

Bottesford Church of England Primary School

Inspection report

Unique Reference Number	120118
Local Authority	Leicestershire
Inspection number	339603
Inspection dates	26–27 January 2010
Reporting inspector	Sue Hall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	John Yarham
Headteacher	Louise McGrory
Date of previous school inspection	6 December 2006
School address	Silverwood Road Bottesford Nottingham
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Introduction

This inspection was carried out by three additional inspectors. They spent the majority of their time observing learning in each of the eight classes and visited 16 lessons. They held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including that tracking pupils' progress, samples of the monitoring of teaching and learning, school planning and minutes of recent meetings of the governors. Inspectors also closely scrutinised samples of pupils' recent work and documents regarding safeguarding. Questionnaires from 64 parents, 100 pupils and 16 staff were also scrutinised.

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

- whether all groups of pupils, particularly the boys and those with additional needs make the progress they should, especially in English
- the aspects of pupils' personal development which are particularly strong and how the school cares for and supports pupils
- whether all staff make full use of assessment information to provide challenging work for groups of pupils of different ability
- if the work of the school is monitored and evaluated rigorously enough to identify precisely the quality of provision and areas for further improvement.

Information about the school

In this average size school most pupils are of White British heritage and none are at the early stages of learning English. There are few pupils entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is below average with these pupils having a range of additional needs. The school holds Activemark, Healthy Schools and International Eco school Green Flag awards.

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

This is a school that provides a good quality of education and where the outstanding spiritual, moral, social and cultural development of pupils is a particular strength. Parents and carers are very pleased that their children develop a range of academic and social skills that help them grow in confidence. One parent notes that, 'The school is managed by a very calm, level-headed team who clearly have high standards but also a realistic sense of perspective.' Most pupils say they like school and especially enjoy some of the extra-curricular activities.

Children enter the Early Years Foundation Stage with skills and knowledge that are often above average in several key areas including their levels of confidence although their knowledge of letters and sounds and of early writing is lower. As pupils move through the school most achieve well and make good overall progress but this is variable. Many say they like mathematics and science but few like English, which is reflected in end of key stage assessments and tests. Nevertheless, by the age of eleven, attainment is often well above average in mathematics and science although not as high in English and especially in writing. Some pupils do not systematically develop grammatical accuracy or good spelling and handwriting skills.

All of the areas that support pupils' personal development and well being are good. Most know how to keep themselves and others safe and behaviour is good. Pupils also know what constitutes a healthy lifestyle and willingly take on roles and responsibilities within the school.

Teaching and learning are predominantly good and staff use interactive whiteboards well to demonstrate ways of working. Teachers explain things carefully to the pupils. However, the use of assessment information to inform planning is variable and at times not enough is asked of some pupils. The curriculum is effective with a range of activities that enrich learning well. But, curriculum planning to teach the progressive development of basic and higher level writing skills is not fully effective. Pupils do not always have sufficient opportunities to produce longer pieces of writing or to use their imagination. The care, guidance and support of pupils are effective with several pastoral strengths. The headteacher and senior leadership team share a vision for improvement and are driving the school forward well. Governance is effective with the new group of governors well informed of provision. These aspects are ensuring good capacity for further improvement. The process of monitoring the work of the school is secure but checks of the effectiveness of planning, teaching and learning lack evaluative rigour to accurately identify some areas for improvement.

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What does the school need to do to improve further?

- Raise standards in English and particularly in writing by:
 - systematically teaching the skills that enable pupils to produce grammatically accurate and imaginative writing and spell accurately
 - developing more opportunities to write at length and in depth across the range of subjects.
- Ensure that teaching and learning are consistently good by:
 - making full and effective use of assessment information to plan activities that challenge pupils of different abilities throughout the school
 - checking that the monitoring and evaluation of planning, teaching and learning is rigorously evaluative in order to identify the sometimes small steps to further improvement.

