



# Bleasby CofE Primary School

## Inspection Report

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**Unique Reference Number** 122750  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292499  
**Inspection date** 28 September 2006  
**Reporting inspector** Joanne Harvey

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>	Primary	<b>School address</b>	Station Road
<b>School category</b>	Voluntary controlled		Bleasby, Bleasby
<b>Age range of pupils</b>	4-11		Nottingham, Nottinghamshire NG14 7GD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636830203
<b>Number on roll (school)</b>	123	<b>Fax number</b>	01636830957
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Christine Bailey
		<b>Headteacher</b>	Mrs A E Town
<b>Date of previous school inspection</b>	21 October 2002		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average sized school serving Bleasby and other local villages on the outskirts of Southwell. It is a very popular and oversubscribed school. Pupils start school with a level of knowledge, skills and understanding which is above those of most pupils, though their skills in communication, language and literacy are less strong. The number of pupils entitled to claim free school meals is lower than in most schools. Most pupils are of White British heritage, their first language is English and many come from privileged backgrounds. The number of pupils with a learning difficulty is lower than in most schools and there are currently no pupils who have a statement of educational need. Attendance is above the national average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding and effective school which provides very good value for money. Standards are high, often exceptionally so, and pupils make very good progress throughout the school. The school's success arises from the remarkably caring ethos that the head, with her staff and governors, has established. This values all individuals and creates a nurturing but challenging environment in which children thrive and become very well rounded individuals. Parents are highly appreciative of the school. The comment of one is representative of many and summed up the school very well when they wrote: 'This is a superb school. From the headteacher's strong leadership, to the skill and commitment of the teachers and the caring guidance of the support staff. The children can only flourish in this environment. We are very fortunate parents for our children to be taught here.' This view is echoed by the children who say that the school is an exciting place where 'learning is fun'. Consequently, this is a happy and harmonious school. Behaviour is exemplary so that not a moment is lost maintaining discipline in lessons or around the school. Because children are encouraged to express their opinions and to accept increasing responsibilities, they grow in confidence and their personal development is outstanding. They know how to stay safe and healthy and make appropriate choices. They are particularly proud of the part they played in making lunch breaks happier and healthier times. The combination of good literacy, numeracy, information and communication technology (ICT) skills and highly developed personal skills equips children exceptionally well for the next stage of education and adult life. Teaching is excellent because lessons are planned very carefully to take children's learning forward from whatever level they have reached previously. Pupils speak most animatedly about the practical activities and topic work they do such as reinforcing basic number skills through games. Those who find learning more difficult get excellent support so that they make very good progress. Children enjoy an excellent range of activities in lessons and in lunch time and after school clubs that goes beyond the required subjects. They also enjoy a wide variety of sporting and musical opportunities. The school benefits from exceptional leadership at all levels. The headteacher, staff and governors have a very clear picture of how well the school is doing because they have rigorous and systematic checking procedures in place. This shared understanding of the school's performance, and the commitment to continuous improvement ensures that all staff and governors are involved in school development planning so that, good as the school is, there is no complacency. Consequently the school is bringing about appropriate changes to the curriculum making it truly unique to Bleasby. In addition the school is further refining its tracking procedures to ensure that pupils' progress is monitored and evaluated in all subjects as expertly as it is in English, mathematics and science. Given the way the school has successfully addressed issues from the previous inspection, maintained high standards and made significant improvements there is little doubt that it has what it takes to get better still.

### **What the school should do to improve further**

- Implement monitoring and evaluation systems for all subjects to match the highly effective systems seen in English, mathematics and science.

