

Edale Rise Primary & Nursery School

Inspection report

Unique Reference Number	122446
Local Authority	Nottingham City
Inspection number	359251
Inspection dates	27–28 September 2010
Reporting inspector	Kenneth Thomas

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

Type of school	Primary
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Ms Kit Thomas
Headteacher	Mrs Jane Swingler
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed nine teachers and saw 12 lessons. Inspectors observed two assemblies and the breakfast club, and held discussions with staff, parents, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 59 parents and carers, 60 pupils and 22 members of staff were analysed.

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

- The standards achieved and rates of progress made by all groups of pupils, particularly those with English as an additional language.
- The impact of strategies to improve attendance.
- The quality of teaching and learning and whether pupils' individual needs are being met.
- The impact of leadership and management and the capacity to drive improvement

Information about the school

As part of a local reorganisation of schools, Edale Rise, formerly Greenwood Infant and Nursery School, became a primary and nursery school in September 2009. The first Year 3 pupils were admitted at that time. The school is average sized with slightly more boys than girls on roll. Most pupils are from minority ethnic backgrounds. They represent a wide range of ethnic groups, the largest being of Pakistani family background. About two thirds of pupils speak English as an additional language with a quarter being in the early stages of learning English. Over a third of the pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well above average, although very few have a statement of special educational needs. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. The Early Years Foundation Stage provides for Nursery and Reception aged children. The school has an onsite breakfast club that is managed by the governors. The school has gained national recognition for its work in several areas including Healthy School status and the Activemark for physical education and exercise. In 2009 the school won the regional award for Innovation and Excellence in Learning outside the Classroom.

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?**3****The school's capacity for sustained improvement****3**

Main findings

This friendly and welcoming school provides a satisfactory and improving standard of education for its pupils. From the time children enter the nursery they make good progress in their personal development because staff provide good care and support. Pupils are happy, feel safe, behave well and are willing to work hard in their lessons. Because pupils from all backgrounds get on very well the learning atmosphere is very purposeful and harmonious. This is recognised by parents and carers. One, capturing the views of many, said, 'this school is like a big happy family; everyone is welcome, both children and parents'. Pupils take pride in the range of jobs that they carry out, such as being members of the school council or playground pals. The school's promotion of community cohesion is good. It is based on a firm understanding of the school's own context. This is underpinned by good spiritual, moral, social and cultural development. The recognition and celebration of different cultural backgrounds enable pupils to value themselves as members of their own community and as citizens of the United Kingdom.

Outcomes for pupils are being improved. Although pupils' attainment at the end of Year 2 is low overall, it is beginning to rise. Similar improvement is also seen in the attainment of pupils now in Year 4. Taking their low starting points into account, achievement is satisfactory. The proportion reaching the nationally expected level by the end of Year 2 improved substantially in 2010. Improvement is also seen in the attainment of pupils with English as an additional language, whose progress is comparable to that of their peers. However, boys' attainment lags behind that of girls throughout the school, particularly in English. Pupils' current work and information on their progress indicate that standards are continuing to rise.

Learning, progress and teaching, although consistently good in the Early Years Foundation Stage, are inconsistent in other years and are the main reasons that progress is satisfactory rather than better. There are examples of good and better lessons, where pupils are making good progress because they are fully engaged and enjoying learning. Nevertheless, in some lessons the best use is not made of the support available from teaching assistants because introductory and other teacher-led activities are too long. In addition teachers do not always set suitably challenging work that matches the abilities of different groups of pupils or do enough to check pupils' understanding as lessons move on.

Challenging targets are set and the effective use of assessment information by senior leaders to check the pupils' progress is contributing to the rise in standards. This is particularly evident for pupils with special educational needs and/or disabilities, pupils who find themselves in vulnerable circumstances and those with English as an additional language. School self-evaluation, although over-generous in some instances, is based on satisfactory monitoring and identifies the correct areas for improvement, including those in

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teaching and learning. However, not enough has been done to tackle these weaknesses in a systematic way. Governors are very supportive and have a high profile in the school. They are fully involved in evaluating the school, but some lack the skills and information necessary to monitor the impact of action taken to tackle weaknesses. The school has satisfactory capacity for further improvement. The school has good partnerships with the local community, external agencies and local schools. Staff work hard to build and maintain positive relationships with parents and carers. They are provided with regular information about school events and the progress of their children. A large amount of management time is devoted to ensuring that pupils are in school regularly and, although attendance continues to be low, it is improving. Staff are doing much to strengthen engagement with the parents and carers of pupils with poor attendance records and to increase their understanding of their children's learning and the value of education. However, all recognise that more needs to be done to ensure that attendance continues to improve.

