

# Radcliffe-On-Trent Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122669
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340189
<b>Inspection dates</b>	29–30 April 2010
<b>Reporting inspector</b>	Steven Hill

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Wilkinson
<b>Headteacher</b>	Julie Rischer
<b>Date of previous school inspection</b>	16 February 2007
<b>School address</b>	Bingham Road Radcliffe-on-Trent Nottingham
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## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons or parts of lessons were observed, taught by 10 different teachers. Meetings were held with governors, pupils and members of staff. Inspectors observed the school's work, and looked at a range of documentation, particularly that related to safeguarding pupils, and assessing and recording pupils' progress. Questionnaires from staff and from 111 parents were analysed.

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

- how well pupils are making progress at Key Stage 1, particularly in mathematics
- the extent to which pupils learn about cultures and communities beyond the immediate locality
- to what extent the role of subject leaders, in improving provision, has increased since the last inspection.

## Information about the school

This is an above-average sized infant school situated in a large suburban village. The very large majority of pupils are from White British backgrounds, with the rest from a range of different minority ethnic heritages. Only a few pupils have a mother tongue other than English, with none at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average, although the range of such needs is wide. Most older children in the Early Years Foundation Stage are taught full-time in one of two Reception classes, with the rest in a class shared with Year 1 pupils. Younger children in the Early Years Foundation Stage attend part-time in the Nursery. There has been considerable turbulence in staffing in the last year, with a number of staff who teach in the Early Years Foundation Stage, including the key stage leader, temporarily absent at the time of the inspection. A new headteacher took up post in September 2009.

**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

The school's good quality of education ensures that it is a happy, harmonious community where all groups of pupils achieve well. As a result, standards are significantly above average by the end of Year 2. Boys and girls from different backgrounds all get on well together. Children get off to a good start in the Early Years Foundation Stage, generally attaining standards that are above those expected by the end of Reception. After a dip in standards at the end of Key Stage 1 a few years ago, attainment rose in 2009 and has improved further this year.

A key to recent gains is that consistently good teaching is enhanced by much improved assessment systems. Staff have worked hard, under the strong leadership of the headteacher, to put in place better tracking procedures that give a clear picture of pupils' progress across the year. As a result, teachers are able to match work more closely to the needs of individuals and groups, and generally do so well. Occasionally, however, the match of work to all groups is not tight enough, particularly for higher attainers. Assessments give leaders a clear picture of standards in each class. Subject leaders now take a full part in helping their colleagues improve provision and so raise standards, greatly helped by this improved data. For example, a shortfall in mathematics standards compared to English is being addressed successfully. However, the system does not show easily how well individuals or groups of pupils have progressed from year to year.

Pupils greatly enjoy school. Their own positive attitudes and good behaviour support their successful academic achievements. Good systems of pastoral care mean they feel safe and happy in school. They enjoy lessons because of a varied and interesting curriculum which makes good use of practical activities and visits out. Subjects are linked together well to make learning more meaningful and interesting to pupils. Teachers maintain a good pace in lessons and use a variety of strategies to involve everyone. Good relationships and high expectations underpin pupils' good progress and enjoyment. Frequent use of discussion results in pupils' very good collaborative skills.

Most aspects of leadership and management are good, resulting in improved provision and outcomes. In particular, good teamwork by all staff means that they share a common vision and are raising standards. A notable strength has been the maintenance of good progress and a happy environment in the younger classes, despite the many recent staff changes. The school's self-assessment is good and has accurately identified appropriate issues for improvement. A focus on raising attendance has been successful, and it is now above average. Progress is improving. These gains illustrate that the capacity to improve further is good. For example, the school has prioritised developments in how it promotes community cohesion, which is currently satisfactory

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overall. Whilst very strong in the school and the local area, the links with communities in the wider United Kingdom and abroad are only just being established. Good plans are in place to address this issue.