## **Achievement and standards**

### **Grade: 1**

Many pupils enter the school with broadly higher than average levels of knowledge, skills and understanding, though their skills in English, particularly early writing, are less strong. Pupils progress very well in the Early Years and Reception Classes where they are prepared exceptionally well for the next stage of their learning. By the time they enter Year 1 pupils have achieved the goals set for them and many have surpassed them. In the national teacher assessed tests at the end of Year 2 and in the national tests at the end of Year 6 very high and often exceptionally high standards have been maintained over recent years. Inspection findings indicate that these high standards are being maintained and pupils make very good progress throughout the school. All groups of pupils, including those who have learning difficulties do equally well.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development, including their spiritual, moral, social and cultural development is outstanding. Children thoroughly enjoy school and attendance is therefore above average. The school has been successful in reducing the number of pupils taking holidays in school time. Pupils and most parents value the range of lunch time and after school activities. Children have excellent opportunities to contribute to the school community as school councillors, prefects or helpers in a range of tasks. Pupils take the lead in fundraising activities because as one child says 'we are taught to realise that there are some people who are not as fortunate as us and we should do something to help them'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Very good relationships ensure a supportive yet challenging learning environment. Adults have high expectations of pupils' behaviour so that they are attentive, rarely passive and respond quickly to instructions. Pupils benefit in lessons in which they have response partners to exchange ideas with and where sharp incisive questioning challenges them to think and work hard. Teachers provide exemplary oral and written feedback to pupils, helping them to improve. Assessment information is used often and effectively to plan work that challenges pupils of all abilities. Targets are shared regularly with pupils and parents. The pace of learning is usually very good. Pupils are beginning to be taught to understand their favoured learning styles and how to maximise these. Teachers in the Foundation Stage provide a stimulating environment with an excellent balance of adult-led and structured play activities.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is thoughtfully planned to ensure that pupils have a suitably broad curriculum which builds their skills and experiences with lots of opportunities to use their high levels of literacy and numeracy skills across other areas of the curriculum. The school is developing these links to make learning even more meaningful, using ICT well. Importantly, the strong focus on personal, social, and health education promotes excellent personal development. There are plenty of enrichment activities like visits and visitors to bring learning to life and keep children motivated. Children who need extra help are very well provided for. The amazing new outdoor area for Foundation Stage pupils has presented an ideal opportunity to ensure that provision outdoors matches the excellent provision in the classroom.

## **Care, guidance and support**

### **Grade: 1**

All the required procedures to ensure pupils' health, safety and welfare are in place and regularly reviewed. Induction and transition arrangements are excellent. Pupils' progress is monitored very carefully so that pupils and teachers know what the next stages of learning are. Targets are well known and well used. The open, caring, friendly atmosphere, central to the school's ethos, is a great strength. Staff know individual pupils very well and respond quickly when needed. Pupils who have additional needs are well supported. Pupils say they are extremely happy in school where they achieve well both academically and personally in its safe and encouraging environment.

## **Leadership and management**

### **Grade: 1**

At the forefront of the school's success is the headteacher whose vision and drive has enabled it to go from strength to strength. Leadership roles have been successfully devolved to an able and hardworking team. All are united in their aim to provide the highest quality education in an atmosphere where everyone feels happy, valued, cared for and respected. The school has a clear picture of its strengths and areas for development. Improvement projects are cleverly presented in themes based on the colours of the rainbow and this successfully keeps adults and children focussed on success. At present the school does not have quite the same highly accurate picture of standards in other subjects as it does in English, mathematics and science. The school promotes successful partnerships to ensure the high standards of care and education are continually improved upon. Governors have a very clear understanding of the school and its development. A handful of parents who responded to the inspection questionnaire feel the school does not do enough to keep them informed or to consult with them. However, the inspector found that views are regularly sought, valued and acted upon and parents are provided with a remarkable amount of information about its work.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

29 September 2006 Dear Pupils Bleasby CofE Primary School, Station Road, Bleasby, Nottingham, NG14 7GD Thank you for making me so welcome when I came to inspect your school recently. This letter is to tell you what I thought about your school and how it could be even better. I think you are lucky to go to such an outstanding school. You told me that teachers make learning fun and that you do exciting things in lessons. I saw some of this myself when looking around the school. You also told me that behaviour is excellent and that everyone gets on together very well. This was certainly the impression I got as I saw you working hard in classes, having lunch together quietly and sensibly and playing outside. Because the staff look after you so well you make excellent progress in your learning. You also have adults or older children to go to if you ever get worried and upset. To make the school even better I have asked those who lead the school to make sure that they know how well you are doing in other subjects as well as they do in English, mathematics and science. I am sure Mrs Town and the other staff will continue to work hard to make the school an exciting and interesting place for you and you can do your bit by continuing with your excellent behaviour and hard work. Joanne Harvey  
Lead inspector