

Old Basford Primary and Nursery School

Inspection report

Unique Reference Number	122475
Local Authority	Nottingham City
Inspection number	340155
Inspection dates	8–9 March 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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Mrs Elaine Clifford
Headteacher	Mr Mark Precious
Date of previous school inspection	9 November 2006
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Introduction

This inspection was carried out by four additional inspectors. They spent the majority of their time observing learning in each of the 14 classes, visited 25 lessons and observed fourteen teachers. Inspectors also held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including tracking of 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 134 parents, 61 pupils and 41 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 and particularly those in Key Stage 1 make consistently good progress, especially in their writing
- if the school is doing enough to support the pupils' personal development and well-being and to raise attendance
- whether assessment information is used well enough to provide consistently challenging work for all groups of pupils and especially in Key Stage 1
- if the work of the school is monitored and evaluated rigorously enough to identify the right areas for further improvement.

Information about the school

In this large school the majority of pupils are of White British heritage and about a third come from other ethnic minority groups. Several have dual language skills and a small number speak English as an additional language. There are slightly more pupils entitled to free school meals than is seen nationally. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils have a range of additional needs including learning and behavioural difficulties. The school holds several awards including Healthy Schools and Activemark status.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is a highly effective school that provides an outstanding quality of education and care for its pupils. The school is particularly successful in raising the self-esteem of pupils and staff so that almost everyone says they are very pleased to be associated with Old Basford. There is a real 'buzz' around the school with all activities purposeful and enjoyable. This is because everyone is committed to the school and 'on board' with the energetic climate of high expectations coupled with lots of warmth and support. Key to the recent improvement is how the very successful headteacher and senior leadership team have embedded ambition and are driving improvement forward. This has meant that what was already a successful school has identified what needed to be improved further and pursued its own goals with a united focus. The school has very good systems to monitor and evaluate its effectiveness which ensures there is excellent capacity to improve further.

Children enter the nursery with skills that are close to the expectations for their age but slightly lower in some areas of communication and language development. As they move through the school pupils make consistently good and sometimes excellent gains in their learning leading to outstanding overall progress. Attainment is just above average in Key Stage 1. At the age of eleven standards are above average and samples of work indicate attainment is even higher. The outstanding work of the deputy headteacher as assessment coordinator ensures all staff now gather and use a range of information to plan an excellent series of activities that challenge all groups of pupils. This leads to outstanding teaching and learning overall and in Year 6 this is consistently exemplary. The curriculum is outstanding because staff tailor activities to the interests and needs of the pupils very well. However, in the Early Years Foundation Stage and across the school, staff miss opportunities to develop learning outside in order to develop a range of skills even further.

The personal development of the pupils is outstanding. They are happy, keen and enthusiastic learners almost all of whom say they really like school and there is little or nothing they would change. Behaviour is outstanding and has a very positive impact on learning. Pupils have an excellent understanding of how to adopt a healthy lifestyle and of how to keep themselves and others safe. The care, guidance and support of pupils is outstanding because it is deeply embedded within the practice of teaching and support staff. Pupils are seen as individuals and high quality support is provided including for those with additional needs. Overall there are strengths in all main areas and the school is keen to move on even further.

What does the school need to do to improve further?

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- Extend the opportunities to improve learning outside by:
 - developing and using stimulating outdoor areas to encourage more planned and spontaneous activities for children in the Early Years Foundation Stage
 - developing specific teaching or performance areas to enrich learning for all pupils.

Outcomes for individuals and groups of pupils**1**

Pupils enter Year 1 with skills that, whilst mixed, are in line with expectations for their age. In the last couple of years the school has expanded the numbers on roll and admitted a considerable number of additional pupils including several who have changed school. Assessment information indicates that a considerable proportion of these 'new' pupils have additional needs. In several years recently pupils have done better in mathematics than in English. The school was galvanised by assessment information that indicated for instance that last year no pupils in Year 2 reached standards above the average in their writing. This year there has been a very well focussed push to improve writing led by the English coordinator. The staff now use tracking and assessment information very well to inform their planning. The scrutiny of recent work and lesson observations indicate standards in Year 2 are rising.

