with community groups not represented in the vicinity of the school. They are in the process of planning more links further a-field and more links with communities different to that around the school. They are aware the school does not yet have clear systems for auditing the success of its work in this area.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are given a good start to their education in the Early Years Foundation Stage in the Nursery and Reception classes. This is because of the good quality of the provision, care and leadership, which ensure that children settle quickly and engage happily in their learning. The staff all work in close liaison with parents and keep them well informed about their children's progress. Good liaison exists between the school and other local pre-school settings and this effectively supports children's transition into school. Parents are full of praise for the way children are brought into the school and taught its routines. A parent, typical of many, commented, 'I cannot fault the genuine care that all staff show for children. There is a great family atmosphere and a purposeful environment!' Good arrangements exist to ensure the health and safety of children. Teaching is good, based as it is on detailed planning that pays due regard to what children will learn. This learning employs practical activities, with many opportunities for imaginative play indoors and outside. This practical emphasis has a major impact on children's learning by capturing their imagination and enthusiasm for the activities. Staff evaluate children's progress in learning and plan activities to meet their needs well. They give particular emphasis to developing personal, social and communication skills. Children play well in groups and also on their own. This is largely due to the enthusiastic way staff join in with activities, such as 'rowing the dinghy across the stream', thereby modelling play and language effectively. Children talk confidently and demonstrate a good understanding of what

they are learning and what they are doing. They make good progress in the Early Years Foundation Stage. From their starting points, which are broadly in line with those expected for their ages, boys and girls achieve well and reach standards above those expected by the time that they move to Year 1.

What the school should do to improve further

- Involve pupils more actively in reviewing with their teacher how well they are getting on towards meeting their targets.
- Develop links with the wider, national and global community, especially with groups not represented in the immediate vicinity.

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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 ¹ 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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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?	3
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 June 2009

Dear Children

Inspection of Toton Banks Road Infant and Nursery school, Toton, NG9 6HE Thank you for making me feel so welcome when I visited you recently and for telling me all about your school. I would like to tell you what I found out about how well you are getting on and how well your school is helping you to learn. There are many good and some excellent things about your school. Some of them are:

- you make good progress in reading, writing and mathematics and reach high standards before you move on to other schools
- your personal development is excellent. You behave well and you all support each other really well
- teachers make lessons interesting and give you good information on what you have done well and what you need to do next to do even better
- your school has an exciting curriculum, which provides you with good opportunities to do a lot of practical and exciting things
- the adults in your school all take excellent care of you
- you have an excellent understanding about being healthy and looking after yourselves
- your headteacher knows you all well and works hard to make your school even better.

Ms Merryweather and the other adults are always working to improve things for you. I agree with them that the most important things to make even better are:

- showing you how to work with your teachers in deciding for yourselves when you need to ask for new targets
- providing more opportunities for you to learn how different groups of people can live well together in this country and to set up ways of checking the part your school plays in the national and worldwide community.

I would like to wish you the very best for the future.

Yours faithfully

Sheelagh Barnes

Lead inspector