

Annesley Primary and Nursery School

Inspection report

Unique Reference Number	122404
Local Authority	Nottinghamshire
Inspection number	340141
Inspection dates	14–15 June 2010
Reporting inspector	Keith Williams

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Mrs Linda Ward
Headteacher	Mr Paul Nolan
Date of previous school inspection	15 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 18 lessons during which nine teachers were observed. Meetings were held with pupils, staff and the chair of governors, and informal discussions were held with a few parents. Inspectors observed the school's work, and looked at its monitoring and assessment records, safeguarding documents and those relating to health and safety. In addition, 49 questionnaires returned by parents and carers were considered, together with those returned by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether attainment is high enough in Key Stage 1
- the reasons for girls appearing to have made slower progress than boys in Key Stage 2 and how current pupils compare
- the impact of changes to the curriculum on pupils' learning and enjoyment
- how effectively monitoring systems are securing greater consistency in teaching and accelerating pupils' progress.

Information about the school

Almost all of the pupils at this average-sized primary school are from White British backgrounds and very few are learning English as an additional language. An above average proportion of pupils is known to be eligible for free school meals. The proportion identified with special educational needs and/or disabilities is average, and includes some pupils who have significant needs. Children in the Early Years Foundation Stage are taught in a unit containing Nursery (FS1) and Reception (FS2) children. The school has Activemark and Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Annesley provides a satisfactory education for its pupils. The school is improving because the headteacher and staff are successfully raising pupils' attainment, accelerating their progress and improving the quality of teaching. Some of the improvements are not yet sufficiently well established, however, so inconsistencies remain. The headteacher has an accurate understanding of the school's effectiveness and what needs to improve. Better information about pupils' progress is enabling support to be targeted where it is most needed and this is having a positive impact on the improving picture. Leaders' accurate evaluation and their success so far show that the school has the capacity to secure further improvement. The school is a cohesive community and leaders have a good understanding of the community it serves, but steps to evaluate its impact on community cohesion beyond the local area are at an early stage.

The school promotes pupils' personal development well and provides them with a safe, supportive environment in which to learn and a broad, interesting curriculum. Pupils of all backgrounds and abilities are welcomed and fully included in school life. They enjoy school, attend well and their behaviour is consistently good. Relationships are good and pupils of different backgrounds get on well together, although their awareness of cultures other than their own is patchy.

Pupils make satisfactory progress to reach average levels of attainment by Year 6. They are benefiting from increasingly good teaching, but this is not yet consistent enough, particularly in Key Stage 2, to secure consistently good progress. Children get off to a good start in the Early Years Foundation Stage unit because provision has improved since the last inspection. They make good progress from starting points that are broadly typical of their age. Consistently good teaching in Key Stage 1 has ensured that Year 2 pupils are well on track to reach higher levels of attainment than those achieved in 2009, when they fell considerably. There is more variability in Key Stage 2 but, where teaching is good, pupils learn well. This is seen to particularly good effect in English in Year 6, where pupils are on track to reach above average standards, reflecting good progress from their starting points.

Across the school, lessons run smoothly because teachers are well organised and pupils are eager to learn. Teachers ensure that pupils understand what they are expected to learn. In the best lessons, teachers question well to probe and extend pupils' understanding and they check regularly during the lesson to deal with any misconceptions. However, this approach is not consistent enough from class to class. Pupils are aware of their targets for improvement but teachers' comments, when they mark pupils' work, do not always give them enough information about how well they

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have learned and how they can improve. Pupils with special educational needs and/or disabilities, including some who have significant needs, are well supported and they make good progress in their all-round development. The school works well with specialist agencies to augment this support.

What does the school need to do to improve further?