**What does the school need to do to improve further?**

- Improve assessments systems and their use by:
  - ensuring that work is more consistently matched to different pupils' needs, especially for higher attainers
  - developing systems that give a clearer overview of the progress of pupils and groups from year to year
  - making sure that marking in pupils' books helps them to see more clearly how they can improve in the future.
- Improve the promotion of community cohesion by developing the links which are planned with communities in contrasting areas of the United Kingdom and abroad.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well throughout the school. They do particularly well in the Nursery, and they build on this start across the school. After a blip a couple of years ago, standards are now securely above average at the end of the school. Attainment is particularly good in writing by the end of Year 2. A relative weakness in mathematics is being successfully addressed and progress has improved. For example, in a lesson observed in Year 1, pupils made good progress when working at different levels of difficulty with multiplication tables. They concentrated well, and the adults' continual monitoring of progress ensured that if any went astray they were quickly given extra help. Pupils with special educational needs and/or disabilities do well in the light of their starting points. Almost all pupils are on track to reach the expected standards by the end of the current Year 2, with an above average proportion already exceeding them.

Pupils' good personal development strongly supports their academic progress. They work hard, and behave well in lessons and around the school. The few pupils who struggle with their behaviour are given very effective help, and improve notably, settling well into school routines and not detracting from their classmates' progress. Pupils greatly enjoy school and a group of Year 2 pupils agreed that this was because '...the teachers are kind to us'. They have a good understanding of a balanced diet, know how to keep themselves healthy and safe, and are enthusiastic about a variety of exercise, as was seen by their energetic participation in a range of physical education lessons. Pupils' social and moral understanding is a strength. This was exemplified by an outstanding lesson in which Year 2 pupils discussed the General Election before working in teams to prepare their own 'manifesto' to improve the country. They responded very positively to their teacher's high expectations, showing excellent collaborative skills, respect for each other's views and sensitive concern for other people and the environment. Good use is made of the pupils' own cultural backgrounds to extend their understanding. Their good

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social skills, positive attitudes and good basic skills prepare them well for the future, in school and beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is good with some satisfactory and outstanding lessons taught. Lessons are orderly and productive because routines are well established. Adults have very positive relationships with pupils, who consequently try hard to meet their high expectations of work and behaviour. Teachers make increasingly good use of the improved tracking of pupils' progress to match work to their needs, although sometimes this is not as tight as it might be for different groups. Skilled teaching assistants make a good contribution to learning, particularly in supporting those who have special educational needs and/or disabilities. They monitor their progress, help them to focus and provide good emotional and academic support, ensuring that they keep up with the pace of the lesson. Teachers and support staff are good at monitoring how everyone is doing during the lesson, and stepping in if anyone needs help. They also challenge pupils to extend their learning and improve their work. Teachers mark pupils' work conscientiously but, as the headteacher

<sup>1</sup> 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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has identified, too seldom provide clear pointers to help pupils improve their work next time.

An interesting and varied curriculum adds to pupils' learning and enjoyment. They greatly enjoy trips out, as was seen in an excellent science lesson when pupils in Year 1 drew on their experiences from a trip to a local park to discuss their ideas about habitats. They were galvanised by the teacher's lively and imaginative presentation, making excellent progress in their speaking, listening and social skills, as well as their scientific understanding. A good range of extra-curricular clubs also contributes to both enjoyment and learning.

Strong pastoral care underpins the many strengths in personal development. Pupils are given constant and consistent pointers to good behaviour and attitudes in class, and these are reinforced in assemblies and day-to-day interactions around school. Pupils are successfully encouraged to consider the needs of others. Attendance has been improved through a variety of rewards and encouragements.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

A clear educational direction is set by the headteacher, and staff are united in working collaboratively to implement initiatives, such as the new tracking system. This is helping improve provision and raise achievement. Teaching and learning are monitored well, and staff are given clear feedback to help them improve. Subject leaders have greatly improved their role since the last inspection, and play a full part in supporting colleagues, identifying school-wide issues, and implementing plans to address them. Governors offer good support and challenge, based on secure systems to keep them fully informed about the school's work. They have contributed well to the good procedures to keep pupils safe, and join with staff in conscientiously evaluating and improving systems.