Standards in Year 6 have improved over the last three years and are above average and on line to rise further this year. This is because the staff team all recognise the important role they have in producing consistent progress. Excellent achievement is illustrated in particularly effective teaching in Year 6 and seen when pupils explored the persuasive language and techniques using the issue of slavery in texts from the late eighteenth century. The pupils speak with passion about how appalled they were by what they have found out and use texts to meet the objective of the lesson to 'read between the lines for hidden meaning without being told by the writer' and to back this up with evidence. Overall the quality of pupils learning and progress is outstanding. Data indicates that in some recent years boys have often done slightly better than girls.

Through the outstanding work of the assessment coordinator a close eye is kept on the progress of all groups and there is no gender difference noted by the inspection team. Pupils with special educational needs and/or disabilities and the small number speaking English as an additional language are very well supported and make similar progress to their peers.

Pupils really like their school as illustrated by one response to the inspection questionnaire, 'School is great, the lessons have some fun in them! I love it!!!'. Their excellent behaviour is a result of an outstanding ethos where everyone is valued as an individual. Pupils with behavioural difficulties know their boundaries and recognise what sanctions and rewards there are for particular actions. Pupils enjoy an active lifestyle and the school holds awards for promoting an active lifestyle. Because staff know them well pupils are actively encouraged to try vegetables and fruit. However, the choices made in a few packed lunches do not support a healthy diet and the school's drive to help eliminate obesity. There are excellent opportunities for pupils to take on

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responsibilities within the school and wider community. Pupils recognise that the system of applying to be on the school council ensures this is seen as important. The system of Year 6 pupils taking on the role of 'guardians' supports behaviour and Year 5 roles as 'Amigos' support children in the reception classes. Pupils develop lots of social confidence and improve their basic skills and are therefore very well prepared for their future. Because there is a clear expectation of behaviour and that pupils will try hard their social and moral development is considerable. This, coupled with lots of visitors, including those from other faiths and cultures, helps develop their spiritual and cultural development too. The school works closely with a range of agencies and parents to stress the importance of regular attendance and punctuality and whilst some parents choose to take holidays in term time attendance has improved.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The teaching team has a lively and enthusiastic approach to their roles which results in lessons often being pacy and challenging. Several activities combine a fair amount of fun together with the consistent development of basic skills. Teachers' management of

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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pupils is outstanding resulting in them being 'on task' throughout most activities. Because pupils enjoy the lessons they make considerable gains in their learning.

Key to the high quality of teaching and learning is that all staff plan lessons very carefully and make particularly successful use of assessment information to ensure that activities are appropriately challenging for all groups of pupils. The curriculum is interesting and very well planned. Activities are well chosen to promote a range of interests and skills and pupils say they like learning Spanish. The successful curriculum is illustrated in Year 5 lessons using film narrative based on 'The Piano' resulting in pupils being able to produce a storyboard including flashbacks. Staff also make very effective use of local facilities, for example during the inspection when Year 5 pupils visited the 'Galleries of Justice' as part of the programme to develop an understanding of citizenship. The school has done much to improve resources and the accommodation. But, staff do not make sufficient use of the outside areas for older pupils and are wisely considering the options to develop specific teaching, investigational or performance areas to enrich learning even further.

The care, guidance and support of the pupils is a key reason for some of the many successes the school has in helping all pupils including those who may be vulnerable. This results in either a kind word, touch on the shoulder or more support where appropriate. This was well illustrated when a tearful child with earache was very nicely comforted by nursery staff. Teachers and teaching assistants are particularly skilled at meeting the needs of all pupils. They readily recognise if additional support is required for those with learning difficulties and/or disabilities, those at the early stages of English and for those identified as gifted and talented.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Pivotal to the many improvements made in the school since the last inspection is the outstanding leadership of the headteacher. His clarity of understanding of the strengths and areas for further improvement has been a crucial factor in improvement. This has led to the school making exceptionally good appointments of key staff and developing their roles in driving improvement. The senior leadership team is very skilled in providing both exceptional teaching and leading key areas. The deputy headteacher is particularly effective in her role as assessment leader and has been influential in staff recognising the sometimes small steps needed to make further improvements.

