Arnold Woodthorpe Infant School

Inspection Report

Unique Reference Number   122511
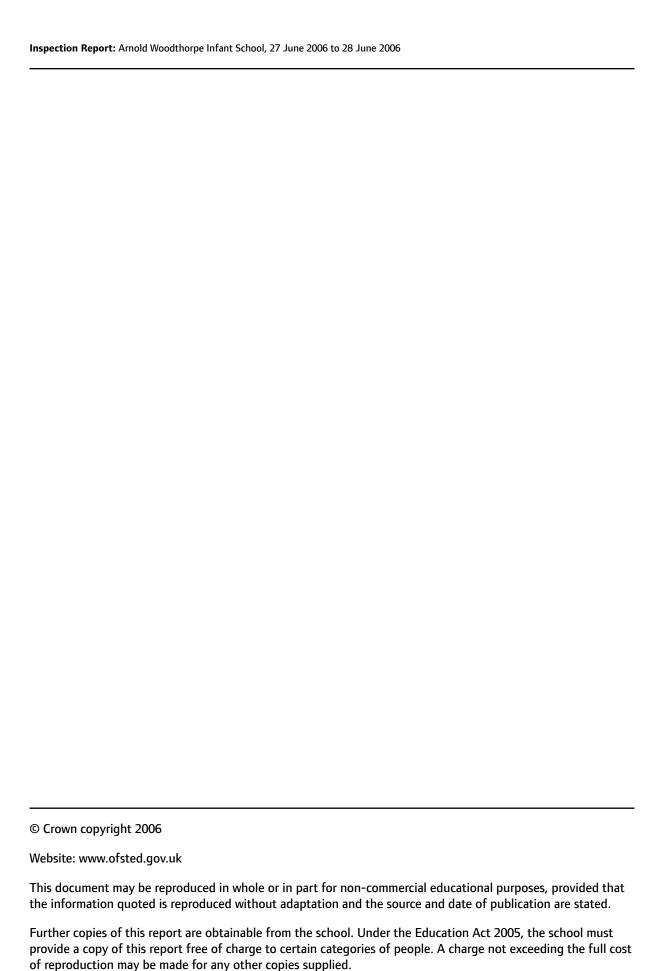**LEA**   NOTTINGHAMSHIRE LEA
Inspection number   281285
Inspection dates   27 June 2006 to 28 June 2006
Reporting inspector   Ms. Sheelagh Barnes AI

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

Type of school	Primary	**School address**	Arno Vale Road
School category	Community		NG5 4JG
Age range of pupils	4 to 7		
Gender of pupils	Mixed	**Telephone number**	0115 9263820
Number on roll	171	**Fax number**	0115 9263820
Appropriate authority	The governing body	**Chair of governors**	Mrs.V Mattinson
Date of previous inspection	Not applicable	**Headteacher**	Ms. S Mackay

Age group	Inspection dates	Inspection number
4 to 7	27 June 2006 – 28 June 2006	281285

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average infant school is situated in the Woodthorpe area of the City of Nottingham. The number of pupils known to be eligible for free school meals is well below most schools, as are the proportions of pupils with learning difficulties and/or disabilities. More pupils come from minority ethnic backgrounds than nationally, but fewer speak a language other than English as their first language. There are slight variations in the make up of groups of pupils who enter the school year-on-year, but the standards they have attained before they start Reception are above average overall. There have been changes to leadership since the previous inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Inspectors agree with the school's evaluation of its current overall effectiveness. Teaching and learning are good overall. Assessment is satisfactory but the school acknowledges that more use could be made of information gathered to track the progress of groups to ensure that all pupils are making the best possible progress. Marking is accurate and regular and teachers know their pupils well. Children have a good start to their education in the Foundation Stage and provision in both Reception classes is good. Progress overall throughout the whole school is good and the standards pupils attain are well above average by the end of Year 2 in most subjects. Provision in information and communication technology (ICT) is satisfactory and the school has highlighted this as an area for improvement. In particular, the school needs to ensure that all pupils are appropriately challenged in the subject. Behaviour is good. Pupils enjoy lessons and are keen to come to school, and as a result attendance is above average. Leadership and management are good overall and the head teacher and governors work together effectively. Leadership and management by subject coordinators are satisfactory. The school has identified the need to develop the monitoring roles of the coordinators further. Parents are generally supportive of the school and appreciative of the good education it provides. The school has the capacity to continue to improve further.

What the school should do to improve further

- Develop subject coordinators' roles, particularly in using assessment and other monitoring information, to ensure that pupils from all groups are making the best possible progress. - Embed ICT more thoroughly in the curriculum and set higher challenges for pupils' attainment in the subject.

