

John Davies Primary and Nursery School

Inspection report

Unique Reference Number	122473
Local Authority	Nottinghamshire
Inspection number	340154
Inspection dates	8–9 February 2010
Reporting inspector	Richard Cheetham

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	323
Appropriate authority	The governing body
Chair	Mr Richard Geeves
Headteacher	Mr S P Bowler
Date of previous school inspection	1 November 2006
School address	Barker Street Huthwaite Sutton-in-Ashfield
Telephone number	01623 487 087
Fax number	01623 401 592
Email address	head@johndavies.notts.sch.uk

Age group	3–11
Inspection dates	8–9 February 2010
Inspection number	340154

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 2010

Introduction

This inspection was carried out by three additional inspectors who spent most of their time on activities related to pupils' learning. They observed all teachers teach at least once by visiting 16 lessons or part lessons. They held meetings with pupils, governors and staff. They observed the school's work, and looked at documents including those concerning curriculum planning, assessment of pupils' progress, the quality of teaching, and school management and governance. They analysed the questionnaires returned by 53 parents, 79 pupils and 28 staff.

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

- pupils' achievement in science
- the quality of teaching and curriculum, especially for gifted and talented pupils
- the effectiveness of governance.

Information about the school

The school is larger than average and serves an area of some economic deprivation. The proportion of pupils entitled to free school meals is above average. Nearly all pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is above average the majority having literacy difficulties. A group of pupils from a local infant school join the school each year at the beginning of Key Stage 2. The school has gained a number of awards including: Quality in Study Support, Basic Skills, Activemark, ICT Mark and Healthy Schools. The school provides a pupils' breakfast club.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has a good capacity for further improvement. It has several outstanding features such as including all pupils fully in all that it offers. It provides high quality support for pupils with special educational needs and/or disabilities and enables children in the Early Years Foundation Stage to make outstanding progress from low starting points. In Key Stage 1, standards have been rising over the last few years. That said, currently pupils' progress is mainly satisfactory although it is starting to accelerate, particularly in Year 2. This is because teaching is mostly satisfactory rather than good in Year 1. Teaching does not sufficiently build on pupils' previous progress when they transfer into Key Stage 1. Pupils make generally good progress in the rest of the school to reach above average standards by the time they leave. This is because the school tracks and analyses pupils' progress well and takes effective steps to help them improve. An example of this is the action to increase achievement in science by making the investigative work more enjoyable prompted by the school's good processes of self-evaluation. The school's excellent links with outside agencies have had a clear impact on the progress of vulnerable pupils and pupils with special educational needs and/or disabilities.

The school takes good care of all its pupils. A major thrust of its work in recent years has been to improve pupils' attitudes to school and learning. In this it has been conspicuously successful. As a consequence, pupils enjoy school, feel safe and become confident learners. The school's contribution to promoting stronger links with the community is satisfactory. Pupils have made an imaginative start in reaching out to the community through their survey of local views on how to improve facilities and counteract racism. However, this has yet to be built on.

Most lessons seen during the inspection featured good teaching and learning. Teaching is well organised and makes excellent use of additional staff to meet all pupils' needs well. In the few satisfactory lessons observed, not enough was asked of some more capable pupils. The school provides a good curriculum that has some innovative features that cater well for its gifted and talented pupils by giving them a greater range of opportunities to express themselves. Most aspects of pupils' spiritual, moral and social development are good, but provision for their cultural development does not give them a good understanding of cultures other than their own.

Leadership places a strong emphasis on delegated responsibility and team work to drive further improvement. The school improvement plan has the right priorities, but the longer term view of the school's development is not strong enough. Governors play a well-informed role in school life through regular contact and they challenge the school to do better. However, there is work to do in evaluating its effectiveness by applying

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

criteria more rigorously.

What does the school need to do to improve further?