What does the school need to do to improve further?

- Develop greater consistency in the quality of teaching and learning, and accelerate progress, particularly that of boys, by:
 - ensuring that the pace of learning is brisk and tasks are appropriately challenging for all groups of pupils
 - using more effective questioning techniques to assess pupils' understanding and extend their thinking and reasoning skills
 - ensuring that the best use is made of teaching assistants during teacher-led parts of lessons, particularly during introductory activities.
- Improve leadership and management by:
 - developing a strategy for building on strengths and tackling weaknesses identified through the monitoring of teaching and learning in a systematic way
 - ensuring that all governors have the skills and information needed to offer both challenge and support.
- Improve attendance to bring levels closer to the national average by July 2011, by ensuring that concerted action is taken by all those responsible for ensuring that pupils attend school regularly.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children's skills and experiences are well below those expected for their age when they start in the nursery, particularly in communication, language and literacy. Because provision in the Nursery and Reception classes has improved, standards are rising and increasing numbers of pupils are attaining age-related expectations by the time they enter Year 1. Pupils who speak English as an additional language are supported well by multilingual staff and make good progress in developing their English. Pupils' work in

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lessons and in their workbooks indicates that standards are improving but below those expected for their age, particularly those of boys. Nevertheless, it is clear that most pupils are making satisfactory and some good progress, although it is uneven through the school. Pupils enjoy and achieve well in their learning when lessons are stimulating and engaging. In these lessons they also show consistently good behaviour and enthusiasm for learning. This was exemplified in a Year 3 mathematics lesson where pupils took great delight in numerical games involving addition and subtraction. Improving skills in literacy, numeracy and information and communication technology are preparing pupils for their future satisfactorily. Most of the substantial number of pupils who join the school at times other than the usual start have a history of irregular attendance. All are helped to settle quickly and make satisfactory progress. Pupils with special educational needs and/or disabilities also make satisfactory progress because they are well supported in class or receive specialist support. A feature of the school is the high quality of pupils' artwork and displays that contribute much to the attractive learning environment.

Pupils demonstrate a good awareness of how to avoid risks, whether on the internet or during their journeys to and from school. They also understand the importance of exercise and a balanced diet to their healthy development. The school council provides a useful forum for pupils' voices and pupils contribute well to the school and wider community in other ways, for example acting as monitors or raising money for worthwhile causes such as Pakistan Flood Relief. Pupils see respect as a key aspect of their development. They readily relate to those from different cultural and religious backgrounds. Pupils leave the school adequately prepared for their future and with a developing understanding of the range of opportunities available to them in later life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are characterised by good relationships between teachers and pupils. Classrooms are attractive and well resourced with a wide range of materials and equipment, including good resources for information and communication technology. In the very best lessons, pupils are expected to work independently, stretching themselves and others as they talk things through. In these lessons teachers also ask questions that require pupils to explain their thinking so that they can check that pupils understand what they are learning. Some teachers build on this more effectively than others by giving harder work or more support, but this is not consistent. Many teachers take too much time introducing learning, which gives pupils too little time to practise, extend and apply their learning and skills, and so improve the standard and quality of their work. This also limits the work of teaching assistants who spend too much time listening to the teacher and not enough on supporting learning. In most classes, the marking of pupils' work provides pupils with a clear guide to the next steps in learning.

The curriculum provides pupils with a good range of engaging and motivating experiences, while maintaining an appropriate focus on the development of basic skills. Opportunities for investigative learning beyond the classroom are a strong feature of the curriculum and the school has achieved national recognition for outdoor learning. A good range of well-attended additional activities, clubs and visits add interest and help to promote pupils' enjoyment of learning.

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All staff ensure that every child, from whatever background and circumstances, is well cared for and supported. Pupils are confident they will be helped to resolve any difficulties they might encounter by sharing them with an adult. Staff provide good support for pupils from vulnerable circumstances by working well with outside agencies, families and carers. Attendance is improving because procedures to support regular attendance and reduce the number of persistent absentees are robust.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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, with strong support from other senior leaders, sets clear and firm expectations for what good teaching and learning look like within an atmosphere of collaboration and respect. As a result, staff work well together and all are committed to continuing improvement. Consequently, many aspects of the school are getting better, for example attendance and attainment. Senior leaders check teaching and learning to see whether teaching is making a difference to pupils' outcomes, and give clear feedback to help colleagues do better. However, they do not always follow this up to evaluate impact of the advice given. Effective partnerships with local schools give pupils a range of additional sporting and other opportunities. Staff are in the process of developing links with schools abroad to extend pupils' knowledge and understanding of world communities. The school benefits from the support of the vast majority of parents and carers who express confidence in the school and the direction it is taking.

