

# Rufford Primary and Nursery School

Hoewood Road, Bulwell, NG6 8LE

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The determined headteacher, well-supported by the senior leadership team and the governing body, has made significant improvements in teaching and achievement across the school since the previous inspection.
- The quality of teaching is good and is improving. This is raising pupils' achievement further.
- Pupils' achievement is good. Their attainment in reading, writing and mathematics at the end of Year 6 is in line with national averages. This represents good progress from pupils' starting points.
- Provision in the early years is good. Imaginative and well-planned activities enable children to achieve well in a stimulating environment.
- Systems used by senior and subject leaders to check the quality of teaching are rigorous. Teachers know what they do well and effective training helps them to improve further.
- The school takes effective steps to promote pupils' spiritual, moral, social and cultural development. These help all pupils to develop the skills and personal qualities needed to work with others in the school and the community.
- Pupils behave well in lessons and around the school. They feel very safe at school and enjoy the many different activities that are planned for them.
- Pupils arrive punctually and quickly settle into their lessons. Attendance has improved and is above average.

### It is not yet an outstanding school because

- Sometimes, teachers do not check pupils' progress regularly enough. This means they do not always ensure that planned tasks are as challenging as they could be.
- In some cases, the quality of teachers' feedback to pupils is not clear enough so that it does not lead to improvements.

## Information about this inspection

- The inspectors observed learning across the school in 19 sessions. Some of this was jointly observed with the headteacher or deputy headteacher.
- Discussions were held with senior leaders, the English and mathematics subject leaders, other leaders, pupils and governors. The lead inspector had a telephone discussion with a representative of the local authority.
- The inspectors observed pupils' work, looked at their exercise books, listened to them read and observed them in an assembly.
- A range of documentation was examined, including the school's analysis of how well it is doing, information on pupils' progress, documents related to safeguarding, and key reports and policies. Documentation relating to the care of disabled pupils and those who have special educational needs was also reviewed.
- Inspectors reviewed the school's system to check teachers' performance.
- The inspectors talked with parents at the start of the school day and took account of the 13 responses to the on-line parental questionnaire (Parent View). They also analysed 25 questionnaires completed by staff.

## Inspection team

Andrew Stafford, Lead inspector	Additional Inspector
Shaheen Hussain	Additional Inspector
Sarah Chadwick	Additional Inspector

## Full report

### Information about this school

- Rufford Primary and Nursery school is larger than the average-sized primary school. There are two classes in each age group, and separate provision in the Nursery and Reception. Reception children all attend on a full-time basis. In the Nursery, attendance is part-time.
- The large majority of pupils are White British, with a proportion of pupils from a range of ethnic backgrounds. An increasing number are at an early stage of learning English in the younger age groups, but the proportion is below average.
- Many more pupils than seen nationally join partway through their primary school education.
- The proportion of disabled pupils and those who have special educational needs is above average. A very small number of pupils have an education, health and care plan.
- The proportion of pupils for whom the school receives the pupil premium (the additional funding allocated by the government for pupils known to be eligible for free school meals) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works with Challenge Partners, the Transform Teaching Alliance and the Nottingham Learning Trust to improve teaching and raise pupils' achievement.
- In September 2013, the governors appointed a new deputy headteacher. In September 2014, they appointed a new assistant headteacher and a leader for lower Key Stage 2. They have appointed two newly qualified teachers, one in November 2014, the other in January 2015.
- The school has undergone extensive building work during the last year.
- There is a before school breakfast club managed by the governing body which formed part of the inspection.

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

- Improve the quality of teaching to outstanding, by:
  - checking pupils' progress more regularly and using these checks to set appropriately challenging tasks
  - making sure that teachers' marking always leads to prompt improvements in pupils' work.