- Improve pupils' achievement and standards in English and mathematics in Key Stage 1 by:
 - expecting more of high attaining pupils.
- Plan in more detail for the school to improve over more than one year by:
 - making better use of evaluative criteria to be even clearer about priorities
 - extending the school improvement plan timescale beyond one year.
- Improve community cohesion by:
 - implementing a clear, agreed action plan by the start of the summer term 2010 with measurable success criteria in order to check the impact of its actions on community improvement.

Outcomes for individuals and groups of pupils

2

With the exception of some pupils in Year 1, most make good progress towards their challenging targets. Attainment of pupils currently in Year 6 is above average in English and mathematics. This confirms the school is sustaining its trend of improvement and standards are rising. This is especially true of pupils with special educational needs and/or disabilities whose rate of progress sometimes outshines that of others. This is because their specific needs are diagnosed early and highly effective support is provided. Subsequent progress is monitored carefully and appropriate programmes of learning adapted to meet needs.

In the past year, the school has successfully improved pupils' achievement in writing by encouraging longer pieces of writing for different purposes and encouraging boys to write about subjects that interest them. The provision of more opportunities for investigative work and learning from first hand experiences is enabling pupils to gain greater enjoyment in science. School assessments indicate that standards are improving and are on course to be above average this year. One indication of the way the school enables particular groups of pupils to do well is that those who join from another school in Year 3 make similar progress to their peers and achieve as well by the time they leave. Another indication is that pupils taking free school meals make better progress than similar pupils nationally.

Relationships between staff and pupils are very positive and staff help most pupils achieve as well as they can. Pupils' views strongly support this. They say they are safe in school because there are trusted adults to turn to. They understand a good deal about healthy living and enjoy growing and eating their own food from the science garden. Most pupils behave well in lessons and around the school. They are good at helping a few pupils who sometimes find it hard to take part in lessons effectively. Pupils' attendance is now satisfactory and has improved due to actions such as sending text messages to notify parents promptly of non attendance and strongly discouraging

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

holidays in term time. More regular attendance coupled with above average literacy, numeracy and information and communication technology skills support the good development of workplace skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is characterised by clear learning objectives, good pace and high expectations. Most teachers use assessment information effectively to match learning tasks to pupils' abilities. Pupils have a good understanding of the targets they are to reach and this helps to enhance their rate of progress. While teachers' marking praises and encourages pupils in their efforts to do well, it does not always guide them well enough about the ways to reach their targets more quickly. Teachers make very effective use of information and communication technology to enliven learning. The partnership between teachers and other adults in class is highly effective in catering for most pupils' different learning needs. Sometimes teachers ask searching questions that deepen thinking, but occasionally they lead the lesson too strongly and do not give pupils enough chance to explain what they mean or explore new ideas more fully.

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 curriculum is broad, balanced and meets statutory requirements. Information and communication technology skills are applied very well across the curriculum which has a very positive impact on pupils' enjoyment and their personal development. Opportunities for first hand learning are promoted well through pupils' ready access to resources and outdoor learning experiences, including the science garden. The curriculum is enriched through a wide range of well attended sporting and special interest clubs, drama and music performances, offsite visits and links with other schools. These and other opportunities such as scripting, filming and directing DVDs and writing and editing the school brochure engage the interests and provide a greater challenge for gifted and talented pupils than at the previous inspection. The school's good care of its pupils is built on trusting relationships and backed up by clear lines of communication and guidance. The support, including partnerships with outside agencies, for vulnerable pupils and those who give signs of underachieving is detailed and extensive. With the exception of those between Early Years Foundation Stage and Year 1, other transition arrangements are good. Child protection measures and arrangements for health and safety are effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Leadership has secured good progress and above average levels of attainment because senior leaders share a common sense of purpose and direction. They have embedded actions to drive up standards and focus sharply on areas of weakness. They set good personal examples and are effectively discharging temporary additional responsibilities. They have maintained high staff morale and provide good quality support for their colleagues and those in other schools. This includes monitoring teaching quality and pupil progress and acting promptly to secure improvement. The leadership team makes a major contribution to the school's good capacity for further improvement. Governors carry out their responsibilities well. They gather their own information from surveys and regular contact with the school which informs their decisions. The school has fostered an effective partnership with parents over time by gradually building levels of trust and good communications. Parents' attendance at most school functions is good and improving. The school has built highly effective links with outside agencies to provide pupils in need with excellent levels of care. These links have an overall highly beneficial effect on pupils' attendance, academic progress and personal development. They also support pupils' equality of access to the school's curriculum. Together, the school's and