Systems to keep parents informed have greatly improved since the last inspection, although some parents would like more information about their children's progress, particularly in the Nursery. Equal opportunities are promoted well, helped by a careful analysis of results. This led to the clubs to develop girls' self-confidence in mathematics, and to promote boys' enthusiasm for reading and shows the school's commitment to eradicating discrimination. Good links are made with the nearby junior and secondary schools to develop teachers' practice and to extend the range of facilities available to

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pupils. The good links with a range of outside agencies make a particularly strong contribution to the learning and personal development of pupils with special educational needs and/or disabilities. The school is a very cohesive and harmonious community, with strong links to the village, but promoting community cohesion further afield is at a relatively early stage of development.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children settle happily into the setting, making good relationships with adults and each other. They enjoy learning and join in activities with enthusiasm. Welfare arrangements are good, and help ensure that children feel safe and happy in school. Children make good progress from relatively high standards on entry. They do particularly well in Nursery, and several reach the expected standards for the end of the Early Years Foundation Stage by the time they enter Reception. They continue to make good progress in Reception, reaching above-average standards by the time they go to Year 1. Adults provide a variety of interesting activities both indoors and out that engage children's enthusiasm. A good balance is drawn between activities directed by adults and those chosen by children for themselves. Teamwork between adults is good, and they assess children's progress systematically. Teachers use this information to plan the next activities for children, although the challenge for higher attaining children is not always consistent. The setting has been well managed, and hard work by the adults has maintained good provision and outcomes, despite many staffing changes this year.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents are extremely positive about the school. They particularly appreciate that their children are safe and happy in school, and are very positive about the quality of teaching. A good number also wrote to praise improvements that have been made under the leadership of the new headteacher. A few parents expressed concern about how they are informed of their children's progress, particularly in Nursery, where there are not parents' evenings as there are in the rest of the school. The headteacher is currently considering how this can be addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Radcliffe-On-Trent Infant 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	69	33	30	1	1	0	0
The school keeps my child safe	76	69	32	29	2	2	0	0
The school informs me about my child's progress	34	31	63	57	9	8	0	0
My child is making enough progress at this school	53	48	49	45	5	5	0	0
The teaching is good at this school	54	49	53	48	0	0	0	0
The school helps me to support my child's learning	43	39	52	47	8	7	0	0
The school helps my child to have a healthy lifestyle	54	49	53	48	1	1	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)	46	42	39	35	3	3	0	0
The school meets my child's particular needs	47	43	54	49	3	3	0	0
The school deals effectively with unacceptable behaviour	37	34	57	52	4	4	0	0
The school takes account of my suggestions and concerns	45	41	54	49	5	5	0	0
The school is led and managed effectively	51	46	50	45	1	1	0	0
Overall, I am happy with my child's experience at this school	63	57	45	41	1	1	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 May 2010

Dear Pupils,

Inspection of Radcliffe-On-Trent Infant and Nursery School, Nottingham, NG12 2FU

Thank you for all your help and your friendly welcome when we visited your school. We enjoyed talking to you and watching you at work in lessons. This is what we found out.

You go to a good school, and are making good progress because your teachers are good at helping you to learn. You enjoy learning, and this is because you have lots of interesting things to do. I know that you particularly like the trips outside school to visit interesting places.

We were impressed by your good behaviour and by how well you all get on together. You help make the school a friendly and safe place to be. You have started to learn about different people in different parts of the world, and we have agreed with the adults that they are going to concentrate on helping you learn even more about this.

The adults are good at looking after you and, this year, they have made better systems to keep an eye on how well you are making progress. They are using this information to help you learn more. We have asked that the school carries on improving this process, so that you always get work that is just right for you, and by telling you more clearly how to improve your work.

You can help by keeping up your good behaviour and hard work, and especially by taking notice of what teachers write in your books.

We hope that you carry on enjoying your time at school.

Yours sincerely

Steven Hill

Lead inspector

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