

Cantrell Primary School

Inspection report

Unique Reference Number	122413
Local Authority	Nottingham
Inspection number	340143
Inspection dates	18–19 November 2009
Reporting inspector	Doris Bell

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	465
Appropriate authority	The governing body
Chair	Mrs S Anthony
Headteacher	Mrs D Cranstone
Date of previous school inspection	9 July 2007
School address	Cantrell Road Bulwell Nottingham
Telephone number	0115 9155770
Fax number	0115 9155771
Email address	admin@cantrell.nottingham.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 30 lessons, and held meetings with governors, staff, pupils, parents and a local authority representative. They observed the school's work, and looked at a wide range of documentation including: teachers' planning, pupils' books, the school improvement plan, monitoring and evaluation records, assessment records, individual educational plans, minutes of meetings and the reports of the school improvement partner. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 45 parents' questionnaires.

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

- pupils' achievement in all age groups to determine whether teaching is good enough to accelerate their progress and raise standards
- pupils' understanding of how to keep themselves safe, fit and healthy, their contribution to the school and wider community, how well they think they are doing and how well prepared they are for the future
- whether leaders and managers are clear about what the school needs to do to improve, how well they support teaching and learning, and whether through this, the school can show it has the ability to improve
- procedures for safeguarding pupils.

Information about the school

This large primary school has its own breakfast club. A well above average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils eligible for free school meals is above average. The percentage of pupils from minority ethnic backgrounds, including those for whom English is an additional language, is average. The school's Early Years Foundation Stage consists of Nursery and Reception provision. Nursery children are accommodated in the school hall at present while the school awaits its new nursery building. The school holds a gold Healthy Schools Award, an Activemark, an Artsmark and an Inclusion Quality Mark.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required to accelerate pupils' achievement much more rapidly than at present, and to establish teaching and learning that are consistently at least good in Years 1 to 6.

Children get off to a good start in the Early Years Foundation Stage and they make good progress in Nursery and Reception. This represents good improvement since the previous inspection. In Years 1 to 6, staffing has stabilised this year and pupils' progress is beginning to improve, although not quickly enough. There has been an underlying pattern of significant underachievement in the school for several years but it is now being addressed. The first signs of improvement were evident in the unvalidated 2009 national tests, where attainment rose in English and more Year 6 pupils attained the higher levels in this subject and in mathematics than in previous years. Currently, pupils' learning and progress are satisfactory. Although pupils' attainment is low, current work in Year 6 shows limited improvement.

Leaders and managers are keen to improve the school. They have an accurate view of teaching and learning and of what the school needs to do to improve. However, they do not pursue areas for development rigorously enough from one evaluation to the next to ensure that improvement is taking place. In the past, senior leaders have been too generous in their evaluation of how well the school is doing from the monitoring they have undertaken. More recently, and with the disruption in staffing taking its toll, they have taken a more realistic view and involved the local authority in helping the school to improve. This is beginning to show benefits. Governance is satisfactory. Governors support the school well but their role in holding it to account for its outcomes and challenging it to do better, is under-developed.

Staff are responding positively to the intensive support they are receiving in English and mathematics and, consequently, pupils' progress is beginning to improve. It is nevertheless hindered by weaknesses in writing, the over-use of worksheets in some classes, and the lack of opportunities for pupils to undertake investigative work in mathematics or to become more independent in their learning.

Some good teaching was observed during the inspection but, overall, teaching is satisfactory. There is not enough good or better teaching throughout the school to accelerate pupils' progress at the rate needed to raise standards quickly, or to ensure

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

that pupils in the same year group make consistently good progress, whatever class they are in. Teachers do not always take enough account of what they learn from assessing pupils' work to plan what comes next. Consequently, their expectations of pupils are often too low or too high. The curriculum is satisfactory.

Despite the school's good efforts, attendance is below average, largely because a significant number of parents continue to take holidays during term time. Behaviour is satisfactory but, given their inadequate achievement and lack of independence, pupils are not adequately enough prepared for their future.