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

outside agencies' efforts result in the embedding of good basic skills, positive attitudes and overcoming barriers to learning. Although the school has made a good start in securing better community cohesion, it is too early to see the full impact of its efforts. The school gives good value for money because it focuses its resources well to secure incremental improvement in standards and achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is highly effective because staff share a common set of values, have excellent subject knowledge, a deep understanding of young children's learning needs and effective arrangements to meet them. Based on accurate assessments on entry to the Nursery, staff plan a lively programme of learning activities that are finely tuned to improve pupils' social and emotional development so that they gain confidence to try new experiences. Staff place emphasis on developing pupils' communication skills to give them wider access to learning inside and outside the classroom. This fosters curiosity, independence and a growing understanding of others' needs. Staff are good at directing learning where necessary, but are also skilled at standing back, allowing pupils to explore for themselves. They make timely interventions to extend or consolidate children's learning. Leadership has acted decisively to remedy previous weaknesses in Nursery. These now lie well behind the school and the leader's energy and focus helps to overcome what could be a shortcoming in the physical separation of the Nursery and Reception classes. By the time they leave Reception, pupils have made excellent progress from their low starting points across all the areas of

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

learning and reach the standards expected nationally.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents were very positive in their views of the school with very few concerns. One of these was that the school does not deal effectively with unacceptable behaviour but the inspection team could not find any evidence to support this concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Davies 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 277 Full Role and 46 in Nursery pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	60	21	40	0	0	0	0
The school keeps my child safe	39	74	13	24	1	2	0	0
The school informs me about my child's progress	33	62	21	38	0	0	0	0
My child is making enough progress at this school	28	53	23	43	2	4	0	0
The teaching is good at this school	38	72	14	26	1	2	0	0
The school helps me to support my child's learning	31	58	20	38	2	4	0	0
The school helps my child to have a healthy lifestyle	27	51	22	49	0	0	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)	26	49	22	41	2	4	0	0
The school meets my child's particular needs	33	62	19	36	1	2	0	0
The school deals effectively with unacceptable behaviour	28	54	20	38	4	8	0	0
The school takes account of my suggestions and concerns	24	45	24	45	0	0	0	0
The school is led and managed effectively	38	72	15	28	0	0	0	0
Overall, I am happy with my child's experience at this school	39	74	13	24	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 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.



10 February 2010

Dear Pupils

Inspection of John Davies Primary and Nursery School, Sutton-in-Ashfield, NG17 2LH

Thank you for being so welcoming to the inspectors when we visited your school recently. We listened carefully to what you had to say when we met with a group of you, chatted with you over lunch or spoke with you about your work.

This letter is to tell you what we found out. You go to a good school and are rightly proud of it because it helps you make good progress and reach standards that are above those of most schools. It does this by encouraging you to have confidence in yourselves, to try hard and believe that you can do even better. The staff help one another to teach you well and help you all to play a full part in the school. Your curriculum has some very good parts, such as when you make DVDs or learn skills in making television programmes. You feel safe in school because there are good arrangements for looking after you. Senior staff work together well to share their responsibilities for helping you. Some parts of the school are even better such as the excellent start pupils make in the Nursery and Reception classes or in the way people from outside the school help you to improve.

There are three things we have asked the school to improve.

Help pupils in Key Stage 1 make better progress and reach higher standards.

Plan in more detail for the school to improve over more than one year.

Use your survey with the local community to understand it better and help it to improve.

You can help by volunteering to become involved.

Yours sincerely

Richard Cheetham

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.