## Inspection judgements

### The leadership and management are good

- The headteacher is a determined leader whose own ambition for the pupils is shared by the whole school community. She, along with senior leaders and governors, has high expectations of all staff and pupils. This is the major reason why teaching, behaviour and achievement are good and the school is flourishing.
- Phase leaders and subject leaders regularly observe teaching and scrutinise pupils' exercise books. This is effective in identifying what needs to improve. They give teachers helpful targets for improvement and check that they have been achieved. Newly qualified teachers, and those in the early stages of their career, are well-supported. This has brought about significant improvements in the quality of teaching.
- Staff appraisal, salary progression and a very extensive programme of training are all used explicitly to address aspects of pupils' progress. This is helping to improve the quality of teaching and pupils' achievement.
- The new curriculum has been developed following an analysis of pupils' needs and it has been appropriately combined with national requirements. The key aspects of knowledge, skills and understanding required for each year group, in each subject, have been clearly identified. A good range of extra-curricular activities, educational visits and visitors to the school enrich pupils' learning.
- The emphasis given to supporting pupils' spiritual, moral, social and cultural development enables them to confidently discuss and understand their feelings and explore and resolve any possible areas of conflict. British values, such as tolerance and the understanding of cultures different to their own, are being promoted effectively, and pupils are well-prepared for life in modern Britain. The school ensures that there is no discrimination and promotes equality of opportunity very well.
- The school uses the additional funding for sport effectively to improve teachers' and pupils' skills and confidence, for example in gymnastics, dance and basketball. Staff are now more confident in teaching these sports and the quality of teaching has improved. Pupils speak confidently about the skills that they have learnt.
- The school's buildings have been extended and refurbished during last year and this has led to the learning environment being considerably improved, especially for children in the early years. Senior leaders have coped with the disruption very well and have not been diverted from raising pupils' achievement and improving the quality of teaching.
- The school works closely with parents. It communicates effectively through newsletters and the school website. Activities such as curriculum evenings and invitations to parents to attend the school's regular assemblies help keep parents well-informed about their children's learning. Parents have very positive views about the school.
- Since the previous inspection, the local authority has provided appropriate levels of support to the school, recognising its improvements. The deputy headteacher, and assistant headteacher, are also using their expertise to improve provision and assessment within the school. The school has worked with Challenge Partners, the Transform Teaching Alliance and the Nottingham Learning Trust to improve teaching and raise pupils' achievement. The governors confirm that this work has strengthened the leadership of the school and has helped to improve its performance.
- The school's child protection and safeguarding systems are very thorough and fully meet statutory requirements. The local authority recognises the school's systems are an example of best practice and the headteacher delivers safeguarding training to staff in the school, and in other local schools.
- The school identifies areas for improvement accurately in strong development plans. However, leaders do not always ensure that teachers' use assessment well enough to set appropriately challenging work, or

that marking and feedback are always sharp enough, or that pupils act on the advice they receive to improve their work.

#### ■ **The governance of the school:**

- Governors are very knowledgeable and ambitious for pupils' progress and for the quality of teaching and learning. They know the school's strengths and areas for improvement well and understand how the school is implementing the new curriculum. They have a clear plan to review and update school policies. They hold the headteacher to account by thoroughly reviewing reports and asking searching questions about the quality of teaching and the progress of different groups of pupils. Governors carefully monitor all aspects of the school's work through their effective links with staff and this enables them to help oversee the school improvement plan. They monitor the use and impact of the pupil premium and additional sports funding closely to make sure it is helping to improve pupils' progress. Governors keep themselves up to date by attending training relevant to their roles. They ensure that the systems for managing the performance of staff are rigorous and that they link closely to the Teachers' Standards. They receive information about teachers' performance which they use to make decisions about salary progression. Governors scrutinise financial information to make well-informed and judicious decisions about spending.

### **The behaviour and safety of pupils** are good

#### **Behaviour**

- The behaviour of pupils is good. Pupils are welcoming, polite and respectful to each other and adults. Most pupils behave well in lessons, during breaks and at lunchtime. Pupils say that behaviour in the school is good, and that they get on well together.
- Most pupils have positive attitudes to learning in a range of subjects, classes and with different adults. They come to school with good attitudes to learning. Pupils know the expectations for good behaviour very well and settle promptly to their work in lessons. They are eager and ready to learn quickly.
- Teachers and other adults use behaviour management strategies very effectively. The vast majority of pupils respond to teachers' instructions quickly, so no learning time is wasted. There have been few fixed-term and no permanent exclusions since the last inspection.
- Staff and parents agree that behaviour in the school is good, and is a major reason why parents elect to send their children to the school.
- Pupils are very aware of the need to help each other to learn through the comments they give to classmates about how well each are doing. This helps the school provide a calm and supportive environment for learning in all classes.
- Attendance has improved, as a result of the school's rigorous work with parents. It is now above average. Pupils arrive punctually at school.
- Pupils are proud of their school and act as good ambassadors with visitors. They present their work neatly and are well-dressed in their school uniform. Pupils enjoy taking responsibilities, for example as 'Servers' who serve younger children in the dining hall at lunchtimes. They take great care of the school building and its surroundings.
- A very small minority of pupils are not always as attentive as their classmates when the teaching does not challenge them sufficiently. Although they do not interrupt the learning of others, this slight inattentiveness sometimes hampers their progress.

#### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe. They have a good understanding of how to stay safe in a range of situations, including when using the internet.

- Pupils have a good awareness of different forms of bullying, including cyber-bullying and homophobic bullying. They say that bullying is very rare in the school and is not tolerated. If and when it happens, it is dealt with swiftly and effectively.
- The school's arrangements for keeping pupils safe are very thorough. Leaders carefully review the risks that pupils may encounter on the school site, and during visits to other places, and take appropriate action when necessary.
- The child protection policy is reviewed annually and staff attend child protection training regularly. This contributes to ensuring that all pupils are kept safe.
- All parents who responded to the on-line Parent View, and the school's most recent parental survey, and those who spoke to inspectors, agree that pupils are safe in school.

### **The quality of teaching**

**is good**

- Teaching has improved since the previous inspection. Pupils enjoy their learning because teachers provide interesting activities. These stimulate pupils' imagination and their love of learning. Teachers are enthusiastic and have high expectations. They also have good subject knowledge.
- Most teachers observe and question pupils skilfully during lessons to extend their thinking and deepen their understanding and knowledge.
- Evidence in pupils' books and from the teaching observed shows that literacy and numeracy skills are taught well and reinforced by being incorporated into a range of other subjects. This helps pupils apply and refine their skills and helps raise their achievement.
- The teaching of phonics (letters and the sounds that they make) occurs through a range of activities and is rapidly improving in the school. Improvements in the teaching of reading this year have promoted children's early reading skills very well. Pupils enjoy reading across the school. By the time they reach Year 2, pupils, including disadvantaged pupils, those who come from ethnic minorities and those who are learning to speak English, are sufficiently competent in their reading. Teachers throughout the school are setting short-term targets for improvement. This more structured approach is moving pupils forward so that they use their skills to research new information, which supports their subsequent learning.
- Teachers ensure that relationships between adults and pupils, and between the pupils themselves, are very good and lead to productive learning. Classrooms are attractive and well-organised. Pupils' books show that teachers encourage pupils to take a pride in the presentation of their work.
- The interesting writing activities teachers devise encourage pupils to write regularly and at length and have improved pupils' skills this year. Pupils stated very clearly how much they enjoyed their writing. Good writing is modelled well by teachers and pupils are given additional resources to help them when needed.
- Teachers encourage pupils to use the correct mathematical vocabulary and this has meant that the great majority of pupils make consistently good progress during lessons. Year 5 pupils were able to quickly plot coordinates because they were given a clear explanation of the strategies required.
- Additional adults are deployed well. Teaching assistants have a good understanding of pupils' needs and provide a good level of support and challenge. This is particularly true when they support those who are disabled or who have special educational needs.
- The teaching of disadvantaged pupils is good. The school uses the extra funding to increase staffing, to train staff, and to provide additional resources. Teachers have made good use of these resources to help these pupils catch up with, and in several cases overtake, their classmates.
- Pupils joining the school late, or at other than the usual times, are given extra support to help them settle quickly into school routines and take a full part in class activities.
- Homework, linked to the work pupils complete in school, is set and marked regularly. Year 6 pupils are

especially proud of working on topics across 'Creative Homework' and being able to choose to develop new skills.

- Pupils of all abilities, including the most able, are usually interested and engaged by the activities they are given and, consequently, most make good progress. However, in some classes teachers do not always check pupils' progress effectively. Consequently, when planning tasks, insufficient notice is taken of pupils' previous learning. As a result, tasks are sometimes either too easy or too hard for individual pupils and when this happens they do not make the same rapid progress as their classmates.
- Teachers consistently suggest next steps for learning in their feedback to pupils. However, this feedback is not always specific or detailed enough to help pupils make further progress. Pupils do not always respond to their teachers' feedback to improve their learning, which also limits their progress in a few cases.