There has been good improvement in the provision for information and communication technology (ICT) since the previous inspection, and pupils now use ICT satisfactorily to aid their learning in different subjects. Overall, the school has demonstrated enough improvement in the key issues from the previous inspection and in pupils' progress since September, to show it has satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment and improve achievement, especially in English and mathematics, by:
 - improving pupils' spelling, punctuation and grammar, giving them more opportunities for extended writing, and reducing the use of worksheets that hinder writing at length
 - providing more opportunities for pupils to apply their mathematical knowledge and skills in practical, investigative work
 - giving pupils more opportunities to work independently and raising their aspirations of what they can achieve.
 - Ensure teaching is consistently good or better throughout the school by:
 - refining assessment systems and making better use of the information gained in planning lessons and in setting more challenging targets for pupils
 - raising teachers' expectations of what pupils in Years 1 to 6 should achieve and eliminating the differences between classes in the same year group
 - Make monitoring and evaluation rigorous at all levels, including by the governing body, to ensure that teaching and pupils' learning improve at a much faster pace than at present.

Outcomes for individuals and groups of pupils**4**

While progress is currently satisfactory in Key Stage 1, the school is not aiming high enough in its targets for the end of Year 2, given the above-average standards with which children have left the Early Years Foundation Stage in the past two years. Although more Year 6 pupils reached the higher levels in English and mathematics in 2009 than in previous years, more able pupils are not always sufficiently challenged by the work they are given to do in class. Pupils from minority ethnic groups, including

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

those for whom English is an additional language, make satisfactory progress, as do those with special educational needs and/or disabilities.

A good range of writing was seen in Year 6, demonstrating good progress in that year group since September, particularly in structuring writing to suit different audiences and purposes. Some of this is evident in other year groups, reflecting the school's priorities but, overall, spelling, grammar and punctuation are weak and progress varies too much between classes. The focus on calculation is sharpening pupils' mental ability in mathematics, but pupils do not have enough opportunities to use their mathematical skills in problem-solving activities.

Pupils' spiritual, moral, social and cultural development is satisfactory. They say they enjoy many of their lessons, and know their targets. They feel safe in school, confident that teachers listen to them and deal well with those pupils who misbehave. They have a good understanding of the importance of healthy eating and say they take 'lots of exercise', pointing in particular to the 'activate' sessions that take place every morning and afternoon, and the good range of sporting activities, which many attend during and after school. Pupils contribute satisfactorily to the school and local communities. They do not have many opportunities to show responsibility or take initiative but they willingly do so, for example, as school councillors and, more recently, as peer mediators. Their below-average attendance and underachievement in basic skills leave them insufficiently prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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

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	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Good teaching was observed in most year groups, but it is not sufficiently consistent to ensure the rapid progress pupils must make to raise attainment. Teachers' planning of work follows a common framework that embraces year groups on a weekly schedule, but it does not sufficiently take account of pupils' learning on a daily basis. Assessment information is not used effectively enough at classroom level to match work to pupils' different learning needs.

Lesson objectives are shared with pupils at the start of all lessons. Where teaching is effective, good subject knowledge, challenging questions and the use of subject vocabulary help learning. Stimulating presentations, role-play and practical work also engage pupils well in some lessons, for example, when Year 5 pupils questioned a pharaoh, and Year 1 pupils investigated shadows. Such good practice is not a regular feature of teaching and there are far too few opportunities for pupils to use and apply their skills in problem-solving activities, including in mathematics. Teaching assistants give good support to pupils with special educational needs and/or disabilities and, at these times, progress accelerates.

Computers are used well across a range of subjects, demonstrating good improvement in ICT since the previous inspection. A good range of extra-curricular sports and arts activities, visits and visitors enhances pupils' learning and personal development. Recent improvements in the planning for literacy and numeracy in lessons are helping to fill gaps in learning caused by the disruption in staffing. Emerging links between subjects are making learning more meaningful for the pupils but they are not yet fully established.

Relationships are good and teachers manage pupils' behaviour well in all classes. The majority of pupils and parents feel well supported and good links with partner institutions aid transition to secondary school. The recent initiative requiring staff to meet their class's previous teacher early in the new school year is raising staff awareness of the need for accurate assessments of pupils' learning to aid transition. The school keeps a watchful eye on its more vulnerable pupils. It identifies their needs early and works hard to get support for them. It does not provide clear enough guidance or targeted support for most pupils to develop independence in learning or raise their aspirations about how well they can achieve.

These are the grades for the quality of provision

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	
---	--

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

How effective are leadership and management?

Now that staffing has stabilised, teamwork is emerging among the staff, for example, in joint planning sessions. In some year groups, the physical distance between classrooms prevents staff supporting each other on a daily basis to make pupils' progress more even across different classes. Key subject leaders are starting to effect improvement in English and mathematics by, for example, adapting methods in teaching and learning. The school is not using target-setting sufficiently as a tool to raise attainment faster, despite recent improvements.