Achievement and standards

Grade: 2

Pupils, including those with learning difficulties and/or disabilities and those with English as an additional language, achieve well and reach the challenging targets the school sets for them. Due to the good quality of education the school provides, pupils make good progress in the core subjects of English, mathematics and science and standards overall are well above those normally attained by the end of Year 2. Standards in reading at the most recent end of year assessments are above average. However, pupils in Year 1 are set to attain standards in reading that are well above those expected for their ages by the time they leave the school. The progress that pupils make in ICT is satisfactory but the school does not, as yet, set the same rigorous challenges for attainment in this subject as it does in others. The school is aware that this is an area for further development.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They behave well in lessons when most listen attentively and try hard. When moving around school, for example to assembly, their behaviour is exemplary. Pupils have positive attitudes to their learning shown in the neat presentation of their work and their declared enthusiasm for mathematics. Attendance is above average. Pupils' spiritual, moral, social and cultural development is good. The school helps pupils identify what is right and wrong and they are clearly encouraged to get on well together. Most pupils are confident there is no bullying and that their worries are taken seriously. The older pupils particularly enjoy taking on responsibilities, especially when serving dinner to younger children at lunch times. The well-organised mealtimes not only encourage safe practices and healthy eating but also provide enjoyable social opportunities for all. Active playtimes are encouraged although more effective use could be made of supervisory staff and play equipment to encourage the development of a range of skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils with English as an additional language, higher attaining pupils and those with learning difficulties or disabilities all make good progress due to the good teaching they receive. Lessons are interesting and build effectively on pupils' skills and knowledge. Teachers place good emphasis on practical activities and pupils enjoy their lessons as a result. This is particularly the case in mathematics and many pupils cite these lessons as their favourite subject. They say 'Maths is fun!' Teachers and other staff are consistent in their expectations of pupils' behaviour and response and boys and girls know what is expected of them. As a result, behaviour is good and little time is wasted. Teachers make good use of interesting and exciting resources, as when Reception pupils watched snails as part of their study of mini-beasts. The use of computers as a teaching aid is satisfactory overall, but often opportunities for its use are missed. Assessment overall is satisfactory. Teachers' marking is effective and they have a good knowledge of what each child in their class can do and what they need to do next. However, coordinators are not always completely accurate when setting groups of pupils' attainment in a national context. Assessment of each pupil's progress is detailed but the handwritten format used makes the tracking of groups cumbersome. The school is aware of this weakness and has highlighted the development and use of assessment information as an area of priority in the coming year.

Curriculum and other activities

Grade: 2

The curriculum is good, with a strong emphasis on the development of literacy and numeracy skills, which help pupils prepare well for their future economic well-being.

There is a good focus on developing writing across the range of subjects. In mathematics all pupils have plenty of chances to develop their confidence through a range of problem solving tasks. The commendably open-ended opportunities for pupils to record their ideas in a range of styles rather than using commercial formats are successfully contributing to raising standards. Whilst the school has provided staff training to develop the use of ICT in several lessons classroom computers are not used and staff do not provide regular enough occasions for pupils to develop and practise higher level skills. There is a good range of visits and visitors to the school to extend learning but relatively few other extra-curricular activities.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good overall. Parents are confident that staff all know pupils well and provide good pastoral care. Child protection and health and safety procedures are effective and ensure pupils are safeguarded well. The school has recently introduced a good range of activities designed to inform pupils and parents of the work specifically undertaken. This is illustrated well in attractive displays around the dining area identifying the benefits of healthy eating in supporting a healthy lifestyle. There is good support provided for pupils with learning difficulties and those with disabilities. The school conscientiously monitors the academic progress pupils make with a wide range of assessments. However, such data is not managed to best effect. The school is now wisely considering extending the use of ICT to handle such information in a more time efficient manner.

Leadership and management

Grade: 2

Leadership and management are good overall. The head teacher leads the school well and has a good understanding of what needs to be done next to improve. As a result of her accurate identification of issues for improvement in standards and action taken so far, a good start has been made. The school has a good capacity to improve. The school self-evaluation was arrived at by taking consideration of the views of parents and pupils as well as staff and governors. It broadly reflects the findings of the inspection. Governors are pro-active and fully involved in school decisions. They are prepared to challenge the school to justify the plans it makes and support it effectively. The role of coordinators is currently satisfactory. They provide good support for their colleagues but their monitoring of teaching, learning and pupils' progress is not developed sufficiently.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19

Overall effectiveness

	School Overall	16-19
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

	School Overall	16-19
How well do learners achieve?	2	NA
The standards[1] reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

	School Overall	16-19
How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

	School Overall	16-19
How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

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[1] Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome and for talking to us so politely about school and your work. It was nice to see how much you enjoy the things you do at school. We particularly enjoyed seeing the children in Reception dress up as mini-beasts, watching some of your interesting mathematics lessons and talking to the school council. You take care of each other well and it was very pleasant to have lunch with you and to see how older children serve dinner sensibly to the others on their table. Your school is good and your teachers, head teacher and governors all work hard. They look after you well and make sure you know what to do. All the adults who work with you make sure school is a happy place where you can learn a lot. They are doing a good job. You are all doing well with your work and are well behaved. Your parents told us that they are pleased at how well you do and how much you like school as well. We have asked the teachers in charge of each subject to carry on with developing the way they check that all of you are able to do your best. We have also asked the school to give you more opportunities to use computers in your work. We hope you will carry on having fun and learning so much. We really enjoyed visiting your school and talking to you.