### **The achievement of pupils is good**

- Pupils' achievement is good. Their attainment by the end of Year 6 is in line with the national averages in writing and mathematics, which represents good progress from their starting points. Pupils' progress, and especially for boys, accelerates as they move through the school, and they become more proficient in their language skills. In 2014, the proportions of pupils making rapid progress in reading, and mathematics were all in line with the national averages in these subjects, and above the national average in writing. Since the previous inspection pupils' progress has improved in all year groups as the quality of teaching has improved. By the time pupils leave they are well-prepared for secondary school.
- As a result of the school's successful recent focus on phonics, pupils' reading is now quickly improving. The results from the 2014, Year 1 phonic screening check were below the national average. However, this represents good progress from their low starting points on entry to school.
- The school encourages pupils to read widely and often, and since September 2014, each class starts the day with a reading session of 30 minutes. Pupils told inspectors they enjoy reading. The recent emphasis on reading has led to pupils reading a wider range of books and developing preferences for books written by different authors.
- Pupils' achievement in writing is good. They are helped by the way the school encourages them to write regularly, and at length, in other subjects. Year 4 pupils, for example, wrote lively play scripts based on the story 'James and the Giant Peach'. They used adjectives and adverbs well to write effective stage directions.
- The achievement of disabled pupils and those who have special educational needs is good. Early identification of their needs, and increasingly effective support and guidance from teachers and teaching assistants, make sure that these pupils make good progress from their starting points and achieve well.
- Pupils who speak English as an additional language, (including those at an early stage of learning English), those from different minority ethnic groups, and recent arrivals in the school, achieve well. Teachers and teaching assistants make sure that these pupils are well-prepared for lessons and are familiar with the vocabulary they are likely to encounter.
- The most-able pupils increasingly achieve well. The school provides valuable opportunities for these pupils to extend their skills. For example, in Year 6, pupils excel in understanding higher level mathematical concepts developed during sessions with a specialist tutor. Also in Year 6, most-able pupils wrote persuasive arguments expertly by including specialist vocabulary. However, when the level of challenge falters, as it sometimes does in some classes, these pupils, and other pupils, could achieve more.
- Pupils' work across different subjects shows that pupils are applying the skills learnt in reading, writing and mathematics well. As a result, the overwhelming majority of pupils are making good progress in these areas across the wider school curriculum. Occasionally, when work does not wholly match their needs, less able pupils struggle to understand the key points that they are meant to be learning.

- In 2014, the Key Stage 2 test results showed that disadvantaged pupils were behind other pupils in the school in reading and writing by roughly three terms, and behind by nearly two terms in mathematics. In comparison with other pupils nationally, disadvantaged pupils were roughly three terms behind in reading and writing, and nearly two terms behind in mathematics. Teachers are ensuring that gaps in attainment are closing and that the current disadvantaged pupils reach similar standards to other pupils. Across the school eligible pupils are making at least good progress.

## **The early years provision**

**is good**

- The early years coordinator provides effective leadership and management and has a good knowledge of strengths and areas for improvement of the provision. For example, she has ensured all adults have received training to enable the teaching of phonics to improve.
- Children join the early years with skills and abilities that are below those typical for their age and weakest in communication, reading, writing and mathematics. All groups of children, including disabled children, those who have special educational needs and children who speak English as an additional language make good progress. Now that the early years children are taught in the new building, resources and provision have improved and current indications are that an increasing proportion, including disadvantaged pupils, are achieving a good level of development.
- The school has well-organised induction systems to support children when they first start school, whether in the Nursery or the Reception classes. There are positive links with parents, enabling teachers to gather valuable background information, and this helps children to settle quickly.
- Teaching is good. The activities prepared for the children are well-planned and are organised to optimise the choices available to children. This ensures that children explore and learn from their experiences consistently well. For example, in the sand pit, children in the nursery counted how many spadefuls were needed to fill the bucket. The opportunities for learning appeal to the children and help them to improve their speaking and listening skills and personal development well.
- Early reading and speaking skills are developed well through structured phonics teaching and reading sessions. Teaching of these aspects has improved this year in response to children's weak reading and writing attainment in 2014, especially boys' results.
- Staff are good at keeping children safe and secure. Both the new indoor and outdoor learning areas are safe, clean and are well-maintained.
- Children's behaviour is good because of the positive adult support they receive. Children cooperate well with each other, for example, when taking turns in their use of outdoor equipment. Children's health and well-being are promoted well.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136232
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	461986

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michele Tuttle
<b>Headteacher</b>	Alison Tones
<b>Date of previous school inspection</b>	18 June 2013
<b>Telephone number</b>	0115 9155755
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