The school promotes equality of opportunity and community cohesion satisfactorily. It has a good understanding of the religious, ethnic and socio-economic characteristics of the school and local community, and fosters this well among the pupils. It does not give the same attention to developing pupils' awareness of the national and global dimensions of community. The school's partnership with parents, external agencies and other schools promote pupils' learning and well-being satisfactorily. Several parents praise the school highly for the help they receive, particularly when their children have special needs and/or disabilities. Safeguarding procedures, including those for child protection, are satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3

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

The effectiveness with which the school deploys resources to achieve value for money	4
---	----------

Early Years Foundation Stage

This is a strength of the school. Despite the constraints placed on the Nursery by its temporary accommodation, staff have successfully ensured children have stimulating activities that promote their learning well throughout the age group. Leadership and management are good. The joint leaders have a good understanding of the strengths and areas for development and staff support each other well. The good balance between adult-led and child-selected activities promotes children's learning effectively. It successfully develops their confidence and ability to work and play together, take turns, share equipment and help each other.

Children learn and develop well in this age group. Their progress is good in relation to their starting points, which are below those expected for their age. Staff are justifiably proud of the improvements in attainment over the past five years, and particularly of the above-average outcomes reached in the last two years. Good teaching and a stimulating learning environment support early literacy and numeracy well. At times, especially in the hall, resources are not made as accessible to the children as they might be. Children enjoy their learning, and adults observe their progress closely at all times. Assessment processes are clear and consistent, and the information is used effectively in planning the next steps in learning. Health and safety priorities restrict access to outdoor play at present but staff do their best in the circumstances and make the quality of provision good.

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 responded to the inspection questionnaire were pleased with the school's work and the efforts of the staff. Comments such as 'I am delighted with the support given' typify the comments made by parents with children who have special educational needs and/or disabilities. Several concerns were raised about leadership and management, the number of temporary staff and the way the school handles behaviour. Inspectors could understand parents' concerns, but found that the reason for so many temporary teachers was illness and maternity leave among the

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

regular staff, that the school worked hard to keep parents informed about the situation, and tried to ensure that it used only the most effective replacements. Inspectors found behaviour was satisfactory. The school's records and discussions with pupils indicate that there have been several occasions when the behaviour of a small number of pupils has affected learning for others, but inspectors judged that the school worked hard to minimise the effects and that it is led and managed satisfactorily. They also found that it seeks and, where possible, acts on the views of parents, and tries to address their concerns. Parents spoken to during the inspection were very positive about this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cantrell Primary 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	58	17	38	1	2	0	0
The school keeps my child safe	19	42	22	49	2	4	1	2
The school informs me about my child's progress	13	29	23	51	5	11	1	2
My child is making enough progress at this school	18	40	21	47	3	7	2	4
The teaching is good at this school	17	38	26	58	1	2	1	2
The school helps me to support my child's learning	15	33	25	56	3	7	1	2
The school helps my child to have a healthy lifestyle	19	42	19	42	5	11	2	4
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)	10	23	17	39	5	11	1	2
The school meets my child's particular needs	18	40	17	38	6	13	2	4
The school deals effectively with unacceptable behaviour	16	36	16	36	9	20	2	4
The school takes account of my suggestions and concerns	14	31	16	36	9	20	2	4
The school is led and managed effectively	14	31	19	42	9	20	2	4
Overall, I am happy with my child's experience at this school	22	49	14	31	3	5	2	4

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



20 November 2009

Dear Pupils

Inspection of Cantrell Primary School, Bulwell NG6 9HJ

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. It was good to see that you do enjoy school and that you know how important it is to eat healthily and take regular exercise. You get on well with all of the staff and you are right when you say that they look after you and make sure that any concerns you may have are dealt with. This keeps you safe in school and helps you to understand how to keep yourselves safe outside of school as well. We found that you get off to a good start and make good progress in Nursery and Reception.

Those who lead and manage your school do so satisfactorily. However, I am concerned that your progress has only been satisfactory since September, and I want the school to help you catch up rapidly on any learning you have missed. In particular to:

- help you make faster progress, particularly in English and mathematics, so that you reach higher levels by Year 6
- bring all teaching up to, at least, the same good standard seen in the best lessons by making sure all teachers use the evidence they have about how well you are doing to help you learn more quickly
- make sure that those who lead and manage the school use everything they know from the checks they make on teaching to ensure you are taught well at all times and in all classes.

You can all help by working hard, listening carefully to what you are told, and trying to find things out for yourselves. We hope you will like the improvements we have suggested and that you will do much better in the future.

Yours sincerely

Doris Bell

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.