Outcomes for individuals and groups of pupils

2

Children enter the school with mixed skills which overall are above the expectations for their age. Many are confident and chatty children who settle well and are interested in what is going on around them. As they move through the school most pupils make good progress and achieve well but this is somewhat variable. Attainment in Year 2 has dropped from being consistently above average to little more than average, especially in English. This is in part related to temporary staffing arrangements which disrupted the progress made with planning, and the additional needs of an identified group of pupils. Pupils in Year 6 last year were the first cohort to take national tests and, although there were some positive results in reading, writing and mathematics, the school readily admits their disappointment that standards were only a little above national averages because fewer than expected reached the higher level (Level 5) in writing in the tests. This galvanised the school into a thorough and effective review of provision especially in Years 3 to 6. There have been considerable improvements in the current year and especially in Year 6. Tracking information, lesson observations and the sample of pupils' work show that attainment is rising and that around half the pupils in Year 6 are on line to achieve the higher levels in all core subjects. In other year groups attainment in mathematics and science is generally high, although writing is not at the same level. As yet recent improvements in planning and teaching are not yet leading to consistent progress. Assessments indicate boys do not do as well as girls, in some areas. The school is now more focused on the needs of all older pupils but more could be done to develop the writing skills of the youngest boys. Nevertheless, pupils of all abilities and from all backgrounds including those with additional needs make good overall progress. Most pupils say they like school and that they feel safe and well cared for. They work and play well together as seen in mixed age groups in an assembly focused on the five school aims. Here pupils happily discuss their ideas for posters reflecting one of the areas which develops their social and moral understanding very well. The school extends

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pupils' cultural awareness both through music and the arts, and also through extensive links with other organisations. Pupils say they particularly enjoy and learn a lot from theme days focused on the celebrations of other cultures. Behaviour is good. Many pupils behave very well although a few do not contribute much to lessons. There are good opportunities to develop an active lifestyle but there is scope to do more to encourage healthy eating, including packed lunch choices. With good attendance, generally high level basic skills and good levels of confidence the pupils are prepared well for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Throughout the school staff have good relationships with their charges which motivates many to try hard. This is seen well in the large Year 6 class where pupils of all abilities are keen to live up to the high expectations of their teacher. Teaching in the Reception / Year 1 class is also particularly effective because planning takes account of the different needs of the pupils so that they are able to make considerable progress. However, planning in some other classes is not as effective and does not identify how specific

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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groups, including the more able pupils, are to be challenged. This does not reflect good enough use of assessment information to set tasks that meet the needs of all. Whilst there are good examples of the marking of recent work that clearly identifies to pupils what they need to do to improve, this is not consistent.

Staff provide an interesting curriculum with theme days being of particular appeal to the pupils. The school makes good use of a range of visits and visitors to enrich learning and there is a good range of extra-curricular activities. The curriculum is good in most respects although not as strong in English as other areas.

Pastoral care is a particular strength within the good care, guidance and support of pupils. Staff know the pupils well which results in most of them saying they feel happy and well looked after. The special educational needs coordinator liaises with staff and other agencies to ensure support is provided for those who need a little more help. The school has developed a very wide range of additional activities to help boost pupils' confidence and thereby standards in key areas. At times staff could do more to involve the few pupils who take little active part in discussions.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides good leadership and is well supported by the senior leadership team including through their roles as literacy and numeracy coordinators. The thorough review of assessment information last year ensured a much tighter focus on the sequential teaching of core skills although as yet this is not yet as consistent as it could be. This is in part linked to the monitoring of planning, teaching and learning which occasionally is supportive rather than critically evaluative. This leads school self-evaluation to be at times a little more positive than indicators show. The new governing body is working effectively. With high levels of personal and professional skills coupled with a passion for the school, governors are very well placed to be a particularly effective group in supporting the further development of the school. All of these areas ensure that the school provides good value for money.

