

Richard Bonington Primary and Nursery School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 122512 |
| Local Authority | Nottinghamshire |
| Inspection number | 340163 |
| Inspection dates | 17–18 June 2010 |
| Reporting inspector | Terry Elston |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 412 |
| Appropriate authority | The governing body |
| Chair | Kay Bond |
| Headteacher | Jackie Holden |
| Date of previous school inspection | 31 January 2007 |
| School address | Calverton Road Arnold Nottingham |
| Telephone number | 0115 956 0995 |
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Introduction

This inspection was carried out by four additional inspectors who observed all 15 teachers teaching a total of 16 lessons. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress and examples of their writing in all subjects. Inspectors also looked at information from questionnaires completed by pupils, staff and 179 parents and carers.

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

- progress in writing, and whether action taken by the leaders is improving attainment
- the consistency of good teaching and learning and whether teachers have sufficient guidance on how to improve their work
- how well the curriculum makes learning enjoyable and promotes good progress, particularly in literacy and numeracy.

Information about the school

This is a much larger than average primary school where the vast majority of pupils are from White British backgrounds and speak English as their main language. The proportion of pupils with special educational needs and/or disabilities, including those with statements of their special educational needs, is below average, as is the number known to be eligible for free school meals. The school has Healthy Schools status and the Activemark award. At the time of the inspection, the headteacher had been in post for seven weeks following 18 months when there was an acting headteacher.

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

The school provides a satisfactory education for its pupils. Pupils' achievements are satisfactory. They enjoy school, behave well and make satisfactory progress so that attainment is broadly average by Year 2 and Year 6. Their writing skills, however, lag behind those in reading and mathematics throughout the school. This is because expectations of the quality and quantity of their writing are not always high enough and they have too few opportunities to hone their writing skills in all subjects. Pupils concentrate well in lessons and try hard to improve their work. They have a good awareness of how to live healthy lives and explain clearly why they choose the healthy options at lunchtime.

The school is successful in promoting pupils' spiritual, moral, social and cultural development. Pupils reflect deeply on issues such as poverty in developing countries, and learn much about people in the world who are less fortunate than themselves, by raising funds for global and local charities. They take responsibility well for their school and community. They perform their duties as school councillors and playground buddies enthusiastically, and are currently providing valuable help in redeveloping the local play park.

While the overall quality of teaching and learning is satisfactory, it varies from adequate to outstanding. A strength in many lessons is the way teachers make a point of always valuing pupils' contributions in class, and this gives pupils the confidence to tackle difficult work. Teachers explain new concepts well, and ask probing questions to make pupils think carefully. In a minority of lessons, however, pupils' progress is slower because the learning expected of them is not made clear enough or the tasks do not meet the learning needs of the wide range of abilities in the class.

A wide range of popular clubs at lunchtime and after school enriches the curriculum and hones pupils' skills in areas such as sport and music. The school recognises the need to make the curriculum more interesting for pupils and make better links between subjects. Early signs are that the trials in Years 3 and 4 are working well, and are beginning to improve pupils' literacy and numeracy skills in all subjects.

Parents and carers are right to feel adults care for their children well. One parent, typical of many, commented, 'It is a happy and safe school where our children know they will be looked after and not be bullied.' Pupils feel safe, they know who to turn to if they have concerns, and all feel that the rules to encourage good behaviour are applied fairly.

Despite the absence of a substantive headteacher for five terms, the school has made satisfactory progress since the previous inspection. There are good systems to evaluate

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its effectiveness fuelled by detailed tracking of pupils' progress. The leaders work well as a team, and have a clear view of the school's strengths and weaknesses. The systems for evaluating the quality of teaching are in place, but have yet to achieve the school's ambition to provide consistently good learning in all classes. Therefore the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise standards in writing by:
 - expecting more of the quality and quantity of pupils' writing
 - providing more opportunities to write in all subjects.
- Establish consistently good learning in all classes by:
 - planning lessons to ensure that tasks are demanding yet achievable for all groups of pupils
 - ensuring that pupils are clear about what learning is expected by the end of the lesson
 - giving teachers the benefit of learning from the outstanding practice in school.
- Make the curriculum more interesting and raise standards in literacy and numeracy by making more effective links between subjects.
- 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**