- Increase the proportion of good teaching to secure consistently good progress, particularly in Key Stage 2, by:
 - making better use of questioning to probe and challenge pupils' learning
 - reviewing pupils' understanding more regularly during lessons
 - providing a more consistent approach to marking so that pupils are given sharper feedback on their learning and how to improve.
- Improve the evaluation of the school's impact on promoting community cohesion beyond the local community.
- Increase pupils' awareness of cultures other than their own.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

National assessment results in Year 2 and Year 6 show that attainment has been broadly average in recent years, reflecting a satisfactory level of achievement. Pupils enjoy school and their progress is accelerating, but the school's assessment records and pupils' work in books and lessons show that the picture is more variable in Key Stage 2, where teaching is not yet consistently good enough to secure consistently good progress. Pupils in Year 6 have made good progress in English this year, because this has been the main focus of the school's work, and they are on track to reach above-average levels of attainment. In a good English lesson, Year 6 pupils collaborated maturely to agree on how they were going to market a chocolate bar. They spoke articulately to make their case, but were sensitive to the views of others and were impressively prepared to compromise to reach a consensus. These pupils write confidently and competently and this supports their learning well in other subjects. Pupils currently in Year 2 are on track to reach higher standards than has previously been the case, and many more pupils are reaching the higher Level 3 than in 2009. An outstanding English lesson in Year 1 showed that pupils have a very clear understanding of their targets and how they can achieve them; they are developing a sharp awareness of what makes good writing.

Inspectors looked closely at the progress made by girls and boys, because recent test results suggest that girls' progress has been slower than boys, especially in mathematics. The school has worked successfully to close this gap, particularly by encouraging girls to be more actively involved in lessons. As a result, inspectors found

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no difference in the progress of boys and girls. The school's efforts to improve boys' writing are bearing fruit, too. Across the school, pupils' satisfactory progress in learning basic skills means they are appropriately prepared for their futures.

Pupils make good progress in their spiritual, moral and social development because these aspects are given a high priority. The school's successful acquisition of Activemark and Healthy Schools status reflects pupils' good awareness of how to lead healthy and safe lives. Pupils, endorsed by those parents and carers who took part in the consultation with inspectors, report that they feel safe in school. They enjoy the opportunities to take on extra responsibility, for example by joining the school council, acting as peer tutors or playground buddies and successfully meeting with the local council to discuss concerns about traffic.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have successfully improved the curriculum by providing a wide range of interesting and enjoyable activities and making more meaningful links between subjects. Better planning for English, including increased opportunities for promoting speaking and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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listening, is contributing to pupils' enjoyment and helping to accelerate their progress. An increased emphasis on problem-solving in mathematics is also securing improvement, and the school has rightly identified the need to improve planning for mental calculation skills. Pupils enjoy the good range of clubs and other activities provided outside of lessons and the visits and visitors that enrich their learning. Of particular note is the use of 'creative partnerships', which draws together a range of outside expertise and enhances pupils' enjoyment considerably.

Staff evaluate their teaching robustly and are ensuring that the proportion of good teaching is increasing. They plan carefully for the wide range of ability found in most classes and ensure that there is a suitable challenge for more able pupils.

Inconsistencies, identified by senior leaders' monitoring of lessons, are being reduced, but there is still more to do. Nevertheless, the improving profile of teaching is helping pupils' learning to gather pace. Pupils' welfare is given a high priority and this is underpinned by the positive ethos and supportive relationships they enjoy with staff. Teaching assistants play an influential part in meeting the needs of pupils of different abilities, particularly those with special educational needs and/or disabilities. The learning mentor provides good support for pupils whose circumstances make them potentially vulnerable. Arrangements for the induction of pupils when they first arrive and the smooth transfer of pupils to their next schools are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff are united in their drive and ambition to raise standards. They have worked well with local authority consultants to improve teaching, planning and assessment during the last year. As a result, leaders are increasingly armed with more detailed information about pupils' progress and how this can be improved. Some of the strategies introduced have not yet had time to achieve fully the desired results, however, or are not yet implemented with sufficient consistency. Governors are supportive and have introduced appropriate ways of finding out about the school's work, although their involvement in formally contributing to the school's self-evaluation is at an early stage. Appropriate steps are taken to safeguard pupils and check on the suitability of adults to work with children.