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The school has very strong links with parents and a wide range of partnerships including local schools in the Education Improvement Partnership which has a very strong impact on pupils' learning. The school promotes equality of opportunity very well because staff are well trained in identifying and addressing the needs of all pupils. Governance is good and improved since the last inspection. Governors are well led and keen to develop the range of formal meetings and focussed visits to the school even further. The safeguarding of pupils is good. Day-to-day practices to ensure the safety of pupils are very well considered and the school has recently improved the recording of information regarding those who help in school. The school promotes community cohesion well. There are lots of links with other schools and agencies locally, nationally and internationally, but with no formal audit of provision to identify where things could be improved even further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is good and with some very effective elements. Children enter the nursery soon after their third birthday with a range of early experiences and abilities. While their speaking and listening skills are not particularly well developed and some do not have a very wide or expressive vocabulary most skills are close to the expectations for their age. Because staff are very warm and caring children settle happily and make good overall progress. Teaching and learning are most effective in nursery where very experienced teaching assistants make a considerable impact on learning. Teaching and learning in the reception classes are usually good. While planning across the team is carefully considered and often detailed,

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not enough use is made of the outdoor learning areas. The outdoor area for the nursery is well equipped and used at certain times but there is little evidence of free flow activities, continuous or really effective use of all areas. In the reception classes the facilities are more limited and whilst there is an outdoor area for children's use this is not easily accessible or stimulating. Leadership and management of the provision are good and parents note with pleasure lots of the pastoral strengths of the setting. However, the key stage leader has not monitored and evaluated the quality of planning, the implementation of recent initiatives or use of the accommodation rigorously enough to identify where further improvements could be made.

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

The large majority of parents and carers who responded to the inspection questionnaire are very appreciative of the quality of education and care provided in this large school. They recognise that everyone is seen as an individual and almost unanimously think their children are happy here. The thoughts of one that 'my son has made outstanding progress year after year, this is due to the hard work and dedication of the teachers and standards set' is echoed by many. While others rightly note 'excellent school' and 'Old Basford is a wonderful school excellently led by Mr Precious'. The small number who identified concerns believe the school sometimes does not take account of their opinions and could do more to enable parents to support their children at home. A small number have concerns that behaviour is not good enough and question whether the leadership team acts on their views. Whilst accepting that parents have a range of opinions the inspection team note there are three parents meetings every year, there appear very effective means to communicate with parents, behaviour is excellent and school leadership is outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Basford Primary and 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 134 completed questionnaires by the end of the on-site inspection. In total, there are 459 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	69	39	29	2	1	0	0
The school keeps my child safe	88	66	43	32	2	1	1	1
The school informs me about my child's progress	82	62	46	35	2	2	3	2
My child is making enough progress at this school	90	68	38	29	2	2	2	2
The teaching is good at this school	85	63	47	35	1	1	1	1
The school helps me to support my child's learning	76	57	48	36	8	6	1	1
The school helps my child to have a healthy lifestyle	66	50	61	46	4	3	1	1
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)	62	50	60	48	2	2	1	1
The school meets my child's particular needs	69	52	57	43	5	4	2	2
The school deals effectively with unacceptable behaviour	66	51	57	44	6	5	1	1
The school takes account of my suggestions and concerns	59	46	57	45	11	9	1	1
The school is led and managed effectively	72	55	52	39	7	5	1	1
Overall, I am happy with my child's experience at this school	81	61	48	36	3	2	1	1

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.



10 March 2010

Dear Pupils

Inspection of Old Basford Primary and Nursery School, NG6 0GF

Thank you very much for making us welcome when we visited your school recently. We really enjoyed chatting to several of you, including members of the school council who were very good at explaining the things you like most. We also enjoyed meeting several of you in lessons, at break and lunchtime and when we attended assemblies. These are some of the findings from our visit.

We think your school provides an outstanding quality of education for you. Hurrah! Well done everybody!

We were particularly impressed with how well behaved you are and how much you enjoy school. This means you try hard in lessons and make lots of progress. We think teaching and learning are excellent and the staff expect and get a lot from you all. Teachers check and track the progress you make very carefully and make sure that lessons are interesting and challenging. We were particularly impressed by the teaching and learning taking place in Year 6 - well done. We think your headteacher and deputy head are doing a great job and recognise what works well and what still needs to be done.

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

- improve the use of the outdoor areas for those in the Early Years Foundation Stage and also for you older ones so that you learn even more.

You could also help your school by encouraging your parents and carers to help you eat healthy packed lunches and reminding them that taking holidays in term time disrupts your learning.

Yours sincerely

Sue Hall

Lead inspector

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