Pupils' attainment by Year 2 is above average in reading, and average in writing and mathematics. In lessons, they made good progress in their reading. They enjoyed books, and developed their word-building skills well. In numeracy lessons, they calculated with reasonable accuracy and knew the characteristics of basic shapes. In literacy lessons, they produced some lively writing, and one group made good progress when making sentences using words such as 'hidden' and 'people'. Their writing in other subjects, however, was often of a lower standard and not as well presented. By Year 6, attainment is above average in reading and mathematics and average in writing and science. This prepares them satisfactorily for the next stage of their education. Pupils read confidently and fluently, and are developing a love of books. They are accurate in their mathematical calculations, and enjoy working out complex problems. In writing, progress is slower and few pupils write with confidence and fluency. They often find it hard to begin writing, and many lack stamina to write longer pieces of work. Attainment in writing fell in the 2009 national tests at both key stages and, while some improvements have been made in the teaching of writing skills, it remains the weakest subject.

Pupils with special educational needs and/or disabilities achieve satisfactorily. They persevere well with their work, and make good progress in reading because of the good

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teaching of word-building skills and effective support by knowledgeable teaching assistants.

Pupils are proud of their school and say how much they enjoy lessons. An exception for some pupils is writing, which they find boring. The vast majority attend regularly, and they arrive on time. They have a good sense of right and wrong, and are very good at considering the impact of their actions on others. They have a good knowledge of different faiths and cultures, and enjoy writing emails to their partner school in Goa.

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 | 3 |
| 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?

In many lessons, teachers make learning fun by giving pupils plenty of practical activities and opportunities to discuss their work with their 'talking partner'. Teachers show a good knowledge of subjects and explain new work clearly. However, there is a lack of consistency in the quality of teaching that explains the varying rates of progress between classes. For example, some excellent teaching was seen where teachers made it quite clear what learning was expected by the end, and revisited these goals throughout the lesson. These lessons were planned carefully to meet the needs of the

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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different abilities in the class, and all made rapid progress. No inadequate teaching was seen, but in the less successful lessons, the learning goals were too vague, or the work set was too easy for the more able pupils and too hard for the less able.

The teachers make detailed assessment of pupils' progress, and mostly use these well to plan future work. They mark pupils' books diligently, and provide helpful comments to help them improve.

The school is beginning to develop a curriculum that links subjects together in order to make learning more interesting and improve pupils' literacy and numeracy skills. This is still at an early stage, however, and in most classes subjects such as history, geography and religious education are taught separately with few opportunities for pupils to write at length or practise their number skills. The well planned personal, social and health education provision ensures that pupils gain a deep awareness of health and safety issues and learn the importance of understanding other's feelings. A wide range of visits and visitors and exciting links with other schools in this country and further afield enrich the curriculum and help to make topics come to life. The many extra-curricular clubs are popular, and help pupils develop their skills in sport and the creative arts.

Parents are right to feel the school cares for their children well. They appreciate the way staff know their children so well, and are always there if any individual needs support. Pupils whose circumstances make them vulnerable benefit from sensitive support, both from the school and from outside professionals, and flourish as a result. The school has extensive systems to help new pupils settle in. As one parent commented, 'The staff put one hundred percent into helping my child fit in and boost both his confidence and attainment levels.'

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 | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The new headteacher has quickly gained a grasp of the school's strengths and weaknesses and is highly regarded by parents and carers, staff and pupils. Despite recent disruptions to the leadership team, the school's targets are ambitious, and staff show a determination to make further improvements. The leadership team is successful in its aim to promote equal opportunity for all pupils and eliminate any form of discrimination. Racism is unheard of. The school runs smoothly, and safeguarding systems are robust. The leaders have forged strong links with parents and the community that add much to the promotion of community cohesion. Good links with

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contrasting schools in the United Kingdom and overseas, together with good provision in the curriculum for learning about the lives other people in the world, give pupils a thorough awareness of different faiths, cultures and social backgrounds.