The school has established good links with parents and carers, including those whose children have special educational needs and/or disabilities. Senior leaders successfully

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ensure that pupils of all backgrounds and abilities enjoy the same opportunities. Staff track the welfare and progress of different groups of pupils carefully and have successfully closed the gap in the performance of boys and girls. Instances of bullying or harassment are very rare and are dealt with robustly. Leaders have a good understanding of their impact on community cohesion locally but this is less well developed further afield. There are appropriate plans for placing their evaluation of this work on a more formal footing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in Early Years Foundation Stage has improved since the last inspection and is well organised, led and resourced. Children enjoy their time in the unit and their learning and welfare needs are met well. As a result, they achieve well whatever their starting points. Children settle quickly into FS1 because staff provide a safe and secure environment and an interesting range of activities. They enjoy working together to search for pirate treasure, for example, or to sing songs about the sea. Staff are clear about what they expect children to learn but, occasionally, they try to cover too much in a short time so that there are missed opportunities to extend children's vocabulary or encourage less confident children to speak. Children's enthusiasm for learning continues as they move into FS2, and their progress accelerates because of consistently good teaching. By the time they leave the unit, most reach and some exceed the goals expected of children of this age.

In both classes, staff take good account of children's interests and ideas when planning work. There is a strong emphasis on promoting their confidence, independence and

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co-operation, and a good balance between activities led by an adult and those selected by the children. Good use is made of the outdoor area to support children's learning. A close check is kept on children's progress through well organised assessment systems, and the information is used well to plan children's next steps. Detailed profiles of each child are built up. These are thorough and functional, but are not laid out in a way that celebrates children's achievement or can be usefully shared with parents.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned the questionnaire are pleased with what the school offers. In particular, they feel that the school keeps their children safe and prepares them well for the next stage of their education. They feel that the school is led and managed effectively and takes good account of their views. A few parents and carers would like more information about their children's progress. Inspectors found that the school provides a range of information that is typical of primary schools and appropriate opportunities for parents and carers to consult with staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Annesley Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	59	17	35	3	6	0	0
The school keeps my child safe	37	76	11	22	0	0	0	0
The school informs me about my child's progress	26	53	15	31	7	14	0	0
My child is making enough progress at this school	27	55	18	37	3	6	0	0
The teaching is good at this school	30	61	17	35	1	2	0	0
The school helps me to support my child's learning	26	53	20	41	2	4	1	2
The school helps my child to have a healthy lifestyle	25	51	21	43	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	51	20	41	0	0	0	0
The school meets my child's particular needs	31	63	14	29	3	6	0	0
The school deals effectively with unacceptable behaviour	24	49	21	43	3	6	0	0
The school takes account of my suggestions and concerns	24	49	23	47	0	0	0	0
The school is led and managed effectively	30	61	18	37	0	0	0	0
Overall, I am happy with my child's experience at this school	33	67	14	29	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 June 2010

Dear Pupils

Inspection of Annesley Primary and Nursery School, Annesley Woodhouse, NG17 9BW

Thank you for the friendly way you welcomed us when we inspected your school recently. A special thank you goes to those who met with us to give us your views. You gave us lots of helpful information.

Your school gives you a satisfactory education. This means that there are some

- things it does well and some things it could do better. Your headteacher and the
- other staff have been working hard to improve the school and things are getting
- better. Your staff take good care of you. You told us you feel safe and this is one of the reasons why you enjoy school and attend regularly. We could see for ourselves that you behave well and you are keen to learn. Well done, and please keep it up because it is very important. Another reason why you enjoy school is that the teachers give you lots of interesting things to do in and out of lessons.

Your headteacher, staff and governors are keen for the school to improve, and we have asked them to do three things.

We want your teachers to ask you challenging questions to help you learn even more and to keep a close check on your understanding during lessons. When they mark your work we want them to make sure they give you enough information about how you can improve.

We want staff to check carefully how well they help you to understand how different communities get along in this country and around the world.

We have asked them to make sure that you learn about different cultures.

Please all help by continuing to do your best, read your teachers' comments carefully and concentrate on what they ask you to improve.

Best wishes

Keith Williams

Lead inspector

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