Governors ensure that arrangements for safeguarding the welfare of pupils and for making sure that those working with them are properly vetted are good. Responsibilities are clear, so that the school provides a safe environment for all. The good procedures meet all statutory requirements and underpin the school's caring approach. Staff and governors take their duties to promote equal opportunities seriously, and leaders successfully ensure that discrimination of any sort is not tolerated. Every child is included in planned activities and equality of opportunity is promoted satisfactorily. Pupils understand and respect each others' social, ethnic, religious and cultural differences, and their minds are open to the range and diversity of culture in the United Kingdom and beyond.

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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	3
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	3
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	3

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes because good leadership and management ensure that teaching is consistently good and that children are provided with an engaging range of learning activities. Assessment information is used effectively to plan activities that meet children's needs and skilled teaching, especially in communication, language and literacy is raising standards. As a result, many children are now reaching the expected levels in reading, writing and mathematics by the time they start Year 1. There is a good balance of adult-led and child-initiated activities and adults use questioning well to move learning forward. Positive relationships and a strong emphasis on developing the children's personal skills ensure that they all settle quickly and become increasingly confident as they move to Year 1. Opportunities for the children to learn both indoors and outside have been considerably enhanced by the new accommodation occupied from the start of the term. The variety of resources captures their imaginations and helps them develop and build on their starting points. Adults ensure children are kept safe and healthy so that they are able to enjoy their learning. Good links with parents and help children quickly settle and secure a good introduction into school routines.

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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

There was a good response from parents and carers to the inspection questionnaire. The responses reflect a very positive relationship with most parents and carers, and the comments made reflect considerable satisfaction. Parent and carers say that staff keep their children safe and that their children enjoy school. They say that they are well informed about their children's progress and are happy with their children's experience at school. A number also rightly comment positively about the support provided for pupils who have particular needs. Inspectors agree with the positive views but found teaching to be satisfactory rather than good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edale Rise Primary & 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	75	13	22	1	2	0	0
The school keeps my child safe	47	80	11	19	1	2	0	0
My school informs me about my child's progress	44	75	14	24	0	0	1	2
My child is making enough progress at this school	40	68	17	29	2	3	0	0
The teaching is good at this school	43	73	16	27	0	0	0	0
The school helps me to support my child's learning	40	68	17	29	1	2	0	0
The school helps my child to have a healthy lifestyle	36	61	23	39	0	0	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)	32	54	23	39	1	2	0	0
The school meets my child's particular needs	36	61	18	31	1	2	0	0
The school deals effectively with unacceptable behaviour	34	58	21	36	2	3	0	0
The school takes account of my suggestions and concerns	36	61	20	34	2	3	0	0
The school is led and managed effectively	42	71	16	27	0	0	0	0
Overall, I am happy with my child's experience at this school	43	73	16	27	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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:	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 pupils' 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.



29 September 2010

Dear Pupils

Inspection of Edale Rise Primary & Nursery School, Sneinton Dale, NG2 4HT

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you and you were really helpful. We particularly enjoyed listening to your singing in assembly.

Yours is a satisfactory school and it is good in the Early Years Foundation Stage. Children in the Nursery and Reception classes are given a good start to their school lives and make good progress. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You make more progress in some years than others and we have asked your teachers to make sure that in all of your lessons you are really stretched so that you make the best possible progress in all years. We have also asked that teachers make more frequent checks on your learning in lessons. Your teachers spend a lot of time marking your work and through this give you good guidance on what you have to do to take the next steps in learning. You can help yourselves to make more progress by making sure that you try hard to follow the advice you are given. Staff are also working hard, and with some success, to improve attendance. We want everyone to work together to raise attendance even further so that it is at least the same as in other primary schools.

You understand the importance of being healthy, you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. We were also impressed with how you all do so much to help the school, especially those who help at playtimes and in the classrooms and those of you involved in making decisions through the school council.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. To help this, we have asked senior staff and governors to check that you are making equally good progress in all of your lessons.

We think that everyone at Edale Rise can work together to do these things and that you will want to play your part by working hard and attending regularly.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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