The leaders have developed effective systems to track pupils' progress and identify those who are falling behind. Action to support these pupils is mostly effective, and recent improvements in writing and mathematics are testimony to the rigour of these systems. Improvements in the curriculum and in the quality of teaching and learning have been slower over the last two years, and the leaders are right to see these as main areas for development.

The school has developed good partnerships with local schools and sporting organisations. These add much to the provision for areas such as competitive sport, music and information and communication technology.

Governors are knowledgeable and support the school enthusiastically. They work closely with the leaders to monitor the school's safeguarding systems, and these are robust. Many of the governors are new to the school, however, and not all have a sufficiently clear view of the main priorities for improvement to fully hold the leaders to account.

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 | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The provision is good, and valued highly by parents. Children enter the school with skills typical of their ages apart from their speaking listening skills that are relatively weak. They make good progress and do particularly well in their language, number and social skills. Children's progress is recorded carefully and supplemented by useful photographic

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evidence. These assessments, however, are not always used well enough when children move from the Nursery to Reception to give staff a clear picture of their levels of attainment.

The comprehensive induction procedures, good links with parents and thorough attention to children's welfare mean that children settle quickly to school routines and feel safe. The good teaching, with a strong emphasis on developing children's language and numeracy skills, ensures that children learn quickly. Activities are mostly planned well for the different abilities in the class, although occasionally the most able children are not challenged sufficiently. The staff make excellent use of the forest area where children learn to take calculated risks. They delight in making dens and see-saws from logs and using their creative talents in the mud. The classroom and outdoor areas are bright and stimulating, and children choose confidently from the wide range of activities provided.

Children behave well and soon learn the rules and expectations that prepare them well for the future. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved.

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

The views of parents and carers are very positive. The vast majority appreciate the way their children enjoy school, feel safe and learn how to live healthy lives. They feel well-informed about their children's progress and always feel welcome in school. Nearly all believe their children are making sufficient progress. Inspectors agree with the views of parents and carers on these issues. A small minority feel that the school does not deal with unacceptable behaviour well, but inspectors found no evidence of this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Richard Bonington 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 179 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 91 | 51 | 83 | 46 | 5 | 3 | 0 | 0 |
| The school keeps my child safe | 104 | 58 | 71 | 40 | 3 | 2 | 0 | 0 |
| The school informs me about my child's progress | 70 | 39 | 98 | 55 | 7 | 4 | 2 | 1 |
| My child is making enough progress at this school | 84 | 47 | 83 | 46 | 8 | 4 | 1 | 1 |
| The teaching is good at this school | 92 | 51 | 81 | 45 | 3 | 2 | 1 | 1 |
| The school helps me to support my child's learning | 81 | 45 | 88 | 49 | 7 | 4 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 88 | 49 | 84 | 47 | 3 | 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) | 72 | 40 | 90 | 50 | 4 | 2 | 0 | 0 |
| The school meets my child's particular needs | 77 | 43 | 90 | 50 | 7 | 4 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 70 | 39 | 86 | 48 | 18 | 10 | 1 | 1 |
| The school takes account of my suggestions and concerns | 64 | 36 | 100 | 56 | 8 | 4 | 1 | 1 |
| The school is led and managed effectively | 79 | 44 | 87 | 49 | 6 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 95 | 53 | 78 | 44 | 4 | 2 | 1 | 1 |

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.



21 June 2010

Dear Pupils

Inspection of Richard Bonington Primary and Nursery School, Nottingham, NG5 8FQ

Thank you for making the inspectors so welcome when we came to your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. The many of you who were kind enough to speak to us showed how proud you are of your school. Your school is satisfactory, which means while some things are good, others could be even better.

What we found out about your school

You work hard and make satisfactory progress. You behave well, and this helps to make school a happy place. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people who are not as fortunate as you. Your headteacher and other leaders help to run the school smoothly. You work hard at the activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe. The school makes sure your parents and carers know how well you are working.

We would now like the school to:

- help you make faster progress in your writing - you can help by always doing your best writing in every subject
- give teachers more advice on how to teach even better, so that all lessons are as good as the best ones
- link subjects together more so you can practise your reading, writing and number skills more often.

We wish you well for the future.

Yours sincerely

Terry Elston

Lead inspector.

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