The links with parents and partnerships with other organisations are good ensuring the needs of pupils are well met. The school promotes equality of opportunity well although occasionally the needs of the higher attaining pupils could be considered more carefully in planning. The procedures to safeguard the pupils are effective. The checks of those who work in school are thorough and appropriate. Child protection training and security

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issues are well organised so that pupils say they feel safe. The school promotes community cohesion well and with some very strong elements. The leadership team have audited provision and have strong links at both a local, national and international level with a range of organisations that link into areas of provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2

Early Years Foundation Stage

Children arrive in school with mixed early learning experiences and skills. For some years the school has assessed these skills as being in line with expectations for their age. Inspection observations indicate that these assessments are modest and that children often enter the school with good skills. Assessment procedures are thorough but as in other areas of the school, information is not based on rigorous evaluation. Children's personal, social and emotional development is good and most are confident and happy children who get on well together. Many are able to discuss their ideas with a well developed vocabulary and have a good understanding of numbers. Their knowledge and understanding of the world around them is also good including of things that sink and float, and when using classroom computers unaided.

Children make good progress in both the Reception class and the mixed Reception / Year 1 class. Provision in the mixed age class is particularly effective because planning takes account of their different ages and abilities so that all are well challenged. The curriculum is good although staff sometimes miss the chance to carefully structure more opportunities for boys to develop early writing skills. There is generally a good balance of adult-led and child-chosen activities, although at times staff could ensure a more specific focus to some activities for the younger children. Effective leadership has

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successfully ensured that all staff share a determination to continually improve provision.

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

Parents and carers like the school and have very positive things to say about the education and care of their children. Several note similar sentiments to one who states, 'My child is very happy at this school. The school has helped my child to grow in confidence ...'. Whilst another indicates 'I have always been very pleased with the school, staff and leadership.' The small number of concerns raised are mainly of an individual nature either related to behaviour, lunchtime arrangements or support for individual children. While a few questions were raised about provision in the mixed age class inspectors believe this is of good quality and promotes learning for all the children well. A small number of parents and carers also indicate that they would like after school care for their children which as yet the school, for organisational reasons, has been unable to provide.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bottesford Church of England Primary 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	69	18	28	2	3	0	0
The school keeps my child safe	47	73	17	27	0	0	0	0
The school informs me about my child's progress	40	63	24	38	0	0	0	0
My child is making enough progress at this school	38	59	23	36	1	2	1	2
The teaching is good at this school	41	64	20	31	2	3	0	0
The school helps me to support my child's learning	43	67	20	31	0	0	1	2
The school helps my child to have a healthy lifestyle	39	61	24	38	1	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)	33	52	22	34	2	3	0	0
The school meets my child's particular needs	36	56	25	39	2	3	1	2
The school deals effectively with unacceptable behaviour	34	53	24	38	2	3	0	0
The school takes account of my suggestions and concerns	28	44	28	44	2	3	1	2
The school is led and managed effectively	41	64	21	33	0	0	1	2
Overall, I am happy with my child's experience at this school	45	70	19	30	0	0	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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:	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. ■ 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.



Thursday 28 January 2010

Dear Pupils

Inspection of Bottesford Church of England Primary School, Nottingham, NG13 0BS

Thank you very much for making us welcome when we visited your school recently. We really enjoyed meeting several of you in lessons, at lunchtime and when we attended assemblies. We enjoyed chatting to several of you including members of the school council who were good at explaining some of the things you like or don't like in school. These are some of the findings from our visit to Bottesford.

We think your school provides you with a good quality of education. We particularly liked how the staff help you to develop your social skills and an understanding of right and wrong so that you older ones discussed the aims of the school with awareness of what everyone can do to keep the school improving. We were pleased to see that many of you do well in mathematics and science, and that you grow in confidence throughout the school. Those of you in Year 6 make lots of progress - well done and keep up the good work!

To improve your school further, we have asked the headteacher and staff to:

- raise attainment in English by ensuring you learn how to write accurately and in more detail
- use the information from the checks of your progress, to ensure activities are just a little bit harder for some of you, and then make sure the staff check even more carefully what else in the school needs to be improved.

You could also help things to improve by making sure that you always offer your ideas in discussions and try a little harder with your writing. Some of you could check your spellings a bit more carefully and try and ensure that your handwriting is always neat. We would also like you to encourage your parents to help you eat well by making sure your packed lunches reflect healthy choices.

Yours sincerely

Sue Hall

Lead inspector

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